CLB-Referenced Online Resources to Support Instructors Teaching Literacy

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

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

The [Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL): Support Kit (PDF)](#) was produced by the Centre for Canadian Language Benchmarks in 2017.

This resource is intended to be used in conjunction with two key documents:

- The [Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL) (PDF)](#), which supports instructors working with adult ESL learners who have literacy needs
- The [Canadian Language Benchmarks: ESL for Adults (2012) (PDF)](#), which is the national standard for English as a second language for adult immigrants (including those with literacy needs) living, working and studying in Canada

The purpose of this Support Kit is to show instructors how both documents are used for planning and assessing ESL learners with literacy needs in CLB-referenced classrooms.

The Kit includes:

- Orientations to the above-mentioned [CLB: ESL for ALL (PDF)](#) and the [CLB: ESL for Adults (PDF)](#) 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 found in the CLB: ESL for ALL document
- Sample resources for literacy instruction and assessment.

Learning for LIFE: An ESL Literacy Curriculum Framework

The [Learning for LIFE: An ESL Literacy Curriculum Framework (PDF)](#), published by Bow Valley College in 2011, provides information, guidance and structure to help you develop 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.

You can use the framework to help you develop a new curriculum or program, evaluate or revise an existing curriculum, improve the way you plan for instruction, and improve the kind of instruction you provide.

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 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. The [Learning for LIFE: An ESL Literacy Handbook (Supporting ESL Literacy Learners) (PDF)](#) tool, a 14-page handbook published by Bow Valley College in 2015, is designed for program providers and instructors.

It provides information on the ways to support learners, including:

- Common barriers to learning
- Identifying learners with barriers
- Helping learners overcome barriers
- Addressing learner barriers
- Providing academic support
- Goal setting

Learning for Life: An ESL Literacy Handbook

Published by Bow Valley College in 2009, [Learning for Life: An ESL Literacy Handbook (PDF)](#) 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.

Related Instructional Videos:

Video Title	Page Reference(s) in Handbook
[Using Authentic Materials](#)	pp. 138 to 141
[Creating Colour Posters](#)	pp. 105 and 227
[Using Dialogue Journals](#)	pp. 120-122, pp. 323-325 and p. 374

Total Physical Response	pp. 92, 98 and 236
Recycling (the positive benefits of repeated practice)	p. 164
Using Books in the ESL Literacy Classroom	Not referenced in the handbook
Best Practices for Making Worksheets for Low-Level ESL Literacy Learners	Not referenced in the handbook

Portfolio Planning and Implementation

A portfolio is a systematic and purposeful collection of learners' work that demonstrates achievement of learning outcomes over time. Portfolio Planning and Implementation (PDF), a 13-page document published by Bow Valley College, 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* in *Learning for LIFE: An ESL Literacy Curriculum Framework (PDF)*.

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

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

In addition, the related instructional video *Classroom Portfolios* discusses the benefits of a classroom portfolio (including to introduce learners to the concept of a portfolio) and the process of setting one up with your class.

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 (PDF) tool, a five-page booklet published by Bow Valley College, 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 (PDF).

The purpose of this tool 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.

Guiding Principles for Teaching ESL Literacy Learners

A four-page guide published by Bow Valley College in 2011, the Guiding Principles for Teaching ESL Literacy Learners (PDF) are 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.

Theme Unit and Lesson Planning Guide

The *Theme Unit and Lesson Planning Guide (PDF)*, a nine-page guide of unit and lesson planning templates published by Bow Valley College in 2011, is designed for instructors and is based on the principles outlined in the *Learning for LIFE: An ESL Literacy Curriculum Framework (PDF)*.

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. This guide outlines considerations in completing a unit plan and highlights the relationships between different sections of the unit plan.

- Theme unit and lesson planning templates. These are provided to guide you in the process of developing an ESL literacy theme unit and corresponding lesson plans.

Financial ESL Literacy Toolkit

The *Financial ESL Literacy Toolkit*, published by Bow Valley College in 2010 and revised in 2016, 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.

In addition, see the related *Financial Literacy Project* instructional video on Numeracy Sale. This financial literacy project involves having students from ESL literacy classes participate in a hands-on sale in their classrooms, to practice and apply their numeracy skills in an authentic and relevant setting.

ESL Literacy Reading Profile

A five-page guide published by Bow Valley College, the **ESL Literacy Reading Profile (PDF)** provides a general summary of reading conditions and proficiencies from Phases I – III, based on the *Canadian Language Benchmarks 2000: ESL for Literacy Learners (PDF)*. This reading profile includes a general summary of reading characteristics and reading profile charts that provide 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 Writing Profile

A five-page guide published by Bow Valley College, the **ESL Literacy Writing Profile (PDF)** 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 (PDF)*. 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.

Adult ESL Literacy Resource Survival Guide for Instructors

Published by ELSA Net, Association of ELSA Service Providers (British Columbia) in 2004, the [Adult ESL Literacy Resource Survival Guide for Instructors (PDF)](#) supports ESL instructors who have literacy learners in their class. It identifies 12 challenges and presents ideas on how to approach each one, lists relevant resources, and provides a sample lesson progression highlighting one of the approaches.

The 12 challenges identified are:

- How Do I Start?

- How Do I Communicate with my Learners?

- How Do I Teach Writing?

- How Do I Teach Reading?

- How Do I Teach a Multi-level Class?

- How Do I Adapt Commercial/Authentic Materials?

- How Do I Teach Sensitive and Adult Appropriate Topics?

- How Do I Promote Self-esteem?

- How Do I Approach the More Challenged Learner?

- How Do I Teach a Bridge Learner?

- How Do I Build Community in the Classroom?

- How Do I Use the Canadian Language Literacy Benchmarks to Guide Assessment?

In addition, there is an extensive annotated bibliography referring instructors to available print, web and instructional resources. The Guide also includes a Top Ten List of resources which could be used as the foundation of a Literacy resource collection.