

Using the Planning Checklists

The **Planning Checklists** allow instructors to plan the outcomes of five themes or topics on one page. They show outcomes for each skill (speaking, listening, reading, and writing) in each level, but do not categorize them into competency areas (e.g., social interaction, instructions, getting things done, and information). For a breakdown of the competency areas, see the **Level Outcomes** section.

The **Planning Checklists** are planning tools intended for use with themes and topics at a specific level. Copy the checklists and insert theme or topic names in the column headers. Make as many additional copies as necessary to include all the topics covered during the course.

LINC 3 Planning Checklist

		Themes/Topics				
		Education	Library	Family	Comm. Cult.	Sports/Leis.
Instructor: <u>J. Smith</u> Date: <u>Sept - Dec 02</u>						
Level Outcomes' (CLB 3, 4)						
Speaking	Greet, introduce self, and ask about the other person; introduce two people	✓		✓	✓	
	Open, close, and respond to short casual small talk; take leave appropriately				✓	
	Indicate communication problems and ask for explanations	✓				✓
	Answer the phone	✓				
	Leave short telephone messages		✓			✓
	Give short three- to four-step everyday instructions or directions			✓		✓
	Ask for and give permission simply	✓				
	Advise of danger	✓				
	Ask for, offer, accept, or decline assistance			✓	✓	
	Request, accept, or decline offers, goods, or services		✓			✓
	Tell stories about personal experiences or everyday activities		✓			✓
	Give brief descriptions			✓		✓
Express immediate and future needs, wants, plans					✓	

This area lists the level-specific outcomes for each the four language skills.

Check off the outcomes as they are covered during the course.

LINC 1 Planning Checklist

Instructor: _____ Date: _____		Themes/Topics				
Level Outcomes ¹ (CLB 1)						
Speaking	Use and respond to a few basic courtesy formulas					
	Indicate communication problems					
	Give two- to three-word basic everyday instructions, commands					
	Attract attention					
	Request assistance					
	Ask for and tell time					
	Give basic personal information					
	Express ability, inability					
Listening	Identify greetings or other goodwill expressions in speech					
	Identify expressions used to ask for repetition and clarification					
	Follow simple two- to five-word instructions					
	Follow simple two- to five-word positive and negative commands and requests					
	Identify expressions used to attract attention					
	Identify expressions used to request assistance					
	Identify details in listening texts: numbers, letters, a few keywords, short expressions					
	Reading	Understand short greeting card texts				
Follow short two- to five-word instructions						
Use simplified, short, common forms; simplified maps, diagrams, and tables						
Understand common signs and symbols						
Get information from very basic texts of up to five sentences						
Writing	Complete standard greeting cards with minimum required information					
	Copy numbers, letters, words, short phrases from a 10- to 20-item list or from three to five sentences for personal use or to complete short writing tasks					
	Fill out very basic five- to seven-item forms					
	Describe personal situation by filling in blanks in short three- to five-sentence guided texts about self and family					

¹ Outcomes adapted from *Canadian Language Benchmarks 2000*, Speaking: CLB 1, Listening: CLB 1, Reading: CLB 1, Writing: CLB 1.

LINC 2 Planning Checklist

Instructor: _____ Date: _____		Themes/Topics				
Level Outcomes¹ (CLB 2)						
Speaking	Greet familiar and unfamiliar people; use and respond to courtesy formulas					
	Respond appropriately to introductions					
	Indicate communication problems in a number of ways					
	Give a number of common two- to seven-word daily instructions and positive and negative commands					
	Make and respond to simple requests					
	Give and respond to warnings					
	Give expanded basic personal information					
	Give basic descriptions					
	Talk about things one enjoys					
Listening	Identify introductions and basic courtesy formulas					
	Identify a range of expressions used to ask for repetition and clarification					
	Follow a range of common one-sentence basic daily instructions					
	Follow one-sentence positive and negative commands and requests					
	Identify a range of expressions used to make and respond to requests, express warnings					
	Identify details in listening texts: numbers, letters, time references, places, keywords, short expressions					
Reading	Generally understand the main point of short written messages or texts in special occasion greeting cards, invitations, postcards					
	Follow simple everyday one-sentence instructions of up to four steps					
	Find information in short, basic forms; signs, labels, tables, schedules; simplified maps and diagrams					
	Get information from short two- to three-sentence common business or service notices					
	Get information from very basic texts of up to seven sentences					
Writing	Complete an expanded range of greeting cards with minimum required information					
	Copy information from a 10- to 20-item list or from five to seven sentences for personal use or to complete tasks					
	Fill out simple eight- to 12-item forms					
	Give a basic description by filling in blanks in short five- to six-sentence guided texts or by answering five to six simple questions					

¹ Outcomes adapted from *Canadian Language Benchmarks 2000*, Speaking: CLB 2, Listening: CLB 2, Reading: CLB 2, Writing: CLB 2.

LINC 3 Planning Checklist

Instructor: _____ Date: _____		Themes/Topics				
Level Outcomes ¹ (CLB 3, 4)						
Speaking	Greet, introduce self, and ask about the other person; introduce two people					
	Open, close, and respond to short casual small talk; take leave appropriately					
	Indicate communication problems and ask for explanations					
	Answer the phone					
	Leave short telephone messages					
	Give short three- to four-step everyday instructions or directions					
	Ask for and give permission simply					
	Advise of danger					
	Ask for, offer, accept, or decline assistance					
	Request, accept, or decline offers, goods, or services					
	Tell stories about personal experiences or everyday activities					
	Give brief descriptions					
	Express immediate and future needs, wants, plans					
	Express preference, satisfaction, or dissatisfaction					
Talk about health and feelings						
Listening	Identify formal and informal styles, verbal and non-verbal details in greetings, introductions, and leave-taking					
	Identify specific factual details and implied meanings in dialogues of casual small talk, short phone calls					
	Identify expressions used to indicate communication problems					
	Follow two- to five-step everyday directions or instructions presented in order, relating to movement and position; weights, measures, amounts, and sizes; manner, frequency, and duration					
	Identify expressions used to ask for, offer, and accept assistance; ask for and give permission; advise of danger					
	Understand factual details and some implied meanings in persuasive oral texts					
	Understand factual details and some implied meanings in listening texts on familiar everyday topics					
Reading	Get information from one- or two-paragraph personal notes and letters					
	Follow common everyday instructions of up to five steps					
	Find information in forms, tables, schedules, directories					
	Get information from short business brochures, notices, form letters, flyers					
	Get information from simple, explicit, one- to two-paragraph texts					
	Use standard reference texts					
Writing	Write personal messages in a three- to five-sentence informal notes					
	Copy information from one-paragraph texts for personal use or to complete tasks					
	Fill out simple 15- to 20-item forms					
	Write simple business messages as three- to five-sentence notes					
	Write five- to eight-sentence texts about personal or familiar situations					
	Describe people, objects, places, situations, events, or daily routines in five to eight sentences					

¹ Outcomes adapted from *Canadian Language Benchmarks 2000*, Speaking: CLB 3 and 4, Listening: CLB 3 and 4, Reading: CLB 3, Writing: CLB 3.

LINC 4 Planning Checklist

Instructor: _____ Date: _____		Themes/Topics				
Level Outcomes¹ (CLB 4, 5)						
Speaking	Initiate and respond to small talk comments					
	Offer, accept, or decline invitations					
	Express and respond to compliments and congratulations					
	Participate in conversations by showing interest and taking turns					
	Express non-comprehension by asking for clarification and repetition					
	Answer the phone briefly					
	Give five- to six-step instructions or directions					
	Ask for and give permission using polite expressions					
	Give simple informal advice					
	Call for emergency assistance					
	Tell detailed stories about events in present, past, or future					
	Give detailed descriptions					
	Ask for and give information related to routine daily activities					
	Give opinions, agree, and disagree in small group discussions					
Express necessity, worry, or concern						
Listening	Identify factual details and implied meanings in dialogues containing compliments, invitations, offers, discussion of interests, likes/dislikes, and preferences					
	Identify situation and relationship between speakers					
	Understand a variety of everyday step-by-step instructions or directions					
	Understand instructions in simple phone messages					
	Understand factual details and some implied meanings in simple advice, suggestions, announcements, commercials					
	Understand factual details and some implied meanings in descriptive or narrative texts					
Reading	Get information from two- to three-paragraph personal notes, letters, and e-mail messages					
	Follow everyday instructions of up to six steps					
	Find information in authentic forms, tables, schedules, directories					
	Get information from short business brochures, notices, form letters, and flyers					
	Get information from simple two- to three-paragraph texts					
	Use complex reference texts					
Writing	Write short one-paragraph formal and informal letters or three- to five- sentence notes for invitations, thanks, regrets, cancellations, apologies					
	Copy information from encyclopedias and manuals for personal use, to complete tasks, or to learn information					
	Fill out forms with up to 20 items					
	Write simple business messages as three- to five-sentence notes					
	Write a one-paragraph description of experiences or events in the past and plans for the future, giving reasons					

¹ Outcomes adapted from *Canadian Language Benchmarks 2000*, Speaking: CLB 5, Listening: CLB 5, Reading: CLB 4, Writing: CLB 4.

LINC 5 Planning Checklist

Instructor: _____ Date: _____		Themes/Topics				
Level Outcomes ¹ (CLB 5, 6, 7)						
Speaking	Introduce someone formally to large familiar groups					
	Open and close short routine formal conversations					
	Participate in conversations by interrupting to take turns, adding supportive comments					
	Maintain conversations by asking follow-up questions, confirming comprehension, holding the floor, changing the topic, continuing after an interruption					
	Avoid answering questions					
	Express and respond to gratitude, appreciation, complaint, apology, regrets, excuses, disappointment, dissatisfaction, satisfaction, hope					
	Make or cancel appointments or arrangements					
	Take phone messages with five to seven details and pass on to someone else					
	Give clear instructions or directions for moderately complex familiar technical and non-technical tasks					
	Give and respond to warnings					
	Ask for and respond to recommendations and advice					
	Make simple and extended suggestions on how to solve immediate problems and provide reasons					
	Predict consequences					
	Tell detailed stories, including reasons and consequences					
	Give summaries of the main points of presentations					
	Describe, compare, and contrast two events, jobs, or procedures, people, places, or things					
	Describe moderately complex processes					
	Ask for and give detailed information related to personal needs, daily activities, and routine work requirements					
	Express feelings, opinions; qualify own opinion; express reservations, approval, disapproval in small group discussions					
	Express obligation, ability, certainty					
Express and ask about possibility, probability						
Listening	Identify facts and inferences in dialogues containing openings and closings, making and cancelling appointments; expressing apologies, regrets, excuses, problems in communication					
	Identify facts and inferences in conversations expressing and responding to gratitude and appreciation, complaints, hope, disappointment, satisfaction, dissatisfaction, approval, disapproval					
	Identify mood and attitude of speakers					
	Understand instructions or directions when not presented completely in step form and sequence is inferred from the text					
	Understand simple directions on the phone					
	Understand simple voice mail messages with five to seven details					
	Understand details in spoken exchanges that involve suggestions, advice, encouragement, requests, reminders, orders, pleas					
	Understand factual details and some implied meanings in 10- to 15-minute presentations, group discussions, reports, or narrations when events are not in sequence					
	Suggest appropriate conclusions to stories based on inference					
Identify rhetorical signals of chronological order, comparison and contrast, cause and effect in oral text						

¹ Outcomes adapted from *Canadian Language Benchmarks 2000*, Speaking: CLB 6 and 7, Listening: CLB 6 and 7, Reading: CLB 5 and 6, Writing: CLB 5 and 6.

LINC 5 Planning Checklist

Instructor: _____ Date: _____		Themes/Topics				
Level Outcomes ¹ (CLB 5, 6, 7)						
Reading	Get factual details in moderately complex one-page notes, e-mail messages, letters, and announcements					
	Follow sets of common everyday instructions of up to 10 steps when not presented completely in order					
	Follow moderately complex two- to three-paragraph everyday instructional texts					
	Find information in moderately complex three- to five-paragraph texts					
	Find information in extensive directories, course calendars, and forms					
	Understand one-page moderately complex reports, interviews, news items, or stories about familiar topics					
	Understand moderately complex flow charts, schedules and timelines, diagrams, maps, and basic graphs					
	Find and compare two to three pieces of information in CD-ROMs					
	Find information through tables of contents, indexes, glossaries					
Writing	Write one- to two-paragraph formal letters, five- to six-sentence notes, or one-paragraph e-mail messages					
	Take phone messages, voice mail messages, or pre-recorded information with five to seven details					
	Take notes from 10- to 15-minute oral presentations or single pages of written information					
	Reduce single pages of information to lists of seven to 10 points					
	Convey written business messages as five- to six-sentence notes					
	Fill out one- to two-page moderately complex forms with up to 40 items					
	Write one- or two-paragraph text to narrate sequences of events, describe simple processes or routines, make comparisons, give detailed descriptions, or tell stories					

¹ Outcomes adapted from *Canadian Language Benchmarks 2000*, Speaking: CLB 6 and 7, Listening: CLB 6 and 7, Reading: CLB 5 and 6, Writing: CLB 5 and 6.