

Literacy Resource

LINC Literacy Addendum – A Support Document for the LINC Literacy Component

The LINC Literacy Addendum, published in 1998, was developed as a support document for the LINC Literacy Component (1997). It provides photocopiable worksheet masters for the LINC literacy instructors to use with literacy learners who need to practice their literacy and numeracy skills through many activities. Co-authored by Nancy L. Hutt and Lynn C. Young, The LINC Literacy Addendum was published in 1998 as a project sponsored by Citizenship and Immigration Canada. The Introduction consists of the following sections:

- Overview of the LINC Literacy Addendum
- Visual Model
- The Five Stages of ESL Literacy
- Outcomes for Literacy Stages 1 and 2: The Foundation Skills
- Relation of Literacy Stages to Literacy Benchmarks and LINC Levels
- Key Classroom Points

The LINC Literacy Addendum Worksheets cover the following 12 themes:

- Housing
- Family Life
- Media
- Education
- Transportation
- Commercial Services
- Canadian Society
- Employment
- Health and Safety
- Canadian Law
- Government and Community Services
- Leisure

The Introduction and each of the 12 themes are viewable as standalone PDF documents. (Given that this resource was originally published as a hard-copy binder, the binder contains all of the 13 parts and comprises a single publication.)

LINC LITERACY ADDENDUM

A SUPPORT DOCUMENT FOR
THE LINC LITERACY COMPONENT

OCTOBER, 1998

CO-AUTHORS

Nancy L. Hutt

Lynn C. Young

LAYOUT AND PRODUCTION

Robert S. Miles

SECRETARIAL SUPPORT

Phung Lam

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The LINC Literacy Addendum Worksheets

- Housing
- Family Life
- Media
- Education
- Transportation
- Commercial Services
- Canadian Society
- Employment
- Health and Safety
- Canadian Law
- Government and Community Services
- Leisure

References

Acknowledgements

The Addendum to the LINC Literacy Component has come about due to the patient encouragement of the members of the Ontario Region LINC Advisory Committee. The project has been guided by feedback from the Project Advisory Committee. The writers of the LINC Literacy Addendum sincerely wish to thank both of these groups.

The members of the project team for the LINC Literacy Addendum wish to acknowledge the following individuals:

Members of the Ontario Region LINC Advisory Committee

Elizabeth Gryte, Citizenship and Immigration Canada
Jerry Chan, Citizenship and Immigration Canada
Jack Maga, CESBA
Mary Singeris, CESBA
Christine Nath, Community Colleges
Pat Parnell, Community Colleges
Caroline Cohen, LINC Assessors
Anneliese Pfaller, LINC Childminders
Guenther Zuern, Ministry of Citizenship, Culture and Recreation
Pauline McNaughton, Ministry of Education and Training
Carl Nicholson, OCASI
Miranda Pinto, OCASI
Laraine Kaminsky, Private Providers
Shailja Verma, TESL Ontario
Robert Courchène, TESL Ontario

Members of the Project Advisory Committee

Shailja Verma, ORLAC Representative
Bev Bauer, Malkam Consultants Ltd., Ottawa
Sheila Carson, Thames Valley District School Board, London
Sheila Nicolas, Upper Grand District School Board, Guelph
Donna Smith, London Literacy Network, London
Philip Tsang, Metropolitan Toronto Board of Education, Toronto
Jane Waito, Doors to New Life Refugee Centre, Thunder Bay

In addition, the writers wish to thank the reviewers: Belinda Gorman and Emma Velis.

Overview of the LINC Literacy Addendum

The LINC Literacy Addendum has been developed as a support document for the LINC Literacy Component (1997). It provides photocopiable worksheet masters for the LINC literacy instructor to use with literacy learners who need to practise their literacy and numeracy skills through many activities.

Objectives

- to support LINC literacy learners and instructors by providing a range of sample, photocopiable worksheets suitable for Foundation LINC 1 learners
- to provide worksheets, at the Foundation LINC 1 level, that cover all LINC themes and topics
- to provide worksheets that cover all literacy skill areas within Foundation LINC 1, Literacy Stages 1 and 2, Reading, Writing and Numeracy
- to contextualize, in the worksheets, a variety of teaching strategies as described in the Teaching Strategies/Techniques section of the LINC Literacy Component

Organization

The LINC Literacy Addendum consists of 480 worksheets, 10 worksheets for each of the 48 LINC topics. Each topic section is organized in the following way:

Reading Stage 1	-	pages 1 - 2
Writing Stage 1	-	pages 3 - 4
Numeracy Stage 1	-	page 5
Reading Stage 2	-	pages 6 - 7
Writing Stage 2	-	pages 8 - 9
Numeracy Stage 2	-	page 10

The order of the themes and topics within the LINC Literacy Addendum corresponds to the order in the LINC Literacy Component. There is no implied teaching order of the themes/topics. Therefore, there is no implied teaching order of the literacy worksheets. It is the responsibility of the LINC literacy instructor to teach themes/topics which reflect the needs and interests of the learners and to choose worksheets appropriate to the learners' stage of literacy development.

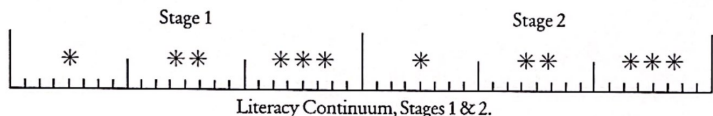
Grading of the Worksheets

To facilitate ease of use for the instructor, a “grading” system has been used to indicate a general placement within a stage of literacy:

- * = early Stage 1 or 2
- ** = middle Stage 1 or 2
- *** = high or transition Stage 1 or 2

The star grading is shown at the bottom of each worksheet, following the Stage information, for example, Writing Stage 2 * or Numeracy Stage 1 ***.

The grading system is a general guide only to indicate an approximate placement along the literacy continuum of an individual worksheet:



User Guidelines

Worksheets are a useful teaching aid, but they must be used within the context of sound lesson planning.

ALWAYS present the language items thoroughly through oral/aural introduction and practice and the use of realia or pictures.

NEVER give the worksheets to learners without a clear presentation of the language items.

ALWAYS ensure that learners understand the task. Instructors should complete the first one or two items on a worksheet with the whole class before expecting individual worksheet completion.

NEVER assume your learners will automatically know how to complete a worksheet without being shown.

ALWAYS remember that literacy learners need to practise their developing skills again and again with a wide variety of activities. The LINC Literacy Addendum worksheets are sample activities. Instructors must ensure that many, many more activities are offered to learners.

NEVER rely solely on the one or two LINC Literacy Addendum worksheets for your classroom practice activities.

Technical Aspects

Each worksheet in the LINC Literacy Addendum has been produced with information at the top and bottom of the page. This information is intended primarily for instructors.

Instructors should:

- use two line cover up tape (e.g., Post-It brand #652 from 3M) to block all information at the bottom of the page (e.g., theme, topic, star grading and page number);
- use two line cover up tape to block all written instructions for Stage 1 worksheets, leaving instruction symbol only (e.g., book, hand, scissors);
- use discretion in choosing which instructions to reproduce for Stage 2 learners; some instructions are too complex and will frustrate and distract learners;
- complete the first activity on a worksheet with the learners if they are unfamiliar with the task;
- enlarge worksheets on the photocopier for learners, if necessary;
- use worksheet visuals as a resource in the development of additional worksheets or other teaching aids.

Alternative Uses

While the primary purpose of the LINC Literacy Addendum is to provide worksheets intended as consumables, there are alternative approaches to using the worksheet masters.

It is recognized that photocopying budgets may not allow for repeated copying and distribution to learners. A useful method to allow for class sets of worksheets to be re-used is to make an envelope of two transparencies taped together along three sides. The worksheets can then be slipped into the envelope, and learners can complete the worksheet by writing on the transparency with a dry-wipe marker. This method will work well with almost any worksheet from the LINC Literacy Addendum, with the exception of the cut and match activities.

Laminating the worksheets is another alternative. This is useful for the cut and match activities. Learners can write on laminated worksheets with a dry-wipe marker. If costs do not allow for class sets of worksheets to be laminated, a learning centre can be set up in the classroom with single copies of a variety of worksheets for learners to complete as time

allows. Some of the more generic worksheets such as alphabet completion, upper and lower case copying and number sequences can be useful in a learning centre.

Reproducing the worksheets onto an overhead projector transparency may be possible. Instructors should be aware, however, that most literacy learners find an overhead projector a difficult medium.

The visuals and words on the worksheets can and should be used as a teacher resource to produce additional instructional materials. The worksheet formats should be used as models for producing new worksheets. Instructors should combine formats and visuals to produce many practice activities for learners. Visuals and words can be mounted on cards, and laminated, if possible, to produce card matching activities, games and peg board or pocket chart cards. Learners can match picture to picture, word to word or word to picture. Instructors may also wish to produce new materials using words and pictures from the LINC Literacy Addendum worksheets using generic formats such as a Bingo grid, an Information Gap grid or a Find Someone Who grid (see the following pages for these generic grids).

The writers of the LINC Literacy Addendum hope that this document fills a gap in existing LINC literacy resources. The writers also hope that the worksheets included in the document will be a starting point for LINC literacy instructors to produce many more resources for learners to use and enjoy.

BINGO

		FREE SPACE		

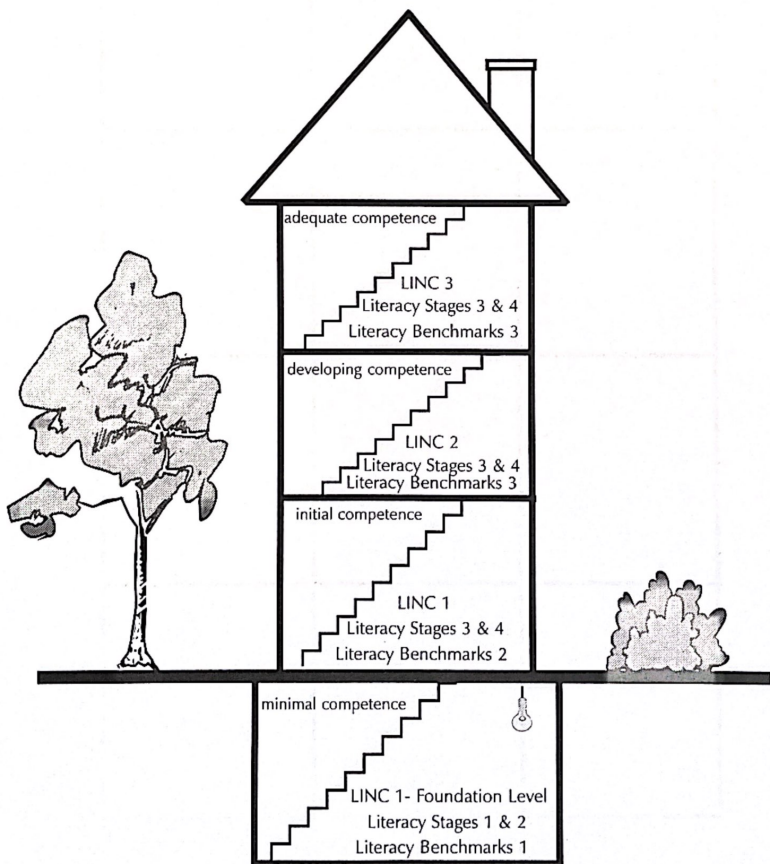
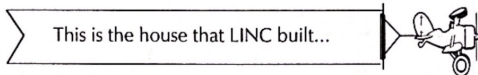
INFORMATION GAP

1.	2.	3.
4.	5.	6.
7.	8.	9.

FIND SOMEONE WHO...

Visual Model:

Relation of Literacy Stages to Literacy Benchmarks & LINC Levels



The Five Stages of ESL Literacy Development

Second language literacy skills develop along a continuum rather than as a step-by-step process. However, for purposes of understanding this continuum it is useful to identify five separate stages of literacy development (adapted from "Five Stages of Reading for ESL Students" by K. L. Savage, L. Mrowicki, TESL Talk Vol. 20 No. 1). The instructor must monitor progress and determine when a learner is ready for a new challenge, remembering that the skills in each stage do not need to be mastered before attempting activities at a higher stage. It is not necessary for learners to master all aspects of a stage before beginning on those of the next as reinforcement will take place as each advancement is made. The length of time a learner takes to progress in a stage of literacy is as individual as the learner. It is not unusual for a pre-literate learner to need many months to develop Literacy Stage 1 – mechanical skills before moving on to Literacy Stage 2 activities. At the other end of the spectrum, a highly educated non-Roman alphabet learner will generally bypass most of Literacy Stage 1 as he/she needs only to learn the Roman alphabet and the letter-sound correspondence of English. Factors such as age, educational background, and motivation have impact on the development of all language skills, especially literacy skills. With this in mind, instructors should choose Literacy Addendum worksheets appropriate for the learners' literacy stages. It is imperative that LINC literacy instructors recognize the stage of literacy development of their learners and therefore make suitable worksheet choices.

Stage 1: Mechanical Skills Development

The first stage in the development of literacy skills is the acquisition of the mechanical skills necessary to write the Roman alphabet. This stage is the starting point for pre-literate, non-literate and non-Roman alphabet learners.

The focus at this stage is on developing visual and motor skills. The learner needs to develop an awareness that the three-dimensional real world can be represented two dimensionally on paper (for example, a picture of an apple represents an apple).

Tasks such as learning how to hold a pencil, learning pencil strokes, learning left-to-right and top-to-bottom progression, discriminating between same and different shapes, letters, and numbers, and copying are typical activities at this stage.

The first activities at this stage may be presented in isolation rather than in the context of a theme so that the learner can concentrate on the mechanical skill alone. However, Stage 1 skills require practice which should be carried out in a thematic context to give meaning to the activity, variety to the lessons, and reinforcement of the development of the oral skills of the learner.

Stage 2: Connecting Oral Language with Written Language

The second stage of literacy skills development requires some understanding of spoken English. Stage 2 skills begin to be developed at the same time as Stage 1 skills are being refined.

The purpose of Stage 2 is to create an awareness in the learner of the relationship between the spoken word and the word on the page. This stage is a starting point for semi-literate learners and a further step for pre-literate and non-literate learners.

Examples of activities at this stage are reading and responding to social sight words using Total Physical Response, matching words to pictures, filling in simple forms (e.g., writing name and address), writing numbers (e.g., telephone number), and sequencing a short series of sentences with pictures.

Minimal survival literacy is the outcome of Stage 2.

At the end of Stage 2 ESL Literacy Development the learner should have achieved outcomes for Canadian Language Benchmarks for Literacy Learners (Reading, Writing, Basic Math) – Benchmarks 1.

Stage 3: Obtaining Meaning from Print *

Beyond the Scope of Foundation LINC 1

Stage 4: Obtaining Meaning from a Variety of Print Materials*

Beyond the Scope of Foundation LINC 1

Stage 5: Independent Reading and Writing *

Beyond the Scope of Foundation LINC 1

* See the LINC Literacy Component of the LINC Curriculum Guidelines (1997), page 9 for description of these Stages of Literacy.

Outcomes for Literacy Stages 1 & 2: The Foundation Skills

The Outcomes for Literacy Stages 1 and 2 summarizes the specific skills which LINC literacy learners will develop over time. The worksheets included in this Addendum have been designed to encourage the development of these specific skills.

The following pages of Outcomes for Stages 1 and 2 are listed as small steps in sequential order. However, these skills develop along a continuum, not as a linear process.

For the development of literacy skills to take place, the skills need to be practised again and again with a number of different worksheets. All but the earliest mechanical skills should be practised in a variety of thematic contexts. Instructors should choose themes of most interest to their group of learners.

While it is important to present material in small, logical steps, it is also important to be flexible. Situations that arise in class often present “the teachable moment.” These moments can provide valuable learning opportunities of which instructors should take advantage. Combining the flexibility of “the teachable moment” with the structured use of graded worksheets will maximize literacy skill development for LINC literacy learners.

Foundation Skills - Stage 1 - (CLBLL - Literacy Benchmarks 1)


Reading	Writing	Numeracy
<p>I. Pre-reading:</p> <p>1. Visual Recognition: The learner should demonstrate the ability to understand the concept of <u>same</u> and <u>different</u>. Understanding this concept includes demonstrating the ability to do all of the following in this order:</p> <ul style="list-style-type: none">a) match two or more objects/pictures which are the <u>same</u>, either with action or by speakingb) identify two objects out of three of the <u>same</u> colour, shape, or sizec) identify the object which is <u>different</u> from the others, using three objectsd) identify objects which are the <u>same</u> or <u>different</u>, using five objects	<p>I. Pre-writing:</p> <ul style="list-style-type: none">1. The learner should hold the writing implement correctly in the hand.2. The learner should demonstrate the correct writing position and posture.3. The learner should position and hold the paper properly when printing.4. The learner should be familiar with left-to-right directionality and top-to-bottom progression.5. The learner should be able to make<ul style="list-style-type: none">a) vertical strokesb) horizontal strokesc) combination strokesd) slant strokese) circles	<p>I. Pre-numeracy:</p> <ul style="list-style-type: none">1. The learner should understand concept of plural: one <u>vs</u> many.2. The learner should recognize and trace/copy/draw geometric shapes.3. The learner should demonstrate the ability to identify one-to-one correspondence, given an even number of geometric shapes (4,6,8,10).

Reading (cont'd)	Writing (cont'd)	Numeracy (cont'd)
<p>2. The learner should demonstrate an understanding that the three dimensional "real world" can be represented two-dimensionally on paper (e.g., a picture of an apple represents an apple).</p> <p>3. The learner should demonstrate an understanding of left-to-right directionality. This includes the ability to</p> <ol style="list-style-type: none"> identify symbols which are the same using geometric shapes and pseudo letters point to the correct picture as a story is told using a photo story of three pictures in left-to-right sequence arrange in order from left-to-right a series of pictures as a story is told <p>4. The learner should demonstrate familiarity with sequencing from top-to-bottom; when shown a series of exercises as in 3, learner can complete in order from top-to-bottom.</p>	<p>6. The learner should demonstrate the ability to trace and copy shapes. This includes the ability to:</p> <ol style="list-style-type: none"> trace shapes copy shapes 	
<p>II. Letter Identification:</p> <p>1. The learner should demonstrate the ability to identify the letters of the alphabet:</p> <ol style="list-style-type: none"> Uppercase Lowercase <p>When shown a letter, learner can repeat letter name and can match upper to lowercase letter.</p> <p>2. The learner should demonstrate the ability to identify letters of the alphabet from memory. This includes the ability to</p> <ol style="list-style-type: none"> read letter names in isolation from memory read letter names in sequence, e.g., name and address spell name and address from memory 	<p>II. Letter Production:</p> <p>1. The learner should demonstrate the ability to print letters of the alphabet (enlarged). This includes the ability to</p> <ol style="list-style-type: none"> trace letters copy letters take letter dictation <p>2. In this recommended order:</p> <ol style="list-style-type: none"> Uppercase <ol style="list-style-type: none"> Straight strokes: E, F, H, I, L, T Slant strokes: A, K, M, N, V, W, X, Y, Z Circular strokes: C, G, J, O, Q, U, S Combined strokes: B, D, P, R 	<p>II. Number/Numeral Identification:</p> <p>1. The learner should demonstrate the ability to identify numbers. This includes the ability to</p> <ol style="list-style-type: none"> identify the correct number of objects, symbols, or pictures from 1 to 10 and 11 to 20 as the learner hears the number count orally objects, symbols, and pictures from 1 to 10 and 11 to 20 match a specific number of objects, symbols, or pictures with the correct domino numeral sequence domino numerals from 1 to 10 and 10 to 20

Reading (cont'd)	Writing (cont'd)	Numeracy (cont'd)
<p>3. The learner should demonstrate the ability to recognize letters in different sizes and print.</p> <p>III. Form Language:</p> <p>1. The learner should demonstrate the ability to recognize basic words used in forms:</p> <ol style="list-style-type: none"> Name – First & Last Name Full Name Address <p>2. The learner should demonstrate the ability to recognize basic form words in upper and lowercase.</p> <p>3. The learner should demonstrate the ability to recognize own name and address in written form.</p>	<p>b) Lowercase (Careful attention must be given to the relationship of the letter to the line)</p> <p>i) Small Letters: straight: i, v, w, x, z circular: o, a, c, e, s combined: r, n, m, u</p> <p>ii) Tall Letters: straight: l, t, k circular: b, d combined: h, f</p> <p>iii) Tail Letters: straight: y circular: p, g combined: j, q</p> <p>3. The learner should demonstrate the ability to maintain correct letter formation while reducing the size of the letters to normal print size.</p> <p>4. The learner should demonstrate the ability to space letters appropriately.</p>	<p>2. The learner should demonstrate the ability to read numerals. This includes the ability to</p> <ol style="list-style-type: none"> read numerals from 1 to 10 and 11 to 20 read his/her own telephone number, house number, apartment number, including reading 0 as "oh" say from memory his/her own telephone number, house number, apartment number <p>3. The learner should demonstrate the ability to write numerals 1 to 10 and 11 to 20. This includes the ability to</p> <ol style="list-style-type: none"> trace numerals copy numerals take numeral dictation
<p>IV. Common Survival Symbols:</p> <p>1. The learner should demonstrate the ability to recognize common symbols/words for everyday survival, health, and financial needs</p> <ol style="list-style-type: none"> when shown common symbol, learner should give an appropriate oral interpretation, for example, restroom, etc. 	<p>III. Form Language:</p> <p>1. The learner should demonstrate the ability to print basic personal information words needed in forms. This includes the ability to</p> <ol style="list-style-type: none"> trace/copy basic personal information words write the following personal information: first name, last name, address complete form with correct personal information when handed a simplified form 	

At the end of Stage 1 Literacy Foundation Skills, the learner should have partially achieved outcomes for Canadian Language Benchmarks for Literacy Learners (Reading, Writing, Basic Math) - Benchmarks 1.

Foundation Skills - Stage 2 - (CLBLL - Literacy Benchmarks1)

Reading	Writing	Numeracy
<p>I. Spoken Language With Print Form:</p> <p>1. The learner should demonstrate the ability to associate letter and sound. This includes the ability to</p> <ol style="list-style-type: none"> identify initial consonant when a word is given orally identify final consonant when a word is given orally identify medial consonant when a word is given orally read a word with consonant/vowel/consonant pattern <p>2. The learner should demonstrate the ability to associate spoken word with print form. This includes the ability to</p> <ol style="list-style-type: none"> arrange word cards in proper sequence and read words (sentence) aloud, using words in a known sentence read an increasing number of vocabulary words <p>3. The learner should demonstrate the ability to associate spoken sentence with print form. This includes the ability to</p> <ol style="list-style-type: none"> read a sentence while looking at the print form known orally arrange sentence strips in sequence (three to five sentences) and read sentences aloud ask and answer simple "yes/no" and "wh" questions of a text of two to three sentences read aloud <p>4. The learner should demonstrate the ability to read common sight words already known orally, for example <i>the, a, an, is, are, he, she, what, when</i></p>	<p>I. Spoken Language with Written Form:</p> <p>1. The learner should demonstrate the ability to associate spoken word with written word. This includes the ability to</p> <ol style="list-style-type: none"> begin to copy from the blackboard trace/copy/print an increasing number of vocabulary words write the words, not necessarily accurately, given picture cue and other cues: initial consonant b _ _ ; shape  ; number of letters _ _ _ _ <p>2. The learner should demonstrate the ability to associate sound with letter. This includes the ability to</p> <ol style="list-style-type: none"> write initial consonant given a word orally write the word given a consonant-vowel-consonant 	<p>I. Spoken Language and Numeral Identification and Application:</p> <p>1. Pre-Operational:</p> <p>The learner should demonstrate the ability to associate spoken word with the following pre-operational tasks. This includes the ability to</p> <ol style="list-style-type: none"> read numbers in words: <i>one to ten; eleven to twenty</i> read/write numerals 21 to 100 understand and read ordinal numbers: <i>first to tenth</i> in numeral form; <i>1st to 31st</i>; in word form; <i>first to thirty-first</i> order and compare numbers (more than, less than, same) 1 to 100 understand the concept of half and quarter <p>II. Non-operational:</p> <p>1. The learner should demonstrate the ability to associate spoken word with the following non-operational tasks. This includes the ability to</p> <ol style="list-style-type: none"> read time from looking at a clock or times given in print in numerals read \$, €, and . symbols used with monetary amounts read dates written in words and/or numerals <p>2. The learner should understand number sequence and be able to find a page, given a page number orally</p>

Reading (cont'd)	Writing (cont'd)	Numeracy (cont'd)
<p>Note: Knowing phonics may help ESL literacy learners pronounce and recognize words independently. However, some learners may develop a habit of slowly sounding out words without paying attention to meaning. If phonics is taught it is important that phonics be taught as a tool for getting meaning from print. For some suggestions and resources for teaching phonics, see Appendix E.</p>		<p>III. Operational:</p> <ol style="list-style-type: none"> 1. The learner should demonstrate the ability to perform the operation of addition at a basic level, no carrying, with objects, symbols, pictures, domino numerals and numerals. 2. The learner should demonstrate the ability to perform the operation of subtraction, no borrowing, with objects, symbols, pictures, domino numerals and numerals. 3. The learner <u>may</u> be able to recognize basic fractions (1/2, 1/4).

At the end of Stage 2 Literacy Foundation Skills, the learner should have achieved outcomes for Canadian Language Benchmarks for Literacy Learners (Reading, Writing, Basic Math) - Benchmarks 1.

Relation of Literacy Stages to Literacy Benchmarks & LINC Levels

The stages of literacy development *do not* correspond directly to Literacy Benchmarks or LINC levels.

It is possible, however, to approximate Literacy Stages to Literacy Benchmarks and LINC levels for a zero level beginner with no or low Roman alphabet literacy skills. The correspondence is:

Literacy Stages	Literacy Benchmarks	LINC Levels
Stage 1 Stage 2	Literacy Benchmarks 1	Foundation LINC 1*
Stage 3 Stage 4	Literacy Benchmarks 2	LINC 1
Stage 3 Stage 4	Literacy Benchmarks 3	LINC 2
Stage 3 Stage 4	Literacy Benchmarks 3	LINC 3
Stage 5	Literacy Benchmarks 4	LINC 4 & 5

It is not unusual for a learner with Stage 1 or 2 literacy skills to have LINC 3 oracy skills. In this case, the instructor must choose literacy activities appropriate to the learners' literacy levels using thematic content from the appropriate LINC level. Having a clear idea of activities appropriate to the different stages of literacy development will also aid an instructor in a mixed level teaching situation.

*We have subdivided LINC 1 to include a "Foundation" level for those learners who need to acquire the skills included in the Canadian Language Benchmarks for Literacy Learners.

Key Classroom Points

The following Key Classroom Points should be read before using the LINC Literacy Addendum worksheets. Instructors should:

- ☞ ALWAYS begin with themes that are familiar and concrete, such as Housing or Health and Safety, rather than more abstract themes such as Canadian Law or Government and Community Services;

- ☞ ALWAYS keep in mind that these worksheets offer one way to practise specific literacy skills. It is imperative that instructors provide many and varied practice opportunities for literacy learners in the classroom;

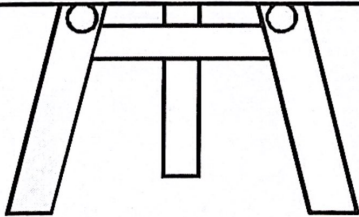
- ☞ ALWAYS remember that worksheets are a useful teaching aid, but they must be used within the context of sound lesson planning;

- ☞ ALWAYS use worksheets in the Practice Phase of the lesson; the instructor must ensure that new material is introduced in the Presentation Phase before the worksheets are attempted;

- ☞ ALWAYS bear in mind that the star grading system is a general guide only to show an approximate placement along the literacy continuum of any individual worksheet;

- ☞ ALWAYS complete the first activity on a worksheet with the learners to ensure comprehension;

- ☞ ALWAYS remember that the most successful activities are hands on, interactive and fun!



References

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The Revised LINC Literacy Component of the LINC Curriculum Guidelines.

For additional copies of the
LINC Literacy Addendum contact:

**Citizenship and Immigration Canada
Settlement Directorate, Ontario Region**

tel: (416) 973-3788

fax: (416) 973-9027
