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Appendix 1: ESL Literacy Toolbox

Introduction: The ESL Literacy Toolbox

The ESL Literacy Toolbox contains ideas that can be used directly in the classroom or adapted to fit other themes, other levels, or the needs of specific learners. Any item in the toolbox may be reproduced for educational purposes only (please see the copyright statement at the beginning of the handbook).

The toolbox is divided into three different areas: planning, practicing, and performance. Items in the toolbox labelled planning are for instructors to get ready for class, or for a learner to get ready to transition to a further step. Items labelled practicing are for the classroom. Items labelled performance are for assessment, either instructor-based or self-reflection and self-assessment. Where applicable, toolbox items are also labelled according to their level, from Foundation Phase to Phase III.

The tools in the toolbox are examples only, to provide ideas for planning, classroom materials, and assessment. The choices of font, font size, white space, vocabulary, and images are all intentional, depending on the intended level. However, all the tools can be adapted and changed, or can be used as inspiration for further development.

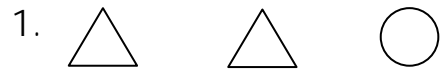
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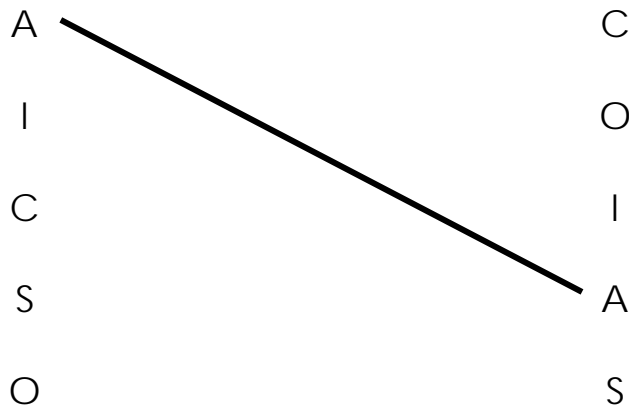
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ESL Literacy Assessment Sample

A. Circle the one that is different:



B. Match the ones that are the same:



C. Copy:

Ex. S S

V _____

P _____

5 _____

D. Print the big letters of the alphabet:

A B C _____

E. Copy:

I am a student.

I live in Canada.

Too Many Parking Tickets? What Next?

Do you have too many parking or speeding tickets? Do you need help to find out what to do? When you go to talk to someone, you should be ready to ask questions.

What do you need to bring? A pen, paper, and this form

Write:

Name of the person you are talking to: _____

Phone number of the person you are talking to: _____

What questions should you ask?

I have a parking/speeding ticket. What should I do?

Do I have to pay a fine?

Do I have to go to court?

Can I get someone who speaks my language to help me?

Do I need a lawyer?

Will a lawyer cost money?

What papers do I need to bring with me?

What will happen if I don't pay the fine (money)?

What do they tell you? If you are nervous and can't write it down, ask **THEM** to write the information here:

Words you should know:

violation	offence	traffic ticket	plead	court	charge
lawyer	sentence	interpreter	fine	guilty	innocent

Notes: Write down **OTHER** information that will help you.

Contact: Who else do you need to call?

Follow up: What are the next steps? What do you need to do now? Is there anyone else you need to call? If you need to pay money, write down what you need to do. Write down important dates and information.

Are You Ready for School? Checklist

Name: _____

Date: _____

Think about the school year.
Are you ready?

When your life is in order, you can study better.

Look at the checklist.
Check the boxes to show you are ready.

- I have a place to live
- I have enough money for next month's rent
- My bills are paid (phone, electric, etc.)
- I have a job

My work hours are _____ (# of days),
_____ (time) each week

- I have a low-income Calgary transit pass or I have applied for one
- I have an Alberta Health Care card
- I have a Calgary Public Library Card

Student signature: _____

Teacher signature: _____

Introduction to a Dialogue Journal

What is a dialogue journal?

A dialogue journal is a place where you have a conversation with your teacher, in writing. Your teacher will give you time in class to write in your journal. Your teacher will then write back to you in your journal. You can then write back to your teacher. It's like a conversation, in writing.

This is a chance to practice your writing. You can experiment and try out new words or new forms. If you are learning something in class, you can practice using it in your dialogue journal. Your teacher will not correct your grammar, but will model correct spelling and correct grammar for you. Read your teacher's writing carefully! If you have made a mistake, your teacher might use the word correctly.

What should I write about?

You can write about anything you like. You can talk about your thoughts, your home country, Canada, a movie you saw, a book you're reading – anything you like! You can share your thoughts with your teacher. You can also ask your teacher questions or tell your teacher about a problem you're having in class. Your teacher will do his or her best to help you.

Your teacher will keep your journal and everything you say confidential. This means that he or she will never tell anyone what you write in your journal, and will never show it to anyone without your permission.

Reading Strategies: Learner Self-Assessment

Student Name: _____

Date: _____

Check one box for each statement.

My Reading Strategies	Rarely	Sometimes	Often
1. I make predictions and read to find out if I was right.			
2. I re-read the sentences before and after a word I do not know.			
3. I look quickly for information without reading everything.			
4. I look for the main idea and try to summarize the main events in my own words.			
5. I try to retell the story in the correct order.			

Which strategies do I want to practice more often?

Strategy Outcomes Overview: for Instructors

Directions: Use this chart to keep track of which strategies were covered in which units.

Instructor: _____ Date: _____

Strategy Outcomes		Units			
		#1	#2	#3	#4
Reading	1. Predicts and checks predictions				
	2. Rereads to increase comprehension				
	3. Scans for information				
	4. Looks for the main idea (and summarizes at adv level)				
	5. Retells a story (in sequence)				
Writing	1. Thinks and talks about topic before writing				
	2. Plans and/or brainstorms ideas				
	3. Puts ideas in order/organizes writing				
	4. Uses topic sentences				
	5. Edits and revises writing				
Language Learning	1. Groups/classifies words according to meaning				
	2. Highlights new vocabulary				
	3. Keeps a record of useful vocabulary				
	4. Asks for help and correction				
	5. Guesses meanings of new words from context (adv only)				
Test-Taking	1. Reviews before the test				
	2. Arrives early and prepared (with pen, pencil, eraser, etc.)				
	3. Looks over whole test before beginning				
	4. Reads instructions carefully				
	5. Checks answers				

Ideas for Materials

Authentic Materials

grocery store flyers
phone bills
newspapers

Mainstream ESL Materials

Word by Word Basic (Longman)
Very Easy True Stories (Longman)
Basic Reading Power (Longman)

Instructor-Created Materials

flashcards
forms
learner photo stories

Children’s Literacy Materials

Scholastic First Picture Dictionary
(Scholastic)
My Red Book (Osu Children's Library)
M is for Maple (Sleeping Bear)

Learner-Created Materials

LEA stories
spelling dictionaries
dialogue journals

Adult Literacy Materials

Grass Roots Readers (Grass Roots)
Milestones in Reading (Curriculum Associates)
Kitchen Math (Grass Roots)

ESL Literacy Materials

First Words in English (Linmore)
ESL Literacy (Longman)
First Class Reader! (Alta)
This Really Works: Survival English (Tutorial Services of Ontario)
This Really Works: Basic Numeracy 2 (Tutorial Services of Ontario)

Suggested Materials for Each ESL Literacy Phase

Foundation Phase	
Instructor-Created/Found	Published/Commercially Available Materials
flashcards and flashcard pocket charts simple forms with first name, last name, telephone number, and address worksheets for copying and for matching capital and small letters word searches and cloze exercises bingo games realia such as flyers, food containers, etc. magazines and poster board to make posters and collages	<i>Very Easy True Stories</i> (Longman) picture dictionary magnetic ABC boards 4 to 9 piece jigsaw puzzles dice, board games (with ABCs or simple pictures) maps
Phase I	
Instructor-Created/Found	Published/Commercially Available Materials
flashcards and flashcard pocket charts stories worksheets simple forms scaffolded writing materials	<i>English Express</i> (www.englishexpress.ca) <i>Grass Roots Readers</i> (Grass Roots Press, Edmonton Alberta) <i>Gatehouse Books</i> (Gatehouse Media, Manchester, England) <i>The Page Turners Collection</i> (PRACE, Australia) <i>Adult Phonics Stories</i> (Multi-Cultural Educational Services: www.mcedservices.com) maps

Phase II	
Instructor-Created/Found	Published/Commercially Available Materials
flashcards and flashcard pocket charts ads, forms, and notices stories simple crossword puzzles games	<i>A Canadian Conversation Book: English in Everyday Life</i> (Prentice Hall) <i>Look again: Pictures for Language Development and Life Skills</i> (Alta) <i>Picture Stories: Language and Literacy Activities for Beginners</i> and <i>More Picture Stories: Language and Problem-Posing Activities for Beginners</i> (Longman) <i>All New Very Easy True Stories, Easy True Stories, and More True Stories</i> (Longman) <i>Amazing Canadian Newspaper Stories</i> (Prentice Hall) maps
Phase III	
Instructor-Created/Found	Published/Commercially Available Materials
sample writing models stories forms crossword puzzles, word searches, and codes	<i>Basic Reading Power, Reading Power, More Reading Power, Advanced Reading Power</i> (Longman) <i>Canadian Concepts 3-5</i> (Prentice Hall) <i>Milestones in Reading B-D</i> (Curriculum Associates) <i>What a Life!</i> and <i>What a World!</i> series (Longman) <i>Penguin Easy Readers, Levels 3-5</i> (Penguin) maps

Outcomes Checklist: Phase I Initial Reading and Writing

Reading

- I can find my name.
- I can find my address.
- I know the letters of the alphabet.
- I can read simple sentences.
- I can read question words.

Writing

- I can copy my name.
- I can copy from the board.
- I can write my name.
- I can write on the line.
- I can write my telephone number.

Sample Goal Setting Checklist

Goal: I want to complete the Health Care Aide program at Bow Valley College.

<u>Steps to Goal:</u>	<u>Times:</u>
Think about your career goals. What do you need to do to reach your goal?	All the time
1. Study ESL literacy at Bow Valley College	4 semesters
2. Do Basic Education Levels 4 and 5 at Bow Valley College	3 semesters
3. Complete grade 10 English and grade 10 math	2 semesters
4. Enter Health Care Aide program at Bow Valley College	1 semester

Short Term Goals

Name: _____

Class: _____

Learning	My Goal
Reading	
Writing	
Learning Readiness	
Life Skills	
Math	

Student: _____

Instructor: _____

Self-Evaluation**College Readiness**

<p>Respect</p> <p>listen carefully to others</p> <ul style="list-style-type: none"> • let one person talk at a time • do not disrupt class • keep the classroom tidy • treat everyone with respect 	<p>Needs Improvement</p>	<p>Satisfactory</p>	<p>Successful!</p>
<p>My suggestion for change:</p>			
<p>Responsibility</p> <ul style="list-style-type: none"> • know my schedule • keep track of my stuff • do my homework • hand in assignments on time • take initiative to get missed work • take initiative to communicate with staff about problems 	<p>Needs Improvement</p>	<p>Satisfactory</p>	<p>Successful!</p>
<p>My suggestion for change:</p>			
<p>Participation</p> <ul style="list-style-type: none"> • attend class regularly • am on time for class • am ready to work in class • ask questions • share ideas • listen carefully 	<p>Needs Improvement</p>	<p>Satisfactory</p>	<p>Successful!</p>
<p>My suggestion for change:</p>			

Instructor Assessment of Individual Group Work Skills

Student Name: _____ Date: _____

Project Title _____

CATEGORY	4	3	2	1
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person.	Tends to procrastinate, but usually gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind this person to keep on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, or supports the efforts of others. Often is not a good team player.

Total _____ / 20

Portfolio Reflection

Why I Chose This Work

Title _____

Date _____

I chose this piece because ...

I would like you see that

One thing I would improve next time is

Preparing for a Conference

Name: _____ **Date:** _____

Your instructor will soon have a conference with you about your work this term. Prepare for the conference by discussing these questions.

1. How has your English improved since the last session?

2. What can you do now that you could not do before?

3. How has your reading improved?

4. What do you like to read? What makes it interesting?

5. What are you doing to become a better reader?

6. How has your writing improved?

My Strengths and Challenges

Name: _____

Date: _____

Goal for next week: _____

My Strengths
Reading Strengths
Writing Strengths
Classroom Readiness Strengths
My Challenges
Reading Challenges
Writing Challenges
Classroom Readiness Challenges

Conversation Prompts for the Portfolio Sharing Event:

Greetings	Questions to Ask
<p>Nice to meet you, my name is...what's your name?</p> <p>Hello. Thank you for coming this morning. My name is...what's your name?</p> <p>Please have a seat.</p> <p>Please join me.</p> <p>I would like to share my portfolio with you.</p> <p>I would like to share my successes from this semester with you.</p> <p>I would like to learn about your successes.</p>	<p>Since January, how has your English changed?</p> <p>What can you do now that you couldn't do in January?</p> <p>How has your _____ improved?</p> <p>What work are you very proud of?</p> <p>Why are you proud of this work?</p>
During your Conversation	Saying Goodbye
<p>That is really interesting.</p> <p>I like your writing.</p> <p>You are a good...</p> <p>I understand what you are saying.</p> <p>I understand why you are so proud of this work.</p> <p>I am really impressed by...</p> <p>You have obviously worked very hard on...</p>	<p>Thank you for sharing your portfolio with me.</p> <p>Thank you for visiting today and sharing your work.</p> <p>Thank you for your time and for sharing your success this morning.</p> <p>Good luck next semester.</p> <p>Goodbye.</p> <p>I hope to see you again soon.</p>

Personal Information

Write



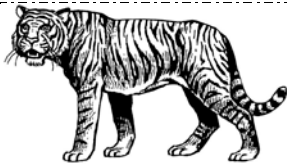
FIRST NAME	_____
LAST NAME	_____
ADDRESS	_____
CALGARY	AB
POSTAL CODE	_____
TELEPHONE	_____



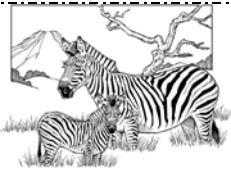
lion



giraffe



tiger



zebra

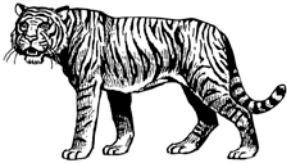


elephant

Copy

















giraffe elephant zebra lion tiger

Categories

 PEN	 PENCIL	 MEAT
 APPLE	SUNDAY	 EGG
FRIDAY	MONDAY	 BOOK

FOOD	CLASSROOM	DAYS

Transportation



motorcycle

bus

C train

boat

car

airplane

bicycle

walk

Days of the Week

Put the days of the week in order:

Wednesday	Saturday
Tuesday	Friday
Thursday	Monday
Sunday✓	

1. Sunday
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Personal Information

Write 

Personal Information		
Name:	_____	
	(Last)	(First)
Address:	_____	
	_____	_____
	(City)	(Province) (Postal Code)
Sex:	Male	Female
Date:	_____	
Signature:	_____	

Word Listing

TASK: Put these words in alphabetical order.

groceries cash buy
purchases receipt sale

Story about Me

My name is _____.

I am _____ years old.

I am _____.

I have _____ sons.

I have _____ daughters.

Copy the story:

Female or Male?

Read the words. Copy the words in the correct group.

mother sister grandmother husband
father son grandfather
brother daughter wife

female	male

Do You Like...?

Name _____

Do you like fish?	Yes	No
-------------------	-----	----

Do you like spaghetti?	Yes	No
------------------------	-----	----

Do you like apples?	Yes	No
---------------------	-----	----

Do you like pizza?	Yes	No
--------------------	-----	----

Do you like TV?	Yes	No
-----------------	-----	----

Do you like Calgary?	Yes	No
----------------------	-----	----

Do you like winter?	Yes	No
---------------------	-----	----

Do you like snakes?	Yes	No
---------------------	-----	----

Do you like school?	Yes	No
---------------------	-----	----

All About Me

Name:

1. A hobby: _____
2. A favourite restaurant: _____
3. Something I'm good at: _____
4. Something I'm not good at: _____
5. Where I grew up: _____
6. A favourite colour: _____
7. A favourite movie/song : _____
8. Something in my house : _____
9. A place I want to visit: _____
10. My favourite food: _____

Reading a Grocery Receipt

Bob's Supermarket

1220-16 Ave. NW, Calgary, AB

Mar. 15, 2007

Cashier: Jane S.

1 liquid honey	5.29
2 mangos	3.50
1 tomatoes (carton)	6.99
1 toilet tissue (8 rolls)	7.95
4 orange juice	12.70
Special 2/6.35	
1 green onion	.63
Special 2/1.25	
5 apples	1.42
@ 1.29 / lb.	
1 dozen eggs	3.19
 Subtotal	 41.67
GST 6%	1.12
Total	42.79
Cash	50.00
Change	7.21

Thank You


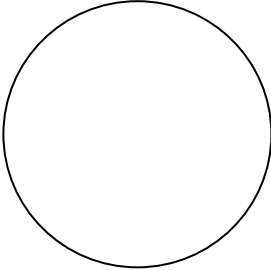

Please Come Again

Read the cash register receipt. Write short answer to questions.

1. What date was this receipt for? _____
2. Is this store in the SE? _____
3. Who was the cashier? _____
4. How much is it for one mango? _____
5. How much would 2 bunches of
green onions cost? _____
6. How much are apples per lb? _____
7. What is the subtotal? _____

Following Instructions

Read the instructions. Complete the activities in the box below.



Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

1. Circle **Thursday** on the list.
2. Write the word **happy** on the right side of the happy face.
3. Cross out **Friday** on the list.
4. Underline **Monday**.
5. In the box, **draw a happy face**.
6. On the line, write the date of Canada's birthday. Write the **month first** and the **date second** in numbers.
7. In the circle, write your **favourite fruit**.
8. Above the circle, write the **number of children** you have.
9. In the **bottom right corner**, write **your first name**.

The Right Tools for the Job

outlet	ladder	flashlight	saw
screwdriver	hammer	broom	light bulb
pliers	scissors	plunger	nails
drill			

Fill in the blanks with the right tools for the job.

- I need to hang a picture on the wall. Please give me a _____ and some _____.
- I need to cut up some wood. Please hand me a _____.
- I need to make a hole in the wall. Please give me a _____.
- It's dark under the hood of the car. I need a _____.
- I need to pull out some nails. Can I have a pair of _____.
- I need to sweep up some garbage. I have to use a _____.
- I have to change the light bulb on the ceiling, but it's too high. I need a _____ to climb on.
- The toilet is plugged up. I need a _____ to unplug it.
- I need to tighten the leg on the table. Please pass me a _____.
- The light isn't working. I need to change the _____.
- I have to cut up some paper. Can I borrow your _____?
- I need to plug in my computer. Where is the _____?

Vocabulary: Find and Define

TASK: Use the dictionary to find the meaning of these words. Write **ONE** sentence for **EACH** word.

1. lawyer

2. charge

3. crime

4. judge

5. illegal

Here are my sentences:

1. _____

2. _____

3. _____

4. _____

5. _____

My Pleasure Reading Log

Date: _____	Title: _____
Author: _____	Start page: _____
Reading Time: _____ minutes	End page: _____

My Reading Response Paragraph...

I'd like to write one paragraph about:

- what I like so far
- what I don't like
- new words I learned and what they mean
- a character that I find interesting (description)
- what is happening in the story (the plot)
- how the story is like something I have experienced
- what I think might happen next

Model Paragraph: Expressing an Opinion

Instructions: Read the paragraph. Underline the topic sentence, the three main points, and the concluding sentence. Write your own paragraph with a topic sentence, three main points, and a concluding sentence. Use this paragraph as a model.

Wonderful Calgary

Calgary is a really nice place to live. There are several reasons for this: the weather is beautiful and sunny, there are lots of jobs, and the mountains are close by. First, the weather in Calgary is beautiful and sunny. Many newcomers to Canada think that Calgary is cold, but at least the sun is shining. Calgary gets more days of sunshine each year than any other city in Canada. Second, there are lots of opportunities in Calgary. Many companies are hiring and it is fairly easy to find a job. If you walk down the street, you will see many places have “hiring” signs in the window. Third, the beautiful Rocky Mountains are less than an hour away from Calgary. You can see the mountains on a clear day from anywhere in the city, and there are lots of fun things to do in the mountains. You can go for a hike, enjoy photography, go mountain biking, or take a ride in the gondola and see the spectacular views. Calgary really is a great place to live.

Model Paragraph: Expressing an Opinion

Instructions: Read the paragraph. Underline the topic sentence, the three main points, and the concluding sentence. Answer the questions about the paragraph.

A Big City with Big Problems

Although many people are moving to Calgary from all over Canada, the city has many problems. It is not a nice place to live. There is too much traffic, it is too expensive, and it is getting dangerous. First, there is a real problem with traffic in the city. Calgary has grown quickly in the last ten years, so there are many more cars on the roads. Rush hour lasts longer each day and many people find that they are stuck in traffic for hours. Deerfoot Trail, what is supposed to be a fast route through the city, can be very slow for many hours each day. Second, Calgary is very expensive. The cost of rent has skyrocketed in recent years, in many cases doubling or even tripling. Buying a house is not better; Calgary now has some of the most expensive houses in Canada. Third, as the city grows, crime is growing too. There are more and more murders in Calgary and the chief of police recently warned the city of a possible gang war. Calgary is becoming a big city, and getting big city problems.

1. Does the author like Calgary?

2. Name two reasons why the author feels this way.

3. Do you agree with the author? Why or why not?
