

CLB-Referenced Resources to Support Instructors Teaching Literacy

Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL)

The need to revise the CLB 2000: ESL for Literacy Learners document was identified in the report from the National Consultation on the Canadian Language Benchmarks (2010). This document was produced by the Centre for Canadian Language Benchmarks in 2015.

The Canadian Language Benchmarks (CLB) framework is a descriptive scale of language ability in English as a Second Language (ESL), containing 12 benchmarks or reference points, from basic to advanced. Within the CLB framework, this document addresses the needs and abilities of adult ESL Literacy learners. Most government-funded adult ESL classes in Canada are referenced to the CLB and adult ESL learners are placed on the CLB scale using a CLB-based assessment instrument. However, when adult ESL learners who lack literacy skills are placed on the scale, they require unique supports as they gain the ability to communicate in an additional language. The purpose of this document is to describe the needs and abilities of adult ESL Literacy learners, and to support instructors in meeting their learning needs.

[Canadian Language Benchmarks: ESL for Adult Literacy Learners \(ALL\) \(PDF\)](#)

CLB: ESL for ALL Support Kit

This Kit supports instructors working with learners with literacy needs in CLB-referenced classrooms. It includes:

- Orientations to the *CLB: ESL for ALL* and the *CLB: ESL for Adults* documents
- Information and examples for planning literacy instruction, including needs assessment and goal-setting; module/unit planning and lesson planning
- Information and examples on assessing ESL Literacy learners' progress in a way that is compatible with Portfolio-based Language Assessment (PBLA)
- Suggestions for supporting ESL Literacy learners in multi-level literacy classes and mainstream ESL classes
- Ideas for using the Continuum of Literacy Skills in the *CLB: ESL for ALL* document
- Sample resources for literacy instruction and assessment
- Reading and Writing exemplars and lesson plans samples for Foundation L to CLB 4L
- Instructional videos

This publication is available only online, at: [CLB: ESL for ALL Support Kit \(PDF\)](#).

For files found on the accompanying DVD, look under the "Literacy" tab on bookshelf.language.ca.

Theme Unit and Lesson Planning Guide

These unit and lesson planning templates, a nine-page guide published by Bow Valley College, are designed for instructors and are based on the principles outlined in the ESL Literacy Curriculum Framework. Effective theme teaching requires planning and intentional instruction. The purpose of this tool is to help instructors understand how components of a thematic unit are tied together and plan effective thematic units. This tool includes two parts:

- A guide to developing a theme unit plan; it outlines considerations in completing a unit plan, and highlights the relationships between different sections of the unit plan.
- Theme unit and lesson planning templates, to guide instructors in the process of developing an ESL literacy theme unit and corresponding lesson plans.

[Theme Unit and Lesson Planning Guide \(PDF\)](#)

Learning for Life: An ESL Literacy Handbook (Supporting ESL Literacy Learners)

ESL literacy learners have full, complex lives as adults in a new country. They often face a wide range of barriers to their learning before they even step into the classroom. Successful ESL literacy programs are sensitive to learners' barriers and recognize that learners need support. This 12-page handbook published by Bow Valley College and designed for program providers and instructors, provides information on the ways to support learners, including:

- Common barriers to learning and identifying learners with barriers
- Addressing learner barriers and helping learners overcome these barriers
- Providing academic support

[Learning for Life: An ESL Literacy Handbook \(Supporting ESL Literacy Learners\) \(PDF\)](#)

Process of Strategy Instruction

Literacy strategies are the methods learners use to help them read, write, and spell effectively. Learners with low first language literacy skills are learning literacy strategies for the first time. In effective ESL literacy programs, literacy strategies are taught and practiced explicitly. The *Process of Strategy Instruction* tool is designed for instructors and is based on the information and learning outcomes provided in *Stage 3: Set Learning Outcomes* in [Learning for LIFE: An ESL Literacy Curriculum Framework](#). The purpose of this tool (a three-page booklet published by Bow Valley College) is to help instructors provide explicit and focused strategy instruction. It can be used by individual instructors or in a course guide or curriculum package designed to support instructors as they implement the curriculum.

[Process of Strategy Instruction \(PDF\)](#)

Portfolio Planning and Implementation

A portfolio is a systematic and purposeful collection of learners' work that demonstrates achievement of learning outcomes over time. This tool supports instructors in planning effectively for portfolio assessment. The portfolio planning and implementation tool is based on the principles outlined in *Stage 4: Integrate Assessment* of the ESL Literacy Curriculum Framework. This tool includes four parts:

- An overview of four types of portfolios
- A process for selecting and using portfolios
- A classroom portfolio sample process
- Portfolio-planning templates for collaborative learning, showcase and evaluation portfolios

This tool, a 13-page document published by Bow Valley College, can be used by individual instructors or in a course guide or curriculum package designed to support instructors as they implement the curriculum.

[Portfolio Planning and Implementation \(PDF\)](#)

Instructional video on classroom portfolios:

[Classroom Portfolios \(Video\)](#)

Learning for Life: An ESL Literacy Handbook

Learning for LIFE: An ESL Literacy Handbook, published by Bow Valley College, is designed for instructors, program coordinators and other stakeholders in ESL literacy. It is a practical handbook, outlining promising practices in program considerations, strategies for the classroom and four different levels of ESL literacy. The handbook also includes a toolbox of materials and ideas for teaching, a literature review of the field of ESL literacy, and an annotated bibliography of relevant sources in the field. The publication is based on years of experience in the classroom combined with research and feedback from ESL literacy practitioners both locally and internationally.

[Learning for Life: An ESL Literacy Handbook \(PDF\)](#)

Instructional Videos:

Using authentic materials (referenced on p. 141 of the handbook):

[Using Authentic Materials \(Video\)](#)

Creating colour posters (referenced on p. 105 and on p. 227 of the handbook):

[Creating Colour Posters \(Video\)](#)

Dialogue journals (referenced on pp. 120-122, pp. 323-325 and on p. 374 of the handbook):

[Using Dialogue Journals \(Video\)](#)

Total physical response (referenced on pp. 236-237 of the handbook)

[Total Physical Response \(Video\)](#)

The positive benefits of repeated practice - recycling (referenced on p. 164 of the handbook):

[Recycling \(Video\)](#)

Using books in the ESL literacy classroom (not referenced in the handbook):

[Using Books in the ESL Literacy Classroom \(Video\)](#)

Best practices for making worksheets for low-level ESL literacy learners (not referenced in the handbook):

[Best Practices for Making Worksheets for Low-Level ESL Literacy Learners \(Video\)](#)

Learning for LIFE: An ESL Literacy Curriculum Framework

The ESL Literacy Curriculum Framework, published by Bow Valley College, provides information, guidance and structure to help in the development of a curriculum that is responsive to the needs of learners in adult ESL literacy programs. This resource can be used by ESL literacy curriculum developers, instructors and program providers. It addresses curriculum development from both programming and instructional perspectives. The framework can be used to help in the development of a new curriculum or program or the evaluation or revision of an existing curriculum. It can also be used to improve planning for instruction, and improve the kind of instruction provided. The framework outlines a process of curriculum development in five stages:

- Stage 1: Understand Needs
- Stage 2: Determine Focus
- Stage 3: Set Learning Outcomes
- Stage 4: Integrate Assessment
- Stage 5: Demonstrate Accountability

The framework also includes recommendations for integrating numeracy and technology into an adult ESL literacy curriculum.

[Learning for LIFE: An ESL Literacy Curriculum Framework \(PDF\)](#)

Guiding Principles for Teaching ESL Literacy Learners

A four-page guide published by Bow Valley College, these twelve guiding principles for working with ESL literacy learners reflect the diversity of this group and ensure that learners with interrupted formal education (LIFE) learn in an environment that encourages them to succeed. ESL literacy instruction should empower learners with the language, learning strategies, and life skills to be successful in their communities.

[Guiding Principles for Teaching ESL Literacy Learners \(PDF\)](#)

Financial ESL Literacy Toolbox

The Financial ESL Literacy Toolbox, published by Bow Valley College, supports ESL literacy practitioners in the delivery of financial literacy and numeracy instruction. The toolbox contains themed units, lesson plans and resources to support both classroom instructors and curriculum developers. The financial literacy content of the toolbox involves real-life themes and applications. The example lesson plans at each Canadian Language Benchmark ESL literacy phase provides guidelines on appropriate content, vocabulary and methodology.

[Financial ESL Literacy Toolbox \(PDF\)](#)

Instructional video on Numeracy Sale, a financial literacy project:

[Financial Literacy Project \(Video\)](#)

ESL Literacy Writing Profile – Phases I – III

A five-page guide published by Bow Valley College, this writing profile provides a general summary of writing conditions and proficiencies from Phases I-III, based on the *Canadian Language Benchmarks 2000: ESL for Literacy Learners*. This writing profile includes a general summary of writing characteristics and writing profile charts that provide an overview of writing conditions and proficiencies from Phases I – III. The purpose of the writing profile is to:

- Provide instructors with a common reference point for discussing learners' writing proficiency
- Help instructors understand the proficiency and conditions of previous and subsequent levels
- Inform the development of effective and level-appropriate writing tasks and assessments

This tool can be used by individual instructors and in a course guide or curriculum package designed to support instructors as they implement the curriculum.

[ESL Literacy Writing Profile - Phases I - III \(PDF\)](#)

ESL Literacy Reading Profile – Phases I – III

A five-page guide published by Bow Valley College, this reading profile provides a general summary of reading conditions and proficiencies from Phases I-III, based on the *Canadian Language Benchmarks 2000: ESL for Literacy Learners*. This reading profile includes a general summary of reading characteristics and a reading profile chart that provides an overview of reading conditions and proficiencies from Phases I – III. The purpose of the reading profile is to:

- Provide instructors with a common reference point for discussing learners' reading proficiency
- Help instructors understand the proficiency and conditions of previous and subsequent levels
- Inform the development of effective and level-appropriate reading tasks and assessments

This tool can be used by individual instructors or in a course guide or curriculum package designed to support instructors as they implement the curriculum.

[ESL Literacy Reading Profile - Phases I - III \(PDF\)](#)

For more guides published by Bow Valley College, please visit:

[ESL Literacy Network Resource Finder](#)