

Global Description

Phase III ESL Literacy learners are expanding in their knowledge of the written language. They can read and respond to a wider variety of authentic and teacher-adapted texts.

Reading

A Phase III ESL Literacy learner:

- Is becoming able to read a simple multi-paragraph story or article
- Is becoming able to read in English mostly for information, to learn more language and to develop reading skills
- Often requires re-reading and clarification
- May start to read for pleasure.

Writing

A Phase III ESL Literacy learner:

- Is beginning to convey ideas in writing within predictable contexts of everyday needs and experiences
- Is developing better control over structure, vocabulary and the mechanics of writing of paragraphs
- Still has difficulty in creative expression beyond memorized language. Use of more complex language or idioms will result in errors.
- Is learning to check own work and make corrections.

Numeracy

A Phase III ESL Literacy learner is developing:

- An ability to understand numbers and data found in the media and other formats
- An ability to problem solve and to perform the basic operations needed with ease
- An ability to understand money management and banking services
- An ability to read and construct charts and graphs.

Sociocultural and Linguistic Considerations

A Phase III ESL Literacy learner is developing an understanding of:

- Common symbols that are used at home, school, work, or business to give specific directions and/or warnings
- Schedules that Canadians use to organize their personal and family activities, such as sports, leisure, meetings, clubs
- The importance Canadians place on being involved in the community (church, parent council)
- Canadians who buy on sale, comparison shop and use coupons to save money
- The large amount of printed material that is received at home that must be read for the useful information such as time frame, fine print and conditions.
- Messages and memos that convey important information
- Invitations and conventions related to punctuality, gift giving and RSVP.

Learning Strategies

A Phase III ESL Literacy learner can:

- Use metacognitive, comprehension, and other strategies to plan for and carry out a multiskill task
- Analyze and reason to understand or create an expressive paragraph
- Take calculated risks and realize that mistakes are an opportunity for learning
- Refer to the lesson presentation left on the board for visual aid or reinforcement.

Reading Strategies

A Phase III ESL Literacy learner can:

- Understand main idea to increase comprehension of the entire text and guess the meaning of new words
- Distinguish between opinions and facts
- Relate new information in the text to prior knowledge of the topic and keep in mind the WH questions throughout the reading
- Classify new words into meaningful groups
- Use a variety of strategies to monitor and aid comprehension, such as checking other sources, using a dictionary or the Internet and taking notes
- Look at the format of a text in order to determine meaning
- Skim and scan text to find purpose or general idea of text
- Work collaboratively with classmates or volunteers to help develop reading skills
- Enhance short-term memory by re-reading and focussing on the new information
- Practice reading in real or natural setting such as reading parts of the newspaper.

Writing Strategies

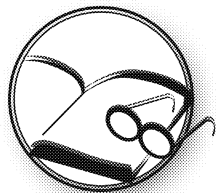
A Phase III ESL Literacy learner can:

- Understand the purpose of a language task
- Recognize and use formulas and patterns
- Combine known elements of the language in new ways to produce longer or more complex sentences
- Use resources for spelling and appropriate wording
- Adjust a learned message to suit different purposes
- Edit written work either individually or in groups
- Organize a paragraph according to a topic sentence.

Numeracy Strategies

A Phase III ESL Literacy learner can:

- Use prior knowledge and mental Math to sort through steps for solving a problem
- Communicate the questions and answers with other learners
- Use deductive, inductive, spatial, visual and logical reasoning
- Organize data and interpret it in a table, chart and graph
- Solve problems by thinking about the question carefully and deciding which operations are needed. Then check over.



Sample Tasks

Examples

1. Read and understand messages

- An invitation to a birthday party or shower
- Greeting cards in clear, simple English
- A school newsletter or field trip memo
- A thank you note
- A phone message
- A memo from employer or supervisor
- A reminder from auto or residential insurance company

2. Read and understand instructions

- On
- Garment labels and tags for washing instructions
 - Household supply labels for use and disposal such as oven cleaner, toilet bowl cleaner, paint

3. Read and understand information

- In
- Consumer information on a coupon (product, savings, expiry date, limits)
 - A work schedule
 - Some phone numbers of municipal, provincial and federal government offices at the end of the white pages
 - Notice of a Grand Opening for a store, a school, park, cultural event
 - A short job description
 - Community events posters such as garage sales, a tea, a dance
 - Hours of operation schedule for stores, libraries and banks
 - A notice of Open House at a university, a college or a cultural event
 - Modified or very simple newspaper articles
 - Letter from a daycare, training program, landlord

4. Read and understand written ideas and feelings

- Read a text and
- Highlight words, idioms and collocations expressing feelings such as concern, agreeing and disagreeing, positive and negative
Look on the bright side of life.
It was a piece of cake.
You must be joking!
After discussion, use the expression in a cloze exercise. Then, read about situations and choose an appropriate expression in response.
 - Participate in an interactive survey or questionnaire about opinions and ideas. Learners read the questions, collect information and report to the large group
- Use tongue twisters, chants, songs and poems to reinforce phonetics

MESSAGE

Date May 26 Time 2:30
To Sarah

WHILE YOU WERE OUT

Name: Amanda
From: Remax
Telephone: 882-0971

Telephoned	Please Call	<input checked="" type="checkbox"/>
Called to see you	Will Call Again	<input type="checkbox"/>
Wants to see you	Returned your call	<input type="checkbox"/>

MESSAGE

She'd like you to call by 5.
Where to meet?

Operator _____ Urgent

MEMO

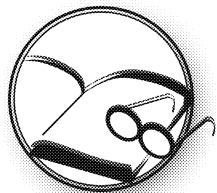
July 10, 2000

To: All Housekeeping Staff
From: Supervisor
Re: Important Things to Remeber

All employees must report to work 15 minutes before the shift begins. This will give employees time to stock carts with supplies. Also, please be sure to knock on doors and say, "Housekeeping" before entering rooms.

1. This memo is to all _____ employees.
2. All employees must report to work _____ before _____ begins.
3. This will give employees time to _____ with supplies.

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted messages</p> <ul style="list-style-type: none"> • Newsletters • Thank you notes • Postcards • Invitations • Memos or reminders • Phone messages <p>2. Read and understand instructions</p> <ul style="list-style-type: none"> • Garment washing labels • Household supply labels <p>3. Read and understand formatted and unformatted information</p> <ul style="list-style-type: none"> • A variety of schedules • Simple applications or registration forms • Short job descriptions • Posters • Very simple newspaper articles • Notices • Monthly bank statements <p>4. Read and interpret written ideas and feelings using words, idioms, collocations</p> <ul style="list-style-type: none"> • Emotional/physical feelings, descriptions using intensifiers <i>His arm is very uncomfortable in that cast. She's been so concerned about her son's health. We're both in the same boat.</i> • Personal preferences/needs <i>We'd both like to go to the ballet. He enjoys soccer the most and hockey the least. He wanted to get a job as a salesman. I really have to get a job soon. I changed my mind ...</i> • Personal Opinions <i>They disagreed with... I was relieved to hear... In my opinion... I'm annoyed that... Go for it.</i> 	<p>Read for meaning by using a combination of familiar words and context clues</p> <p>Recognize purpose of text</p> <p>Locate specific information</p> <ul style="list-style-type: none"> • <i>Who</i> • <i>What</i> • <i>When</i> • <i>Where</i> • <i>Why</i> • <i>How</i> <p>Understand basic grammatical structures</p> <p>Read and understand</p> <ul style="list-style-type: none"> • Simple prose • Simple poetry • Dialogues • Where to write or find specific information on simple authentic forms, schedules and directories • Ellipses <p>Demonstrate an ability to compare and contrast similar features.</p> <p>Understand that bold or italicized word(s) are there for emphasis and as attention getters</p> <p>Read and compare words with</p> <ul style="list-style-type: none"> • <i>ed</i> suffixes that have different pronunciations <i>t</i> sound, <i>id</i> sound, <i>d</i> sound • <i>ing</i> suffixes <i>helping sharing shopping</i> • <i>er, s, ies</i> suffixes • <i>less, ly, ful</i> suffixes • Hard and soft <i>g</i> and <i>c</i> • Diphthongs <i>au, al, all, au, ou,</i> • <i>ight</i> words <i>night fight sight right light</i> 	<p>Context is relevant</p> <p>Considerable white space</p> <p>Teacher guidance is always necessary</p> <p>Text should be</p> <ul style="list-style-type: none"> • Clear, easy to read • In upper and lower case print • Sometimes accompanied by pictures/symbols • Sometimes a picture or symbol • In print with a varied font size or print –like handwriting <p>Text may also include</p> <ul style="list-style-type: none"> • Considerable white space • Guide words or headings • Bold print, stylized, coloured and exaggerated print • Upper and lower case print • 8 – 12 information lines • 2 to 3 paragraphs in length



Sample Tasks

Examples

- 1. Read and understand messages**
 - A postcard from a friend
 - A short friendly letter
 - More difficult greeting cards (Congratulations on the new job, retirement, graduation)
 - Invitations such as weddings and retirements

- 2. Read and understand instructions**
 - Instructions about how to remove stains from fabric
 - Instructions on medicine labels
 - Instructions for a long distance call
 - Instructions for using the automatic teller machine

- 3. Read and understand information**
 - Community carnival, sport announcements
 - Menu from a popular family restaurant
 - A simple notice (when and where new employment classes/programs begin)
 - An overdue payment warning
 - A parking ticket
 - A variety of work assignment and duty schedules
 - Labels on common store products
 - Classified ads/ job ads
 - Items on sale in flyers
 - Public library schedules or bus schedules
 - A simple formal letter or announcement from an office or agency
 - A short news item
 - A chart or graph then interpret the information

- 4. Read and interpret ideas and feelings**
 - Read short stories with a moral. Discuss whether learners agree or disagree with the moral. Look for idioms that express feelings. Compare these idioms and their perspectives with those in other languages
 - Participate in an interactive survey/questionnaire, read questions and
 - Collect information
 - Read and report
 - Summarize results
 - Read statements on a relevant issue and indicate opinion from a 1 – 5 range such as

Strongly disagree	disagree	no opinion
1	2	3
agree	strongly agree	
4	5	

Read the reduced payment options for this parking violation.

PARKING FINE	\$60.00	\$65.00	\$70.00
If payment made between Day 1 & Day 15 fine reduced to	\$15.00	\$20.00	\$25.00
between Day 16 & Day 30 fine reduced to	\$30.00	\$35.00	\$40.00
Maximum 31 Days	\$60.00	\$65.00	\$70.00

CITY OF WINNIPEG		VILLE DE WINNIPEG	
YEAR	MONTH	DAY	TIME
2000	May	25	1400
MAXIMUM FINE		MAXIMUM FINE	
01 Parking Meter Expired	\$60.00	03 No Stopping Any Time	\$70.00
02 No Parking - Loading Zone	\$65.00	04 No Parking - Street Work	\$70.00

PATH TO EMPLOYMENT

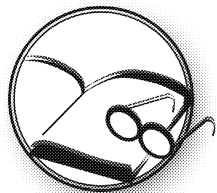
This programme is for adult learners who wish to build upon their academic and life skills to explore entering the workforce.

- Participants will take part in
- upgrading in reading, writing and math
 - employment preparation
 - introduction to computer skills including the internet

The classes will be held from Monday to Friday for 10 weeks, April 3 to June 9, 2000 at 123-600 Portage Avenue. To register, or for more information, call 988-5432.



Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted and interactional messages</p> <ul style="list-style-type: none"> · Postcards · Informal letters and notes · Brief formal letters · Greeting cards · Invitations · Announcements <p>2. Read and understand instructions</p> <ul style="list-style-type: none"> · <i>How to</i> instructions <p>3. Read and understand formatted and unformatted information</p> <ul style="list-style-type: none"> · Labels · Classified ads · Flyers · Schedules · Notices · Warnings · Simple news items · Business forms · Maps <p>4. Read and interpret written ideas and feelings using words, idioms and collocations</p> <ul style="list-style-type: none"> · Emotional/physical feelings and descriptions <i>The boss was really annoyed about the late shipment.</i> <i>The mall was quite crowded.</i> <i>I wish I could see my mother.</i> <i>Like father, like son.</i> <i>It's getting on my nerves.</i> · Personal preferences/needs <i>She doesn't like soap operas and I don't either.</i> <i>He'd rather be playing soccer.</i> · Personal Opinions <i>I wouldn't trust him an inch.</i> <i>I'm sorry but I don't agree.</i> <i>I strongly disagree.</i> <i>She's absolutely right.</i> · Conditionals <i>If I had a million dollars...</i> <i>If I had more time...</i> 	<p>Demonstrate comprehension and ability to act on the text</p> <p>Understand written signals of</p> <ul style="list-style-type: none"> · Time · Frequency · Sequence · Location · Movement · Manner <p>Have a developing competence of grammatical structures encountered in Phase III text.</p> <p>Read and understand where to write or find more complex information on a number of</p> <ul style="list-style-type: none"> · Forms · Schedules · Directories <p>Read and understand</p> <ul style="list-style-type: none"> · Simple prose · Simple poetry · Chants · Children's stories · Dialogues <p>Demonstrate an ability to</p> <ul style="list-style-type: none"> · Compare facts · Understand purpose and general idea of text · Recognize common words in and out of context <p>Read and compare words with vowel digraphs and diphthongs</p> <ul style="list-style-type: none"> · <i>ai, ay, ei, eigh,</i> · <i>ee, ea, ey, ie</i> · <i>igh, y (as in cry)</i> · <i>i (as in mind)</i> · <i>oa, ow (snow)</i> · <i>o (cold)</i> · <i>ui, oo (room)</i> · <i>ew (blew)</i> · <i>ou (youth)</i> · <i>ui (suit)</i> 	<p>Context is relevant</p> <p>Teacher guidance is usually necessary</p> <p>Text should be</p> <ul style="list-style-type: none"> · In upper and lower case print · Occasionally accompanied by pictures/ symbols · Longer with more to read <p>Text may also include</p> <ul style="list-style-type: none"> · Print with varied font size or print-like handwriting · Less white space and more text · Guide words or headings · 10 – 15 information lines in formatted text · 3 – 5 paragraphs in length



Sample Tasks

Examples

1. Read and understand messages

- E-mail messages - from, to, subject, date
- A cover letter
- A thank you note following a job interview
- A reference letter
- A letter of complaint
- A letter of commendation
- A letter of congratulations

From: Louise.Edwards@mbnet.mb.ca>
 To: sstewart@MINET.gov.MB.CA
 Subject: Hi
 Date: Thu, 25 May 2000 10:17:00 -0400
 X-Mailer: Internet Mail Service (5.5.2650.21)

Haven't heard from you for awhile. Hope you had a good weekend. Drop me a line when you have time.

L.

2. Read and understand instructions

- On routine tasks such as
- Seasonal car maintenance, home maintenance
 - Preparation instructions on ready-made foods
 - Lunch room duties, rules and regulations at work or school

This is the body of a cover letter that would be sent with a resume. Read it carefully.

3. Read and understand information

- On
- A pay slip
 - A government organizational chart or schedule
 - A resume
 - A descriptive job posting or opening
 - A newspaper job advertisement to find details about qualification requirements, conditions offered and application procedures
 - A leisure guide
 - A continuing education schedule
 - Maps and legends
 - Brochures, leaflets, public announcements
 - A more complex chart or graph and interpret the data
 - Junk mail to sort into 'must read', 'needs attention' and 'recycle'

I have heard about the recent expansion to your clubhouse at Happy Valley. Perhaps the club is looking for another cook.

- I have fifteen years experience as an assistant cook and two years experience as a head cook at the Ramada Inn.
- I have supervised a junior staff of three in salad and vegetable preparation.
- I take great care and pride in all food preparation and presentation. My employers have always praised my high standards.

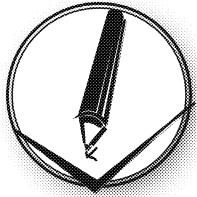
Enclosed is my resume. I am on good terms with my present employer but I would like more responsibility in a larger kitchen. I look forward to possibly meeting with you at your convenience to discuss how my skills could be of service to your club.

4. Read and interpret ideas and feelings

- In
- A short poem, song lyrics or chant
 - A children's story
 - Pro and con opinions on a relevant issue such as smoking in bars and restaurants. Take a position and give reasons to defend your choice.
 - Ads for items such as cars, perfume. Discuss whom they appeal to and why.
 - Logos to determine what they mean and what message they try to portray.
- You deserve a break today.
 Come home to...
 Friendly Manitoba
 You can make a difference.*

24 HR. GAS/CONVENIENCE STORE req. F.T. fuel desk clerk for days, evgs. & weekends. Also req. F.T. maint. for evgs. & weekends. Above average wages. Apply in person Joe's Gas, 1425 Portage.

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted messages</p> <ul style="list-style-type: none"> · E-mail messages · Cover letters · Letters of complaint · Letters of commendation · Letters of congratulations <p>2. Read and understand instructions</p> <p>On</p> <ul style="list-style-type: none"> · Routine tasks such as seasonal maintenance and preparation instructions <p>3. Read and understand formatted and unformatted information</p> <ul style="list-style-type: none"> · Job postings or advertisements · Pay slips · Charts or schedules · Guides or calendars · Maps and legends · Brochures, leaflets, or announcements · Junk mail · Movie listings <p>4. Read and interpret written ideas and feelings using words, idioms and collocations</p> <ul style="list-style-type: none"> · Emotional/physical feelings and descriptions <i>It's been extremely hot lately.</i> <i>They were terribly upset about the break-in.</i> <i>She hopes to travel.</i> <i>He overcame his bitter feelings.</i> · Personal preferences/needs <i>I'd prefer not to answer that.</i> <i>She has to cope with a lot.</i> <i>He has a burning ambition to...</i> · Personal Opinions <i>The public generally agrees with the smoking ban.</i> <i>I definitely think that crime is on the increase.</i> <i>My advice to you is to take one day at a time.</i> <i>He missed the boat that time.</i> 	<p>Demonstrate comprehension and ability to act on the text.</p> <p>Understand more complex written signals of</p> <ul style="list-style-type: none"> · Time · Frequency · Sequence · Duration · Location · Movement · Manner <p>Read and understand connectors such as because, although, therefore, however.</p> <p>Understand more complex, though still relatively basic, grammatical structures</p> <p>Demonstrate an ability to</p> <ul style="list-style-type: none"> · Predict · Guess new words in familiar context · Understand general idea or purpose of text · Identify texts on the same topic and compare facts <p>Read and understand/interpret</p> <ul style="list-style-type: none"> · Language used to express opinions or editorials, persuasion, agreement and disagreement, complaints, advice and frustration · Simple narrative, biographical or descriptive prose that can be related to personal experience · A short poem, song lyrics or chant · A children's story <p>Read and compare words with</p> <ul style="list-style-type: none"> · Prefixes such as <i>re un dis anti</i> · Diphthongs such as <i>oi (boil) oy (boy) ow (owl) ou (out) au (jaw) all (ball)</i> · Consonant digraphs <i>wr (wrap) kn (knife)</i> 	<p>Context is relevant</p> <p>Some teacher guidance is necessary. At other times teacher simply facilitates learners' individual or collaborative reading activity.</p> <p>Text should be</p> <ul style="list-style-type: none"> · Upper and lower case print · Occasionally accompanied by pictures or symbols · Longer · At a higher reading level <p>Text may also include</p> <ul style="list-style-type: none"> · More text · Smaller print or fine print on the bottom of a document · Footnotes · Guide words or headings · Print with varied fonts and sizes or clear handwriting · Broader text reference such as in forms <i>DO NOT WRITE IN THIS AREA</i> · Small newspaper type print, such as TV Guide · 15 – 20 information lines · Approximately one page in length <p>Learner is</p> <ul style="list-style-type: none"> · Becoming a more confident and independent reader · Building a much larger bank of sight words · Using a wider variety of strategies for reading · Reading silently · Reading more quickly (though usually much slower than a reader in the regular stream of ESL reading classes) · Reading more English outside of the classroom



Sample Tasks

Examples

1. Convey messages

Write, using a model

- A simple invitation
- A thank you note for a gift, a visit or for help
- A postcard to a friend back home
- A community centre newsletter item including name of event, date, time, place and cost
- Get well wishes such as
Hope you are well again soon
Take good care of yourself
- A letter inquiring about a mistake on a bill
- A reminder about a meeting starting time, place or purpose
- A 'To Do' list

2. Record information

Record relevant information from

- An airline or bus schedule
- Yellow pages of telephone directory
- Notices re: auction sale, meeting, special events
- A dictionary entry such as meaning of a word, part of speech

3. Present information

On

- An emergency information card
- A bank withdrawal slip
- A job application form
- A water/hydro meter reading card
- A short notice advertising an item for sale, help wanted, service offered or lost and found
- A short history of past work experience using documents for reference if available

4. Express written ideas and feelings

Write

- A short description of a special person who has had an impact on your life. State a topic sentence and give reasons why this person was so special.
- One paragraph to include key points following an oral interview/ presentation
- Advice to solve a personal problem stated in a newspaper advice column
I think you should...because...
Why don't you...
You'd better...
She was probably annoyed at you.

123 Elm Street
Winnipeg R3N 3N4
June 14, 2000

Centra Gas Manitoba
PO Box 9100
Winnipeg, MB R3C 4X8

Dear Sir or Madam:

There is a problem with the bill I just received. It is much higher than my last bill. I have enclosed a copy. Please look into this and send me a corrected bill.

Sincerely,

Karen Halgren

EMERGENCY FORM

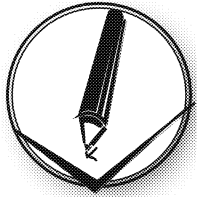
Name: _____
last first middle
 Date of Birth: _____ Gender: M/F
day month year
 Address: _____

 Phone:(home) _____ (work) _____
 First Language: _____
 Country of Origin: _____

EMERGENCY CONTACT

Name: _____ Phone: _____
 Relationship: _____

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages Write</p> <ul style="list-style-type: none"> • An invitation • A thank you note • A postcard • A newsletter item or memo • Short simple sentence or appropriate expression on a greeting card • A note requesting service • A reminder to yourself • A phone message <p>2. Record formatted and unformatted information From</p> <ul style="list-style-type: none"> • Dictionaries • Directories • A variety of schedules such as bus or work • Notices • Job postings <p>3. Present formatted and unformatted information On</p> <ul style="list-style-type: none"> • Simple authentic application or registration forms • Simple authentic bank forms • Simple ads • A personal bank transaction record <p>4. Express written ideas and feelings using words, idioms and collocations</p> <ul style="list-style-type: none"> • Describe personal or familiar situations or events • Describe experiences or events in the past <i>I remember when...</i> <i>She always said I should...</i> <i>I understand now but...</i> • Describe a plan or intent for the future • Write a list of key points following an oral interview/presentation • Write a list or outline of your thoughts or feelings about an event • Describe a person's physical and personality characteristics 	<p>Record information</p> <ul style="list-style-type: none"> • For personal use or to complete other texts • From schedules, notices, other materials <p>Copy text clearly and accurately including</p> <ul style="list-style-type: none"> • Upper and lower case • Capitalization and punctuation • Numbers and abbreviations • Spelling <p>Understand and</p> <ul style="list-style-type: none"> • Capitalize proper nouns • Write/print on the lines and in the spaces • Use check marks, circles, or X's as instructed • Write N/A if question doesn't apply • Print in pen on important and legal documents • Sign in writing with pen • Write a number of one clause sentences about self, family or other highly familiar topics and relevant experiences • Describe daily routines, people, objects, places, situations and events using familiar words, memorized language stock, simple learned phrases with basic tenses and structures • Write sequencing phrases <i>After that...</i> <i>The next step...</i> <i>Finally...</i> • Take simple dictation of sentences relating to themes 	<p>Context is relevant</p> <p>Written work often relates to pictures and realia</p> <p>Written work should be</p> <ul style="list-style-type: none"> • Legible • In upper and lower case print/handwriting • Guided by teacher <p>Written work may also have</p> <ul style="list-style-type: none"> • 7 to 10 information lines, items or boxes in a formatted text • Up to 7 sentences or one paragraph • Paragraph format with indented or block style <p>Written work on the computer may also include</p> <ul style="list-style-type: none"> • Different fonts • Bold or highlighted print <p>Pre-writing discussion or activities are always done before writing</p> <p>Unfamiliar words and phrases are written on board</p>



Sample Tasks

Examples

1. Convey messages

- An announcement of a new baby, new job, new home, retirement or engagement
- An expression of sympathy such as *Wishing you strength and love at this very difficult time*
Our hearts go out to you
- A note to your child's teacher about an absence or a problem
- A letter requesting information such as travel brochures or field trip information
- A letter to cancel a contract, service or subscription
- A letter of complaint about a billing error such as gas or hydro
- A schedule for your activities and appointments every day for a week

Fill out

- A parental consent form for a school activity

2. Record information

From

- A recipe
- Supervisor's instructions including tasks/specific details
- Instructions for use of an electrical appliance manual e.g. a coffee maker or an electric fry pan

3. Present information

On

- Simple job application form
- Registration form for a computer course
- Medical information form
- Library card application
- Work or car accident report
- Map of Canada - names of provinces, territories and capitals

4. Express written ideas and feelings

- A longer description of past work experience or holiday celebration
- A paragraph following an interview with a principal or work supervisor
- A paragraph to explain relevant information from a presentation or video
- A letter to a friend about your first impressions of Canada
- 2 similar letters to caretaker. One will ask for a service in a very polite manner. A second letter will have a more insistent manner because the service has been ignored.

LIBRARY CARD APPLICATION

PLEASE PRINT CLEARLY.
IDENTIFICATION WITH CURRENT ADDRESS MUST BE SHOWN
BEFORE A CARD IS ISSUED.

LAST NAME _____

FIRST NAME _____

PHONE _____

MAILING ADDRESS _____

HOME ADDRESS
(IF NOT SAME AS ABOVE) _____

LAST ADDRESS
(IF CHANGED WITHIN LAST YEAR) _____

EMPLOYER _____

WORK ADDRESS _____

STATEMENT OF RESPONSIBILITY BY LIBRARY USERS
(13 AND OLDER)

"I AGREE TO FOLLOW LIBRARY POLICIES AND TO PAY FOR ALL
OVERDUE, LOST OR DAMAGED MATERIALS BORROWED ON THIS
CARD."

SIGNATURE _____

Add the following information to the complaint letter

1. Today's date
2. Name of your landlord
3. Choose one - today
 - by Friday
 - as soon as possible
4. Your signature

_____ 1.

Dear _____,

2.

I contacted you last week about a problem with a leaky sink. I have not yet heard from you.

Please get in touch with me

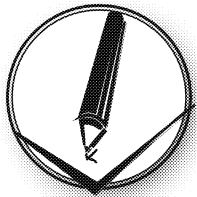
_____ 3.

The problem is getting worse.

Sincerely,

_____ 4.

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages Write</p> <ul style="list-style-type: none"> • Announcements • Longer more complex sentences or idiomatic expressions on greeting cards • Notes to your child’s teacher • Notes to supervisor or fellow worker • Brief business letters • Cover letters • Entries in a daily planner <p>2. Record formatted and unformatted information From</p> <ul style="list-style-type: none"> • Recipes • Instructions • Manuals <p>3. Present formatted and unformatted information On</p> <ul style="list-style-type: none"> • Simple authentic application or registration forms • Simple authentic bank slips with fewer high frequency items and some new personal data information • Map sketches <p>4. Express written ideas and feelings in words, idioms and collocations</p> <ul style="list-style-type: none"> • Daily or weekly journals • Short friendly and business letters • Reviews of movies or TV programs 	<p>Record</p> <ul style="list-style-type: none"> • Text clearly and accurately • A set of simple instructions or a simple message <p>Fill out simple authentic application forms and bank slips</p> <p>Understand and write personal data information in forms and slips including numbers, digits and words as required</p> <ul style="list-style-type: none"> • Use N/A if a question does not apply to situation • Use capital letters and punctuation as required • Describe present situations or events in the past <p>Understand and</p> <ul style="list-style-type: none"> • Convey main idea using a topic sentence and supporting sentences • Use more descriptive vocabulary for physical attributes, use, function, perception of loss, sound, taste, smell, texture, • Write short letters and notes • Complete a standard greeting card or envelope appropriately • Put together a number of statements about self, family or other highly familiar topics and relevant personal experiences • Write sequencing phrases <i>And also...</i> <i>In conclusion...</i> • Take dictations related to themes or news items 	<p>Context is relevant</p> <p>Pre-writing discussion is used to develop ideas, introduce metaphorical language, or assist in structuring the text</p> <p>Written work should be</p> <ul style="list-style-type: none"> • Legible • Longer than before <p>Written work may also have</p> <ul style="list-style-type: none"> • Bold or highlighted print • More descriptive language • Fewer errors in spelling and grammar • 10 – 15 formatted information lines, items or digit spaces • 2 – 3 paragraphs in length • Paragraph format with indented or block style



Sample Tasks

Examples

1. Convey messages

Write

- A formal invitation to an honoured guest such as a city official, school administrator or a celebrity asking them to attend a special event
- An accurate e-mail address, subject, and letter including all symbols such as @ and punctuation such as dot.
- A letter to cancel a social function
- A letter to convey sympathy to a person whose relative passed away
- A letter of invitation to a group or family function including directions
- A letter of regret to decline an invitation.
- A note to a relieving employee about tasks completed on shift
- A cover letter to accompany resume
- A thank you letter to an employer for an interview
- A memo to employees regarding procedure, safety or important announcements

2. Record information

From

- A public health brochure
- An oral presentation e.g. Fire Safety Officer
- A lunch order after listening to a taped conversation between a customer and a waitress

3. Present information

On

- Application form for S.I.N card
- Direct Deposit request slip
- Job application form
- Change of mailing address request form
- Customer section of work order for car repairs
- An educational or government system chart
- An organizational chart to show data about a company, institution or agency
- Key points from a brief written message

4. Express written ideas and feelings

- A daily or weekly record or log book
- A journal entry to describe challenges of being a newcomer
- A description of native country
- A review of a book, movie, or TV show based on suitability for children, sociocultural comparisons, or action adventure
- A letter to the editor about a political decision discussed in class
- A report comparing and contrasting the physical geography, educational or medical systems in two countries



DIRECT DEPOSIT APPLICATION
for Employment Insurance Benefits

A – PERSONAL INFORMATION									
2	Family Name								
3	Address								
B – REQUESTED INFORMATION									
6	Check (✓) one only								
	Effective	Date							
C – FINANCIAL INSTITUTION INFORMATION									
DIRECT DEPOSIT ROUTING NO.									
7	Branch No.	8	Inst. No.	9	Account				
Name(s) of the other Account Holder(s) if a joint									

July 18, 2000

George Annapolis
Manager
Papa George's Restaurant
93 Osborne Street
Winnipeg MB R3B 5N7

Dear Mr. Annapolis:

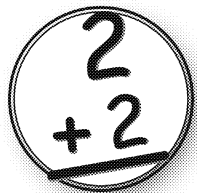
Just a brief note to thank you for my interview on July 17, 2000. I am very excited about the possibility of working for Papa George's. This position is exactly what I have been looking for and I sincerely hope I am the person you are looking for as well. As I mentioned in the interview, I have 5 years experience in the restaurant business. If you have any questions, please feel free to contact me at 785-2139.

Thank you again and I hope to hear from you soon.

Yours truly,

Delia Mores

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages Write</p> <ul style="list-style-type: none"> Formal invitations An e-mail address, subject, and letter Letters of regret, apology or cancellation Letters of invitation including directions Cover letters <p>2. Record formatted and unformatted information From</p> <ul style="list-style-type: none"> Live or recorded telephone messages Oral presentations Restaurant orders <p>3. Present formatted and unformatted information On</p> <ul style="list-style-type: none"> Charts for information overview Timelines for sequencing information <p>4. Express written ideas and feelings in words, idioms and collocations Write</p> <ul style="list-style-type: none"> A personal journal entry A brief report about a relevant topic A letter of advice or opinion A description of a car accident A review of a book, movie, or TV program A short editorial expressing an opinion and stating reasons 	<p>Can</p> <ul style="list-style-type: none"> Record from a presentation or tape two or three key words or phrases indicating important information or main idea Write down everyday live or recorded phone messages Begin to reproduce information sequentially with accurate key points Record names, addresses, numbers, dates, times, directions Spell a larger number of familiar words correctly Use punctuation correctly Use more complex sentences with connecting words, such as <i>however, although</i> <p>Write</p> <ul style="list-style-type: none"> Personal data information in some authentic forms Or print an invitation note to someone which includes minimum required information A brief report on a relevant topic A beginning, a middle and an end with proper sequencing of events Convey main ideas relatively clearly using topic and supporting sentences Notes based on a presentation or TV documentary 	<p>Context is relevant</p> <p>Pre-writing discussion</p> <ul style="list-style-type: none"> Usually occurs with unfamiliar words and phrases written on the board Includes brainstorming, activating background knowledge, and relating/ comparing to Canadian culture <p>Written work should be</p> <ul style="list-style-type: none"> Legible 15 to 20 information lines, boxes, or digit spaces in formatted text 3 – 5 unformatted paragraphs <p>Written work may also have</p> <ul style="list-style-type: none"> More complex syntax, more vocabulary and some idiomatic language Paragraph format, indented or block style <p>Learner is beginning to write independently</p>



Sample Tasks and Applications

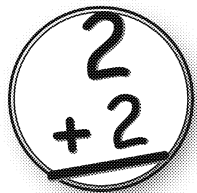
1. Number Concepts

- Sort numbers into categories using one or more attributes. From a list of numbers
 - Circle numbers that are multiples of 5.
 - Underline numbers that have a 2 in the tens' place.
 - Put a box around numbers that are multiples of 25.
 - Count minutes after the hour by 5's.
- Count by decades, centuries and millennia. How many centuries are there from 1 to 2000?
- Rounding off numbers. Use a timeline to record the years of birth for each family member.
- Look in the newspaper and find numbers.
 - Circle the number.
 - Find out what the number signifies.
- Develop 'number' questionnaires with students
 - Number of learners in the school
 - Number of countries represented in the program
 - Number of hours we will study this term
- Use a variety of graphs to represent numbers
 - Pictographs
 - Bar graphs
 - Circle graphs
 - Coordinate graphs
- Compare minutes it takes learners to come to school
- Understand the relationship between speed limit and distance travelled
- Write the population of cities/provinces, discuss place value, and order from smallest to largest
- Discuss municipal, provincial and federal budgets.
 - *The debt is _____ billion dollars.*
 - *Highways will cost _____ billion to build and repair.*
 - *There will be _____ more million put into health care in 2000.*
- Discuss and record production numbers on a chart
 - *Cars made in Canada*
 - *Coins minted in Winnipeg*
 - *Items manufactured in your factory*
 - *Tonnes of wheat/canola exported*

2. Patterns and Groups

- Phone numbers have a pattern: 3-digit prefix plus 4 digits and a 3-digit area code. Record learners' phone numbers. Do people living in the same area have the same first 3 digits? There are many different area codes around the world. Use the phone book to scan for codes of specific cities/provinces/states.
- Find and discuss number patterns:
 - *30, 300, 3000*
 - *11, 22, 33, 44*
 - *4, 8, 12, 16*
- Numbers on family health cards, drivers' licences, in catalogues, in postal codes, S.I.N.'s
- Understand number codes in automobile registration, student numbers, model numbers on electronics, appliances, etc
- Classify foods into categories: grains, fruits and vegetables, milk, meat and alternatives
- Make comparisons
 - - Compare nutrients found in packaged foods
- Read and locate streets and specific location on a city or provincial map. Look in the index for the name and coordinate code. Tell your partner to name the specific location at **B9**. Use coordinating grids to find the street or location:
 - *Assiniboine Park at B 9, Ottawa at 22E*
- Find and calculate the distance using a highway map distance chart
- Read a train or bus schedule. Estimate the time needed to catch it on time.
- Record temperatures over a one-month period on a grid graph. Draw a line connecting all the temperatures. Analyze the high and low periods. Record the maximum and minimum temperature.
- Learn about latitude and longitude coordinates. Find the coordinates for one's native country. What latitude is the long border between Canada and the U.S.?
- Organize and describe shapes/patterns in terms of space, background, repetition of pattern, size, etc, in
 - Art/visual displays
 - Fabric design/weavings
 - Layout of buildings
 - Furniture arrangement

Language Competencies	Literacy Competencies	Conditions
<p>1. Number Concept and Place Value Understand</p> <ul style="list-style-type: none"> · Multiples of 2, 5, 10, 25, & 100 · Even and odd numbers · Applicable number patterns <ol style="list-style-type: none"> i. Count forward and backward by 1's, 2's, 5's, 10's, 25's, 100's, and 1000s+ ii. Demonstrate the concept of place value 4+ digits by explaining the value of each digit in a number 5, 916 = 5 thousands 9 hundreds 1 ten 6 ones iii. Read, write, and show an understanding of numbers in written form from 0 to 1000+. iv. Order and compare numbers. v. Estimate large quantities and numbers up to - Thousands - Millions+ vi. Distinguish between situations requiring approximate and exact numbers. <p>2. Patterns and Groups</p> <ol style="list-style-type: none"> i. Recognize and create complex patterns <ul style="list-style-type: none"> · To develop organizational abilities · To make judgements and decisions · To propose solutions · To see information in a new (visual) way · To explain a concept · To recognize the integral patterns in design, music, art ii. Understand and find codes. iii. Recognize and <ul style="list-style-type: none"> · Create and label groups of items · Interpret and classify data · Gather, organize, display and interpret quantitative information by reading and creating moderately complex graphs · Compare different types of graphs. 	<p>Pronounce large numbers accurately.</p> <p>Say correctly with appropriate stress and intonation</p> <ul style="list-style-type: none"> · Year of birth or other important dates · Phone numbers · 4 digit addresses · 9 digit S.I.N. numbers <p>Understand and interpret numbers seen in newspapers</p> <ul style="list-style-type: none"> · 1,500,000 · 1.5 million <p>Explain reasoning to justify the answer orally or in simple written form to answer</p> <ul style="list-style-type: none"> · <i>How did you get your answer?</i> · <i>Why did you do it that way?</i> <p>Use language to describe</p> <ul style="list-style-type: none"> · Patterning and grouping · The qualities or quantities of a group · The purpose, the problem, the proposed solution, and the Math concept · What the code means such as <ul style="list-style-type: none"> - <i>Student # 23458</i> - <i>Grade A chicken</i> - <i>Course ID#- Math 40S</i> · A graphed city map <p>Understand and use</p> <ul style="list-style-type: none"> · Vocabulary related to themes Range Locate Coordinates A – 9 Intersect Percent % Maximum Minimum Number of _____ Plus Minus Directional prepositions 	<p>To physically represent large numbers use manipulatives To understand and solve real-life problem situations use</p> <ul style="list-style-type: none"> · Logic, prior knowledge and reasoning · Concrete materials <p>Information is accessed from real sources.</p> <p>Communicate using oral and written forms of numbers.</p> <p>Collaborative opportunities develop</p> <ul style="list-style-type: none"> · Learner confidence · The ability to explain concepts to another learner <p>Work with concrete ideas to understand the problem.</p> <p>Discussion and sharing of discoveries and solutions help learners understand the problem and learn how to solve it in a variety of ways.</p> <p>To understand codes use</p> <ul style="list-style-type: none"> · Prior knowledge · Divergent thinking (good guesses) <p>Estimation is used to make the numbers easier to graph and classify. Alternative graph types are explored in order to apply one that will display the data most clearly.</p> <p>Different colours are used to record different data such as</p> <ul style="list-style-type: none"> · Red – daily maximum temperature · Blue – daily minimum temperature



Sample Tasks and Applications

3. Operations

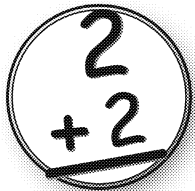
- Use coins or play money to describe $\frac{3}{4}$ of a dollar, $.9$ of a dollar, $.45$ of a dollar, $\frac{1}{20}$ of a dollar, $\frac{80}{100}$ of a dollar.
- Record the height of all students in the class, then estimate and find the average height.
- Calculate how much gas you would use in one year if you put in 30 litres a week. How much would it cost at 60.5¢ a litre?
- Find out the cost of one pack of cigarettes. If a person smoked one pack a day, how much would they spend in one week, one year, ten years?
- Keeping monthly income in mind, put fractions or decimals beside the items in a monthly budget:

Food – 25%,	Rent – 30%
Transportation – 5%	Utilities – $\frac{1}{6}$ of income
- Compare and contrast the prices of new and used cars. Add taxes to get the total cost.
- Have students find the prices of 10 pre-selected grocery items at a variety of stores. Compare the prices of each item. Add all 10 items together for totals. Which store was more/less expensive?
- A group of 2 or 3 students simulate ordering off a menu. Calculate the bill, find tax, total bill and decide how much the tip should be.
- Check a real or sample pay stub to verify its accuracy. Calculate the daily, weekly, monthly wage. Perform operations to find the gross salary. Add up deductions. Subtract deductions to find Net Pay.
- Learners use calculators to generate equivalent decimals for fractions such as $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{10}{100}$, $\frac{1}{100}$
- Rename $\frac{1}{4} = \frac{2}{8}$, $\frac{3}{4} = \frac{12}{16}$
- Make a recipe using measuring tools 250g, 100ml.

4. Time and Temperature

- Look at work time sheets. Calculate total hours worked in a week and multiply by the hourly wage to find gross pay for the week.
- If you drive an average of 100 km/h, how long would it take to drive to Brandon, Regina, Ottawa from Winnipeg?
- Compare life in 2000 with life one decade ago, half a century ago and one century ago.
- Look at a 6-day cycle school calendar. Discuss and find specific events and activities on the calendar. Why do schools sometimes use a 6-day cycle?
- Discuss holidays or events such as New Year's Day. In what season does it occur? What date is it celebrated? Compare a similar holiday in your country.
- Read a variety of thermometers (weather, body, or meat)
- Record temperature data on a graph or calendar
- Understand time-related expressions such as *quarter to*, *ten after two*, *half past six*.
- Say and write birth dates of self and family members. Calculate age differences.
- Discuss and compare daily or weekly personal schedules. Talk about appointments, work hours, meal times, errands to run.
- Listen, read or write numbers from a weather forecast chart, such as temperatures, windchill, and rainfall.
- Compare Celsius and Fahrenheit temperature readings.
- Discuss dangerous weather and how to avoid or react to situations such as tornadoes, winter storms and spring melt on rivers.

Language Competencies	Literacy Competencies	Conditions
<p>3. Operations Understand</p> <ul style="list-style-type: none"> Reasoning to follow steps to solve a problem. Perform multi-digit addition, subtraction, multiplication and division (with regrouping) Fractions as part of a whole Fractions as parts of a group Decimals for 10ths and 100ths Percentage Ratio <p>4. Time and Temperature Understand</p> <ul style="list-style-type: none"> Short periods of time such as waiting for the bus General periods of time <i>Century, Millennium, Semester, Childhood, Term</i> Periods of time related to employment/school The indefinite nature of time and related metaphoric expressions And read a variety of thermometers And relate predictions to actual temperatures And consider how the time of day affects temperatures <p>Understand</p> <ul style="list-style-type: none"> And record temperatures less than 0°C -26°C The ultraviolet (UV) ratings The importance of <ul style="list-style-type: none"> Reading natural weather signals Listening to the weather forecast in order to avoid danger during weather hazards 	<p>Develop appropriate listening, speaking, reading and writing skills necessary for communicating in a variety of settings.</p> <p>Use language to describe</p> <ul style="list-style-type: none"> The steps to solve a problem in collaborative and whole class groups <ul style="list-style-type: none"> Say what the problem is What data is important What operation can be used Solve the problem Look back to check accuracy Operations <i>Multiply by Divide by</i> <i>The answer is</i> <i>Remainder Left over</i> <i>Calculate</i> <i>Do the calculations</i> Uses of percentages and ratios <ul style="list-style-type: none"> Calculate various taxes Household budget (% for rent, food, utilities) Sale items (30% off) Health, community statistics School marks (% and grade point averages) Grocery coupons Fractions and ratios <i>Proportion</i> <i>Numerator</i> <i>Denominator</i> <i>Whole number</i> <i>Improper fraction</i> <i>Mixed number</i> Collocations <i>One out of three</i> <i>One to three (1:3)</i> <i>Point – 2.5 (two point five)</i> Temperature Weather thermometers Body thermometers Meat and candy thermometers <p>Read and understand the daily forecast available in the newspaper, on TV and on the Internet.</p>	<p>Use a calculator</p> <ul style="list-style-type: none"> If numbers are large If learner needs this aid To convert fractions to decimals To multiply and divide fractions <p>Aids can be used to visualize a problem on worksheets, diagrams, charts and graphs</p> <p>Calculations always relate to relevant situations</p> <p>Regrouping is performed using prior knowledge of place value and renaming.</p> <p>Oral and written word problems are used</p> <p>More complex mental Math is encouraged – especially problems that require logical thinking.</p> <p>Understanding of fractions and decimals is demonstrated by</p> <ul style="list-style-type: none"> Reading and writing in words and numerals Using place value of decimals Comparing and ordering Performing operations (+, -, x, ÷) using a calculator if necessary <p>Demonstrate percentage use by</p> <ul style="list-style-type: none"> Showing that a percentage is part of 100 Estimating percentages Renaming percents, fractions and decimals <p>Demonstrate ratio use by</p> <ul style="list-style-type: none"> Showing with manipulatives Explaining to another student the concept of ratio and percentage Relating fractions to parts Showing equivalent ratio/ fractions



Sample Tasks and Applications

5. Measurement

- Plan a redecorating project of a bedroom. You will paper one wall and paint 3 walls. The length, width and height of the room need to be measured. Read the can of paint to see how much area it covers. Consider also that matching wallpaper patterns means you have to buy extra.
- Height is sometimes described in feet and inches. Convert 6 feet one inch to centimetres.
- Canada previously used pounds for weight measures. Many people still convert to pounds or use the words such as a pound of butter. Estimate how many kg are in 10 lb. of potatoes.
- Total kilometres for a round trip from Winnipeg to Regina and back to Winnipeg. One must remember to write down the starting odometer reading.
- Reading the total weight and price per kilogram of a package of meat.
- Use a chart to compare miles to Km.
 $60 \text{ miles} = 100 \text{ kilometres (approx.)}$
 $60 \text{ mph} = 100 \text{ km/h (approx.)}$
- Estimate and calculate
 - How much material to buy for Sewing a shirt
 - Building a fence
 - Buying wall-to-wall carpet for living room
- Write a measurement problem for building a fence or for finding the distance your child swam in the swim-a-thon
- Measure length of a nail or bolt to the nearest millimetre

6. Money

- Read a simplified chart of a municipal, provincial or federal budget. How much money is spent per year on health care, education, highways, police, etc? What is the total budget?
- Read a circle graph illustrating how your tax dollar is spent.
- Compare annual expenditures on health care with other provinces by using a bar graph.
- Read a simple monthly budget. As a group make a simple budget for a family.
- Discuss, collect and record data on borrowing \$1000 from a bank, a credit card, or money market. Compare the various interest rates and total cost of borrowing for a one-year period.
- Work in groups to discuss options that they would like to have in a washing machine. Check with Consumer Reports for recommendations. Check around for the best value on the type of machine they want.
- Make a list of school supplies, estimate cost for each item and total. Compare your estimates with actual bill. Where and when can you buy school supplies on sale?
- Calculate change from coins and bills of different denominations.
- Calculate total cost (including taxes) of a new or used car, a pair of shoes, a new mattress or a home repair.
- Look at rental ads and compare total cost of different apartments. Are utilities included or extra? Consider transportation cost vs. walking or car-pooling.

Language Competencies	Literacy Competencies	Conditions
<p>5. Measurement</p> <ul style="list-style-type: none"> · Understand purpose and use of more complex measurements · Use tools to find the measurements · Understand and use measurement tools related to vehicles · Understand and estimate the difference between Imperial and Metric systems of measurement <p>6. Money</p> <ul style="list-style-type: none"> · Count large quantities of money such as money withdrawn from bank · Make change from bills up to \$200. · Estimate <ul style="list-style-type: none"> - How much items will cost such as a used car - How much a list of things will cost such as school supplies and clothing - How much change will be received <i>Pay for \$25. gas with two \$20. bills</i> · Read, understand and make a simple budget for a family Consider <ul style="list-style-type: none"> - Housing - Food - Clothing - Utilities · Understand banking services <ul style="list-style-type: none"> - Kinds of accounts - Interest - NSF cheques or overdrafts - Procedures on banking machines - Importance and how to maintain a good credit rating 	<p>Understand and use measurement words related to the themes <i>Speed limits</i> <i>Approximately</i> <i>Stopping distance</i> <i>Odometer</i> <i>Gas gauge</i> <i>Air pressure</i> <i>Dip stick</i> <i>Full – empty</i></p> <ul style="list-style-type: none"> · Collocations <i>A fill up (of gas)</i> <i>Fill it up</i> <i>Your oil is OK.</i> <i>You're down a litre.</i> <i>A day's drive</i> <i>It converts to...</i> <i>That's exactly 85 cm.</i> <p>Use appropriate intonation patterns for amounts of money.</p> <p>Understand and use vocabulary related to theme <i>Quality</i> <i>Afford</i> <i>Over budget</i> <i>Expenses</i> <i>Miscellaneous</i> <i>Impulse buying</i> <i>Entertainment</i></p> <p>In order to ask appropriate questions to access service, learners need to</p> <ul style="list-style-type: none"> · Use the correct question word · Use the correct word order · Learn the correct vocabulary · Ask a service provider to repeat for clarification · Modify the question if necessary 	<p>Understand that estimates are used to make decisions about</p> <ul style="list-style-type: none"> · Whether to buy new or used · Which item to buy considering price and quality · Which groceries to buy to stay within a \$100 limit · Gifts · Holidays