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CANADIAN LANGUAGE BENCHMARKS: ESL for Adult Literacy Learners (ALL)

LANGUAGE
is the **Key**

Manitoba 

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Immigration Canada



Canadian Language Benchmarks
ESL for ALL
Adult Literacy Learners

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Table of Contents

Acknowledgements	i
Introduction.....	1

PART 1 ESL Literacy Approaches and Supports

Introduction.....	5
Understanding ESL Literacy Learners and Learning Contexts	5
Meeting the Needs of ESL Literacy Learners.....	12
The Importance of Oral Communication.....	15
The Importance of Learning Strategies	16
The Importance of Numeracy	19
The Importance of Digital Literacy	22
The Importance of Sociocultural Knowledge	28

PART 2 ESL Literacy and the Canadian Language Benchmarks

Introduction.....	31
-------------------	----

READING

What it Means for a Learner to be at READING FOUNDATION L.....	34
What it Means for a Learner to be at READING CLB 1L	41
What it Means for a Learner to be at READING CLB 2L	48
What it Means for a Learner to be at READING CLB 3L	55
What it Means for a Learner to be at READING CLB 4L	62

WRITING

What it Means for a Learner to be at WRITING FOUNDATION L	69
What it Means for a Learner to be at WRITING CLB 1L.....	76
What it Means for a Learner to be at WRITING CLB 2L.....	83
What it Means for a Learner to be at WRITING CLB 3L.....	90
What it Means for a Learner to be at WRITING CLB 4L.....	97

PART 3 Continuum of ESL Literacy Skills

Introduction.....	105
-------------------	-----

READING

Reading Skills Development (Continuum for nine key strands).....	108
--	-----

WRITING

Writing Skills Development (Continuum for nine key strands).....	124
--	-----

References.....	139
-----------------	-----

Glossary	141
----------------	-----

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Introduction

Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.

- The United Nations Educational, Scientific, and Cultural Organization (UNESCO), www.unesco.org/en/

English as a Second Language (ESL) Literacy is a complex field that addresses the needs of individuals who face the challenge of learning literacy concepts in a language other than their mother tongue (termed ESL Literacy learners and ESL learners with literacy needs). Educational programs usually focus on the development of either language or literacy, and most existing scales measure one or the other of these two separate constructs, but not both.

The ideal context for the development of literacy is a first-language, print-rich environment. Many ESL learners with literacy needs lack sufficient exposure to literacy concepts in their first language; as a result, they face the challenge of working on both language and literacy at the same time. Because there are so many concepts to learn and internalize, progressing through the classroom levels of a program usually takes significantly longer than it would for literate adult ESL learners.

CLB: ESL for ALL – Purpose and Audience

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

Adult ESL Literacy learners work toward the same language learning outcomes as literate ESL learners (as outlined in the Canadian Language Benchmarks), but their learning does not progress as quickly because they lack transferable literacy concepts, knowledge, and strategies from their first language; they are working on both language and literacy at the same time. Because of this, ESL Literacy learners need considerable support, instruction, and guided practice in acquiring and applying literacy skills and strategies. This document supports instructors in providing this guidance to literacy learners. It is assumed that instructors will use this document in conjunction with the Canadian Language Benchmarks document.

The primary audience for this document is instructors of adult ESL Literacy learners. It can inform classroom instruction, observation of progress, and curriculum development across a range of educational contexts. This document is suitable for use both by instructors in programs that provide separate classes for ESL Literacy learners and those who work in programs where ESL Literacy learners are included in mainstream ESL classes.



Key Assumptions

ESL learners with literacy needs:

1. Are learning English as their second or other language and are in the process of developing literacy, numeracy, and digital skills to help them interact in community, workplace, and educational environments.
2. May require support to function effectively in home, work, citizenship, and community contexts.
3. May require use of their first language for directions, concepts, or explanations.
4. May have stronger oral skills, which can be used to aid development of reading and writing.
5. Have the same goals, needs, and motivations to learn and improve their English proficiency skills, and their numeracy and digital skills as learners in mainstream ESL programs.
6. Have special learning needs that need to be addressed in collaborative as well as individualized, flexible programming.
7. Are responsible for managing their learning, including demonstration of progress and ability to use English in various contexts.
8. Require content that is relevant to the world outside the classroom and immediately useable in their roles as learners, parents, employees, and citizens.
9. Are often less confident learners who will benefit from a learning environment that is validating, encouraging, relevant, and supportive of risk-taking and lifelong learning.
10. Require a print-rich environment, predictable routines, explicit strategy training, repetition, spiraling, and practice.

Instructors working with ESL learners with literacy needs:

1. Require a solid understanding of ESL literacy needs and how they differ from those of mainstream ESL learners.
2. Require support to deliver ESL literacy training that effectively accommodates the diversity of learners within dedicated ESL literacy classes, mainstream ESL classes and in workplace training.
3. Require tools and related training designed to support them working with ESL learners with literacy needs.
4. Need supports to enable them to conduct effective and appropriate placement and needs assessments.
5. Need supports to enable them to evaluate progress, facilitate ongoing learning, and support learners' transition into mainstream classes.
6. Need to be adaptable, supportive, knowledgeable, and aware of the various challenges learners may face in the real world.



Document Overview

This document has three parts. You can read the document as a whole or focus on a particular part.

PART 1 ESL Literacy Approaches and Supports

- Describes the unique characteristics and needs of ESL Literacy learners.
- Focuses on approaches to instruction that can effectively help learners draw on their existing strengths and strategies as they internalize new concepts.
- Provides specific learning supports that facilitate ESL Literacy development, such as oral communication, learning strategies, numeracy, digital literacy, and sociolinguistic and cultural awareness.

PART 2 ESL Literacy and the CLB

- Focuses on supporting ESL Literacy learners as they develop critical concepts and abilities for Reading and Writing.
- Describes the surface similarities to mainstream ESL learners while acknowledging the ESL Literacy learner's lack of underlying knowledge, skills, and strategies.
- Encourages instructors to take a holistic approach, considering all of a learner's strengths and challenges, to assign benchmarks that capture both Canadian Language Benchmarks (CLB) outcomes and literacy needs.
- Provides suggestions for classroom activities and tasks, along with typical supports that can enhance the learning process.

PART 3 The Continuum of Literacy Skills

- Presents a five-phased continuum of ESL Literacy skills, focusing on reading and writing skill development. (Note that development along this continuum is not aligned with progress along the CLB.)
- Provides instructors with a sense of the skills, knowledge and strategies that ESL Literacy learners may need to acquire to support their daily activities.
- Provides a reminder of the uniqueness of each learner.
- Shows instructors how to use this information to informally diagnose gaps in the learner's skill set.
- Illustrates how to target instruction in a way that best helps ESL Literacy learners with literacy needs in developing the ability to complete communicative tasks.

Introduction



Introduction

To meet the unique needs of ESL learners with literacy needs, instructors require specific approaches and supports. This part of the document provides some of those supports. Part 1 has seven main sections:

- **Understanding ESL Literacy Learners and Learning Contexts:** This section describes ESL learners with literacy needs and explains how they differ from mainstream ESL learners. It outlines the strengths and challenges facing ESL Literacy learners, and suggests instructional strategies.
- **Meeting the Needs of ESL Literacy Learners:** This section presents a learner-centred instructional approach to teaching ESL Literacy, referred to as “whole-part-whole.”
- **The Importance of ...:** Five sections (each beginning with “The Importance of”) focus on: Oral Communication; Learning Strategies; Numeracy; Digital Literacy; and Sociocultural Understanding. Each of these supports and complements the development of reading and writing. Although literacy is commonly equated with the ability to read and write, it also includes interpreting and using the variety of texts relevant to daily life in Canadian communities. These sections feature listings of skills and strategies, presented in a three-phased approximate progression. These listings can help instructors become aware of the supports ESL Literacy learners may need to develop skills in these areas.

Understanding ESL Literacy Learners and Learning Contexts

Adult newcomers to Canada who need to learn English and develop literacy skills are a diverse group. What they usually have in common is a lack of formal education; because of this, they face the complex task of learning to read and write for the first time while simultaneously learning a new language.

There are a variety of factors that may contribute to why ESL learners may not be functionally literate. They may come from countries where unrest, war or other factors have interrupted their learning, or where their access to education may have been restricted. Depending on how much education they have received, learners may be pre-literate, non-literate, or semi-literate, as defined in the chart below.

Pre-literate	These learners come from oral cultures where the spoken languages do not have current written forms or where print is not regularly encountered in daily life. They may not understand that print conveys meaning or realize how important reading and writing are in Canadian society.
Non-literate	These learners do not read or write in any language, even though they live in literate societies.
Semi-literate	These learners have some basic reading and writing skills, but are not yet functionally literate.

ESL learners with less than ten years of education or with disrupted education are likely to have literacy needs and require support to develop skills and strategies usually acquired through formal education. ESL learners with three years or less of education require extensive instruction, guidance, and support in an ESL program.

Placing ESL Literacy learners in the program that will best support their needs is integral to their ultimate success. In considering the most appropriate placement, it is helpful to understand the differences between ESL Literacy learners (including non-Roman alphabet learners) and other adult learner groups (adult ESL literate learners and adult first-language literacy learners). The following chart provides some clarification of these distinctions.

Approaches and Supports



Adult ESL Learners, ESL Literacy Learners, and First-language Literacy Learners: Some Distinctions



Adult ESL Learners (literate)	Adult ESL <u>Literacy</u> Learners	Adult First-language Literacy Learners
Very aware of the purposes and uses of literacy; however, literate non-Roman alphabet learners may need practice to become accustomed to the Roman alphabet	Little or no awareness of the purposes and uses of literacy	Very aware of the purposes and uses of literacy
Probably had positive experiences in school	Lacked access to literacy instruction	May have been unsuccessful at school
Can transfer literacy skills in their first language to a second language	Have limited formal learning strategies, concepts, and background knowledge	May have few skills and strategies to aid literacy learning
Need to develop oral English vocabulary and patterns of syntax explicitly		May have strong oral English skills
Tend to use higher literacy skills to support oral language development	Tend to use higher oral language knowledge to support literacy development	Use higher oral language knowledge to support literacy development
Probably have confidence and self-esteem related to literacy and learning	May lack confidence and self-esteem related to literacy learning	
Depending on how they entered Canada, may or may not be affected by trauma, forced dislocation, separation from loved ones, loneliness	Likely affected by past trauma, forced dislocation, separation from loved ones, loneliness, poverty, family issues, unsupportive systems	Likely affected by poverty, family issues and unsupportive systems
May have health issues, mental health issues, past injuries, or disabilities if from a war-affected area	Likely to have health issues, mental health issues, past injuries, or disabilities related to war	Likely to have health issues, mental health issues, past injuries or disabilities
Tend to have remarkable survival skills, resilience and perseverance		May have diminished resilience and perseverance due to past failures
Can tolerate hypothetical or academic training situations	Work best in hands-on, experiential mode (learn by doing)	
Can tolerate a more abstract and analytical approach	Learn best when strong connections are made between content, social interaction and their lives.	
With more education and a higher level of basic reading skills, these learners progress more quickly	Tend to make slower progress	As the level of reading skills develop, learner will progress more quickly

Adapted from Bigelow & Schwarz, 2010; Condelli & Wrigley, 2004; and Vinogradov & Bigelow, 2010



Approaches and Supports

ESL Literacy Learner Profiles

The following descriptions illustrate the diversity and uniqueness of ESL Literacy learners.

Najeya was a member of a persecuted minority group in Iraq. Her first language is Aramaic. Although her first language has a written code, Najeya had little access to text when she was growing up, and few people of her generation attended school. When Najeya was widowed, she moved in with her in-laws and became a caregiver to her nieces and nephews, and their children. She worked in the family orchard and made additional money as a seamstress. Before coming to Canada, Najeya experienced many traumatic events and lost family members to war and violence. She lived in a refugee camp before being sponsored by a local church to come to Canada.

Najeya has no oral English. She attempts to communicate in Arabic, becomes frustrated when instructors and classmates cannot understand her, and then speaks in Aramaic with the same results. It will likely take months before she is able to convey even basic greetings in English and even longer before she can respond correctly to them. In the meantime, her instructor has begun to help Najeya develop some initial photograph-to-realia literacy by using oral Aramaic words. Najeya is relieved to be able to do a task in her own language, and feels proud to teach her instructor some Aramaic words.

Najeya's basic concepts around time, the daily school routine, and the school hallway layout are taking time to develop. Even though she lives close to school, she arrives more than an hour early each day to avoid being late. Even with a translator helping her understand the start time, she continues to come very early and is anxious when the instructor does not arrive as soon as she gets there. She is often disoriented in the school hallways and has difficulty using pictorial door signs to locate her classroom.

Najeya is unable to grip a pen correctly, cannot write her name in any language, and her attempts at line-making with a pencil are shaky. However, her fine motor and sorting skills are superior to many of her classmates. She helps her instructor with organizing classroom materials and her classmates with folding, cutting, and pasting activities. The instructor brings sewing notions and cloth to class so that Najeya can demonstrate strategies for folding and cutting shapes. One of her proudest days was when she stitched her own name in Aramaic and English following her instructor's tracing marks on a piece of fabric. Najeya plans to incorporate it into a small quilt.

Fatemah comes from Afghanistan, where she was not permitted an education. She entered an arranged marriage at the age of 18. When war broke out, she and her husband fled to Iran, where her four children were born. Fatemah's life changed when her husband died suddenly of a heart attack. She worked hard cleaning homes and schools for a number of years before immigrating to Canada.

This is Fatemah's second year in ESL Literacy classes. When she began, she had no English and no literacy skills. She enjoys coming to school and usually arrives early to socialize with other learners. She likes working with the volunteers and always greets them with a warm smile. At home, she devotes herself to cooking and cleaning for the three children now living at home.

Fatemah is highly motivated to learn and attends classes regularly. Her eyes sparkle during games and quizzes. She speaks well and is developing an awareness of structure. In class, she works well alone and with others. She writes very slowly and doesn't like to make mistakes. She usually spells and reads aloud.



Approaches and Supports



Fatemah is encouraged to transfer her learning to her home and community; currently, her children do many things for her. She is the only Dari-speaking learner in her class.

Senet is from Eritrea. She has been in Canada for seven years and had five years of education in her home country. Her learning was interrupted at several points due to violent civil actions and family demands. She speaks Bilen, Tigrinya, and Arabic -- languages with non-Roman writing systems. With the help of family members, Senet manages her household and expenses. She also works full-time as a cleaner at a hospital and attends English classes four evenings a week.

When Senet entered her program, she was initially assessed at Listening CLB 3, Speaking CLB 3, Reading CLB 1L and Writing Pre-Benchmark L (Foundation). She was placed in a supportive ESL Literacy class where she gets along very well with others and enjoys working in groups. Senet likes to share her knowledge of working in Canada so that her classmates can learn from her experience. Though her grammar is often faulty, she is able to express her ideas and opinions to a sympathetic listener. She is polite when others have differing opinions.



Senet can use prediction strategies to figure out forms, posters, and notices. She is very good at accessing help when she needs it and likes to check her work with a volunteer or the instructor. She is learning where to find information and can use her ID to complete simple forms. She can recognize patterns in oral English, but has difficulty with reading and writing. She has a bank of sight words, but sometimes confuses them. She lacks a solid understanding of word attack strategies and sound-letter correspondence.

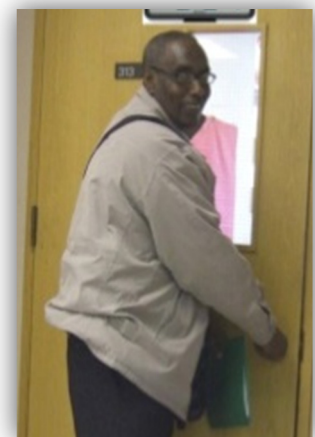
Senet finds it difficult to change quickly from one task to another. She has basic arithmetic skills, but has difficulty finding information on a receipt or bill. She can follow basic steps to use Word on the computer, but has difficulty using the Internet, even with help. Although often tired, Senet is motivated to learn and improve her English to improve her life in Canada. She would like to get a better job, become more independent, and support her children in reaching their goals.

Ibrahim is from the Democratic Republic of Congo, where he had ten years of interrupted education. He has been in Canada for three years. His first language is Lingala, but he is fluent in spoken French, with some written French.

On entry to his program, Ibrahim was assessed at Listening CLB 5, Speaking CLB 5, Reading CLB 3L and Writing CLB 2L. At present, he is employed filling online book orders for a publishing company. He has retained his job for some time, and his goal is to move up in the company and to one day become a supervisor.

Ibrahim has some basic numeracy skills, limited mostly to addition and subtraction. He has good problem solving skills and can learn new information fairly quickly. Ibrahim learns best from explicit instruction, but does not always transfer new information into different contexts.

Ibrahim's reading and writing abilities are sufficient for his present position, but he will likely not advance without literacy support to improve his skills. However, he does have excellent computer skills and can use a cell phone, tablet, and other technology.





ESL Literacy Learner Strengths and Challenges

Adult ESL Literacy learners bring both strengths and challenges to the language-learning classroom.

They bring a wealth of cognitive abilities, life experiences, and language abilities, which can become the basis for engagement in classroom learning activities. Limited literacy abilities and restricted access to literacy learning opportunities have not prevented these individuals from gaining expertise in navigating social systems, being valued members of their social communities, and helping one another find jobs. ESL Literacy learners may also have practical skills, such as cooking, cleaning, sewing, running a household, fixing cars, woodworking, or even using technology. These skills, strengths, and interests can be used as starting points when planning activities. Relevant and practical application of the language they are learning can help learners develop a sense of the ways literacy can fit into their lives, motivating them to continue learning.

ESL Literacy learners have had little or no classroom experience. In addition, their limited experiences with formal education may have been negative. For example, they may have experienced learning in an authoritarian setting, have been singled out as a minority, or been denied education because of poverty, gender, disability or ethnicity. As a result, they may feel unworthy, or incapable of progressing in a school setting. They may not be accustomed to sitting at a desk or listening to a teacher for long periods, getting information from print, or the notion of studying at home or doing 'homework'. These factors illustrate the need for a highly supportive, calm learning environment that allows learners to:

- Move around,
- Take unscheduled breaks,
- Work at their own pace,
- Work collaboratively to maintain a sense of success and accomplishment and support each other.

ESL Literacy learners who have come from war-affected areas may be suffering from trauma. These learners may exhibit: difficulty in concentrating, sleep disorders, nightmares, flashbacks, anger episodes or aggression, inability to participate, or an appearance of being unmotivated to learn. It is important for programs to have resources available to help these learners deal with past traumas.

Some ESL Literacy learners encounter obstacles in Canada that prevent them from registering for classes or restrict their ability to attend classes regularly. These obstacles include (Benseman, 2012):

- Difficulties finding childcare;
- Caring for other members of the family;
- Gender barriers (within families and communities);
- Housing problems;
- The need to find work;
- The cost of public transport to classes;
- Health issues, including disabilities;
- Understanding how social systems work in order to access information and assistance.

These learners need community support to address the barriers so that attending a program is an option.

A successful ESL Literacy program provides a non-threatening classroom setting where learners feel comfortable, build on their strengths, and develop literacy and language abilities through topics of study that are relevant to their lives.

Because of low levels of oral English, beginning ESL Literacy learners may not be able to discuss their learning or articulate opinions in class. These learners benefit from two key supports:

Approaches and Supports



- Using their native language (where possible and appropriate) to express their needs and discuss learning, in order to develop an understanding of the key information, concepts, strategies, and skills needed to learn to read and write.
- Working with other learners collaboratively on tasks and activities so they can share their knowledge and skills to figure out task requirements.

Some programs have ‘language coaches’ who come into the class periodically to provide support in learners’ first languages. The instructor explains the concepts, skills, strategies and instructions, and then the language coach shares the information in the learners’ first languages. Learners can also ask questions and state their needs through the ‘language coaches.’

Because of their limited experiences with formal education, ESL Literacy learners have not developed the same cognitive abilities as those who have spent years in school full-time. “Literacy affects cognitive activity across a range of oral and visual tasks associated with school-based behaviors” (Bigelow & Schwarz, 2010, p.8). ESL Literacy learners have difficulty learning from decontextualized pseudo-words, isolated word sounds, or unknown images. However, when words and pictures have meaning to the learners, they can talk about these ideas as well as literate learners. If their life situations and experiences are used as a starting point for literacy development, learners will be motivated. As literacy develops, so will cognitive and metacognitive abilities, and both can be transferred to other contexts.

There are many skills, strategies, and concepts that support literacy development. Instructors who are more accustomed to teaching learners with developed literacy skills (at least ten years of uninterrupted formal education) may take the development of these for granted. But literacy learners cannot rely on literacy skills acquired via their first language to support the development of reading and writing skills in a second language. They need explicit instruction and support when developing these literacy abilities. Part 3 provides a continuum that details a progression for the achievement of these skills, strategies, and concepts. It is a resource to which instructors can refer, can integrate into their lessons and activities, and can use to develop classroom learning tasks.

ESL Literacy Learning Contexts

Acquiring literacy in a second language, particularly a language one is trying to master, is an immensely complex task. Success depends on many factors, including: general language proficiency; age; second language oral proficiency; previous learning experiences; similarities between the first and second language; literacy abilities in the native language; factors related to emotion (trauma, reluctance, shame and fear); personal goals; family and community support; and opportunities to use newly acquired literacy abilities beyond the formal program. Cultural values toward reading may also play a role, and shape what is to be read (types of texts), for what purpose and by whom.

The recommended classroom situation for ESL Literacy instruction is one in which ESL Literacy learners are grouped in separate classes. There are various reasons for this:

- These learners have a need for basic language and literacy skills as well as a need to fill educational gaps because of a lack of formal education.
- Learners may lack self-confidence. By experiencing success in appropriately-developed ESL Literacy classes where success is achieved collaboratively at first and then individually, confidence can develop.
- The pacing can be slower.
- Literacy learners need to learn strategies to become good learners, including an understanding of school-based concepts, and the fundamentals of reading and writing. In mainstream classes, it is often assumed that learners already possess these concepts and strategies. Classroom activities and materials can be more easily adapted if the group is fairly homogenous.



Approaches and Supports

The overall instructional objective is to help learners develop, as quickly as is practical, the skills and strategies that will help them cope and continue learning in mainstream classes.

Grouping in separate classes is not always feasible or possible. ESL Literacy learners in Canada are often placed in 'non-segregated' settings, where instructors must address their needs while also addressing the language learning requirements of literate 'mainstream' ESL learners. This situation is far from ideal.

The following recommendations address how an instructor can meet the needs of a group of learners with a variety of literacy levels, in either classroom setting:

- Recognize that all learners need to understand the concepts, learn the language, and have an expectation for success.
- Motivate and engage all learners by choosing themes that link classroom experiences to learners' lives.
- Do not assume that because the Literacy learner has relatively advanced oral skills, he/she has developed literacy skills and abilities.
- Place Literacy learners in a class according to their reading and writing levels.
- Focus on building oral language in all its forms. This will help both groups of learners; the literate group will tend to learn language more from reading, while the non-literate group will develop oral language to support initial reading and writing skills.
- Change the pace and the type of activity often, to accommodate Literacy learners who may not be used to formal classroom settings.
- Help all learners gain confidence by modeling and having them work collaboratively until they understand and are able to complete the tasks independently.
- Use a variety of means to explain concepts and strategies. Move from the familiar to the unfamiliar, from more concrete to less concrete.
- Modify learner groupings to allow learners to sometimes work with more literate learners and at other times work in groups with learners at the same level.
- Have all learners work on the same activity, but with different expectations and levels of support (differentiated instruction).
- Spiral the learning by returning to previously-learned material in new, more demanding contexts.
- Provide extension activities that require transfer of skills for the more literate learners, while the Literacy learners finish their work.
- Use volunteers in a variety of ways (e.g., to help a slower learner keep up with the lesson as it is taught to the whole group, or to provide support to more independent learners while the instructor assists those with literacy needs).

Regardless of the learning context (i.e., a dedicated ESL literacy class, or a non-segregated class), all learners with literacy needs generally share the same goal: they want to learn English and develop literacy skills so that they are able to fully participate in Canadian society.



Meeting the Needs of ESL Literacy Learners

An Interactive Instructional Approach

An interactive instructional approach, which combines the ‘whole’ and ‘parts’ aspects of literacy teaching, is often referred to as "whole-part-whole". In this approach, an authentic task is presented in its entirety and then broken down into individual components or parts that the learners work through systematically before the whole is addressed again. This approach reinforces the concept that every task, even if large and seemingly overwhelming, is a series of small manageable steps that can be learned and applied. The learning acquired to accomplish these small steps (or parts) can be applied and transferred to accomplish other tasks.

The parts are taught in reference to specific abilities, such as vocabulary building, decoding, understanding form, recognizing components of language, reading with comprehension, and reading with fluency. The focus on applying these abilities to perform meaningful and relevant tasks facilitates the use of literacy in learners’ lives beyond the classroom.

Using Learner-centred Tasks

Part 2 provides examples of authentic tasks and suggests specific abilities and skills that can be associated with them. These tasks are situated within competency areas drawn from the CLB document to support the following instructional principles:

- Instruction is planned within a context of meaningful and relevant themes, topics, and projects, focusing on tasks that are relevant and concrete for all learners. Words and phrases emerge from discussion related to learners’ background knowledge, and the instructor includes selected vocabulary to shape the direction of the lesson.
- When learners are comfortable and confident in their understanding of the theme or topic, their attention is drawn to specific language features, such as word forms, grammar and usage conventions, and structural and organizational features. For the skill of reading, learners are also guided in identifying the purpose of a text, using pictures and graphics, predicting, and comprehending. For writing, they might develop a simple draft or outline, and then apply basic feedback and editing tactics.
- Each part of the task is addressed in the manner described above before learners return again to the whole.
- When learners again focus on the whole task, they begin to apply the learned skills (eventually simultaneously). As this practice is extended, their abilities become more fluent and they work with greater confidence to transfer skills across an increasing range of tasks.

In the interactive (whole-part-whole) approach, it is important to remember that skills are not presented out of context. They come from the task at hand and are relevant and meaningful to learners.

When planning, instructors should consider:

- Using learners’ experiences and strengths by encouraging them to talk about their ideas, background knowledge, and experiences to support the development of vocabulary, literacy, and learning skills.
- Teaching learners how to use specific cognitive and metacognitive learning strategies.
- Explicitly focusing on skill and concept development to address literacy needs.
- Providing a good model for all language and texts used in class.
- Providing collaborative experiences that promote choice, autonomy, meaningful communication, and metacognitive awareness.
- Scaffolding the learning so that the learners will have success when they attempt to complete the task.



Approaches and Supports

- Recycling known content and language skills through different but familiar community and workplace contexts so that learners experience success and develop confidence.
- Discussing with learners what was learned in the lesson and where they can transfer this skill outside the classroom into their life situations.

The following diagram illustrates the many discrete skills and abilities that may surround the accomplishment of a single authentic reading task.

Diagram 1



Refer to the Continuum of Literacy Skills in Part 3 for a listing of discrete literacy skills and abilities that may need to be developed in the context of relevant instructional tasks. These listings remind instructors of the many elements of print communication that must be made explicit for ESL Literacy learners (elements that are often taken for granted when working with literate learners).

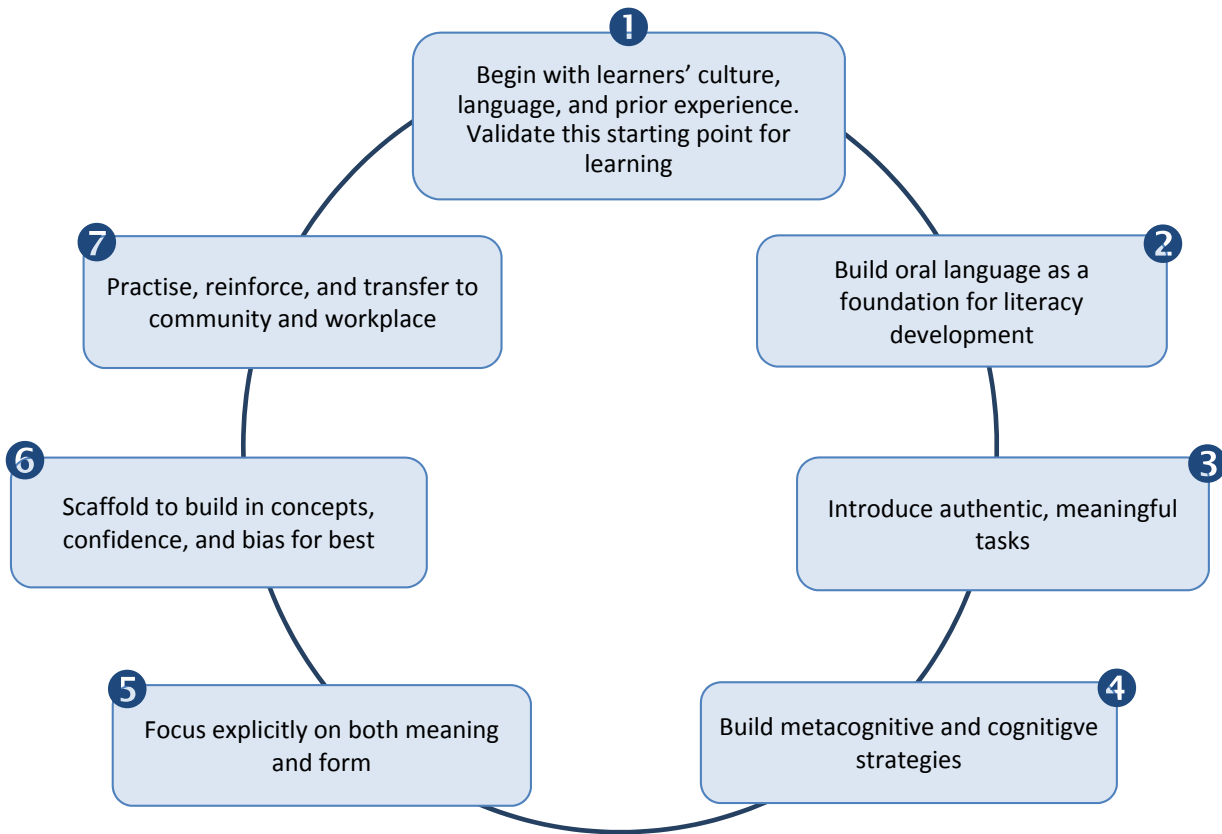
In applying the interactive whole-part-whole approach, it is important to elicit learners' existing strengths and strategies, to be mindful of the importance of context, and to link the learning process to the learners' lives and experiences.

The following illustration supports this approach and shows an ideal cycle of learning, in which knowledge and strategies are introduced, harnessed, reinforced, and ultimately transferred to a real-world context.

Approaches and Supports



Diagram 2



Because ESL Literacy learners may have had limited or negative experiences with formal education, it is important to provide a positive and enriching environment so that they can develop confidence learning in a classroom setting. Providing learning experiences that enable learners to experience success and appreciate the acquisition of knowledge can assist in meeting this goal.

Becoming a reader in a new language takes a substantial amount of time for any learner. Literate learners can get meaning from print, and then use print to learn additional language. For ESL Literacy learners, the process is more complex and much slower. To minimize this complexity, it is important that instruction takes place within contexts that are meaningful and familiar to learners. Research indicates that when literate and low literate learners are given a series of pseudo words and decontextualized word and image processing tests, low literate adults have a lower performance. However, when both groups are given meaningful words and images, they perform at about the same level. Adults get better at doing these decontextualized and isolated tasks by developing their literacy abilities, not by doing more decontextualized tasks (Bigelow & Schwarz, 2010).

For this reason, ESL Literacy instructors are advised to follow the whole-part-whole approach and start with meaningful content when they incorporate explicit instruction on the “parts” of reading. This includes such literacy skills as the development of automatic word recognition skills, which allows learners to comprehend the text they are reading (Trupke-Bastidas & Poulous, 2007) and understand word order and sentence patterns, which facilitate an understanding of the structures of the language and the connections among words in a sentence or sentences in a text. The continuum of reading skills development in Part 3 provides an inventory of such explicit skills and will help instructors plan their literacy instruction.



Skills, Knowledge and Strategy Development for Writing

Although there is relatively little research on writing for ESL Literacy learners, it has been observed that both ESL literate and non-literate learners tend to make significantly slower progress in writing than in reading. What literature there is tends to focus on general approaches that have been relatively successful. These include:

- Writing instruction that is taught from the beginning and provides structure, sequence, and repetition.
- Beginning level writing that focuses on mechanics, such as handwriting and spelling.
- Writing that is taught step-by-step at the learner's level of need.
- Writing instruction that is recycled and spiraled.
- Writing tasks that consider the socio-cultural and contextual needs of the learner.
- Learners using real-world writing tasks outside the classroom.
- Learners who worked collaboratively tended to learn from each other, to edit their own writing, to produce a better quality of writing and to develop greater respect for each other's knowledge.

(Adapted from Condelli & Wrigley, 2004; Tranza & Sunderland, 2009)

Part 3 (pp. 105-138) provides an inventory of reading and writing skills that may need to be taught to adult ESL Literacy learners. In keeping with the whole-part-whole instructional approach, supporting the development of these specific aspects of literacy must be done within the context of meaningful and relevant activities.

The Importance of Oral Communication

The second step in diagram 2 (on the previous page) is the building of oral language for literacy development. Oral language and literacy are interdependent; strong oral skills support reading development, and literacy skills pave the way for oral language development. Literacy learners with higher oral skills in English can improve their reading faster than learners with lower oral abilities because oral communication provides the vehicle for transfer of their knowledge into literacy tasks (Condelli & Wrigley, 2004). Oral development is at the basis of literacy. Higher oral language facilitates:

- Development of ideas, concepts, and strategies.
- Comprehension of words found in text. (Often, the basis of a reading problem can be related to a lack of oral vocabulary.)
- Understanding of the structure of the language. This helps learners use appropriate word order and subject-verb agreement when speaking and writing.
- Understanding of culturally specific ways of communicating.
- Use of literacy to meet a wider range of needs.

ESL Literacy learners will be more successful when oral skill development is emphasized before, or at least alongside, their development of basic literacy skills (Vingradov & Bigelow, 2010). Therefore, initial priority should be given to developing oral vocabulary and communication, not only in combination with the literacy skills, but also as separate skills (Stude, van de Craats & van Hout, 2013). By facilitating the development of oral language proficiency in the classroom, instructors can help literacy learners develop an invaluable support that will ultimately increase the speed at which literacy learning can proceed.

When choosing vocabulary to teach, instructors should be mindful of the literacy learner's need for relevancy and manageability. The vocabulary introduced should be central to the concepts being taught, limited in number, related to previously-learned words, and reviewed frequently. Learners should also be taught how to use context clues, when appropriate.

In Part 3, the section on Oral Communication provides a detailed listing of discrete oral language skills and abilities that can support the development of reading and writing, as well as the acquisition of learning



strategies. Because ESL Literacy learners may demonstrate very different levels of oral communication abilities, the continuum offers a five-phase listing of abilities that can be woven into planning and instruction. Instructors can refer to the oral communication continuum to identify appropriate oral language goals for all of their learners, regardless of their level of oral proficiency.

The Importance of Learning Strategies

Most adult ESL Literacy learners come to the classroom with little to no prior experience in formal educational settings. For this reason, they do not have the benefit of many of the learning strategies that literate adult ESL learners have. Learning strategies are the techniques, conscious plans or operations and learning skills that we develop as learners. This section provides background information to help instructors facilitate the development of learning strategies.

Learning strategies can be both cognitive and metacognitive. Cognitive skills involve learning how to use memory and reasoning to gain new knowledge and apply existing knowledge. Metacognitive skills involve gaining an awareness of how learning occurs in order to create personally appropriate learning strategies. Being aware of and reflecting on learning, analyzing reasoning and transferring information are learning strategies to address in the adult ESL Literacy classroom.

In the CLB Theoretical Framework (2012), learning strategies are defined as “behavioural or mental procedures used by the learner to understand and learn elements of language.” When applied to ESL Literacy, learning strategies must support the development of literacy skills, concepts and strategies. These are specific learned behaviours that directly affect how a person understands, learns and uses new language and literacy. Literate, semi-literate and non-literate learners all benefit from learning and applying these concepts and strategies.

Because ESL Literacy learners have had limited or no formal education, they have not fully developed learning strategies. The explicit instruction of these concepts and strategies allows learners to develop critical skills and resources that will support them in becoming independent and lifelong learners, both in the classroom and in their daily lives.

The Learning Strategies Categories

Learning strategies are organized into three categories:

- **Managing Learning:** This category refers to the cognitive and organizational strategies learners employ to enhance their learning. It addresses how to help learners organize and plan for learning, and can be thought of as “learning about learning.”
- **Working Together:** This category includes strategies that engage learners in acting as resources to support one another in learning. It introduces techniques and approaches in understanding and cooperating with others in order to further the learning process. Strategies for working together are important because many ESL Literacy learners find that working collaboratively is more enjoyable and productive than working alone; they are also valuable skills that can be transferred to other contexts that require achieving goals collaboratively (e.g., the workplace). Often, ESL Literacy learners will already have ways of working together that they can transfer to the classroom environment.
- **Thinking Critically:** This category involves the metacognitive strategies of thinking about how one learns and self-monitoring the learning process in order to make it more effective. Helping ESL learners with literacy needs to gain these skills is critical to their ongoing success in learning. Emphasis should be placed on making connections between the learners’ lived experiences and the text on the page.



Approaches and Supports

An Approximate Progression of Skills and Strategies

The following table suggests a progression of skills, knowledge, and strategy development that is appropriate to ESL Literacy instruction and offers ideas on how to integrate them into planning and informative assessment. These skill and strategy descriptors do not relate to any particular level of literacy or language ability, but are progression points that can help in setting learning targets and observing learner progress.

The learning strategies presented in the table are organized across three columns, which represent an approximate progression in a very general way:

- Emerging: A skill is just beginning to surface
- Building: A skill is beginning to provide a foundation for authentic communication
- Expanding: A skill is becoming part of a learner's day-to-day negotiation of meaningful tasks

The end of the continuum (expanding) recognizes that learners are still developing learning skills and strategies, but are able to apply common learning strategies relevant to Canadian Language Benchmarks Stage I level of proficiency.

Learning Strategies		
Emerging →	Building →	Expanding →
Managing Learning		
<ul style="list-style-type: none"> • Begins to form and pursue meaningful learning goals. • Brings learning materials, such as notebook, writing tools, glasses to class. • Works at home in constructive ways, such as rereading papers from school, copying or learning to spell new words. • Manages information (e.g., organizing learning materials, keeping track of important documents and information, writing down important names, phone numbers, and pieces of information, keeping a new word log). • Knows when to access help (e.g., telling the instructor when something is not understood). • Identifies many different ways to learn (e.g., in groups, instructor-led, learner-led, conversation, with paper, with activities, field trips). • Uses first language as a compensatory strategy for understanding and/or production. 	<ul style="list-style-type: none"> • Starts to engage in more conceptual management and metacognitive understandings, but closely related to a tangible support. • Prepares and asks questions. • Manages time (e.g., reading a schedule, using a calendar, planning ahead for appointments and school holidays). • Manages information (e.g., recognizing the significance of personal documents or passwords and then keeping track of them). • Prioritizes learning tasks. • Takes risks and makes mistakes in order to learn (e.g., guessing using context clues). • Experiences many different ways to learn (e.g., in groups, instructor-led, learner-led, conversation, with paper, with activities, field trips) and begins to identify how each can contribute to literacy development. 	<ul style="list-style-type: none"> • Applies conceptual management of learning and plans learning. • Sets and manages short and long term goals. • Manages time (e.g., arriving on time for class, staying focused on a task in order to complete it). • Manages information (e.g., organizing papers in binder, evaluating papers and knowing which ones are important). • Knows how to gain access to a variety of materials, resources and learning opportunities both on paper and online. • Researches online (e.g., Google) to find an answer to a problem or question. • Uses different approaches to learn in strategic ways (e.g., identifies what kind of learning experience is most helpful for different projects).

Approaches and Supports



Learning Strategies

Emerging →	Building →	Expanding →
Working Together		
<ul style="list-style-type: none"> • Participates with instructor guidance and support; able to work with others in the classroom to enhance learning. • Greets the instructor and other learners. • Finds a learning partner and begins working together. • Works jointly with a partner or helper to complete a task. • Clarifies the learning task together. • Gives praise to partner and thanks at end of interaction. • Respects personal space. • Invites others to participate. • Begins to interact with learned Canadian courtesy phrases. 	<ul style="list-style-type: none"> • Participates in a partnership or group more spontaneously. • Delegates tasks fairly (e.g., taking turns). • Handles conflict by participating in developing classroom rules of respect, knowing when and how to seek help, etc. • Works as a member of a team. • Works in a helping role. • Helps a classmate understand the text. • Listens to others' ideas and opinions and nods to communicate understanding, or restates in own words. • Shares ideas and opinions appropriately following a model (e.g., "in my opinion"). • Knows when to engage (e.g., participating at an appropriate level). • Uses appropriate language. 	<ul style="list-style-type: none"> • Supports the development of effective group/partnership work. • Participates in supervisory or leadership activities, such as planning a party or organizing a holiday hamper. • Accepts and gives constructive criticism. • Negotiates and compromises. • Understands passive, assertive, and aggressive communication styles and makes accommodations.
Critical Thinking		
<ul style="list-style-type: none"> • Writes significantly important new words into a word log. • Brings significantly important realia to class to clarify meanings or to provide models (e.g., receipts, poster, memo from child's school). 	<ul style="list-style-type: none"> • Identifies the source of information and its intent. • Identifies personal feelings and/or opinions about the content of the text. • Empathizes with others (e.g., developing cultural understanding and becoming aware of others thoughts and feelings). • Identifies what was learned in the lesson and where to use it in the real world. • Recognizes common symbols that are used at school, community and work to give specific directions and/or warnings. 	<ul style="list-style-type: none"> • Uses text to access and build new knowledge. • Recognizes when the text has relevance to home or work (e.g., time sensitive text, fine print and conditions, memos, RSVPs). • Begins to critically evaluate information in terms of its source and intent (i.e., cultural or gender bias or stereotypes). • Self-evaluates and self-monitors (e.g., Identifies own needs and challenges). • Transfers learning into new contexts in the real world. • Understands own learning style and what strategies work best.



The Importance of Numeracy

Numeracy is the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations. Numerate behaviour is observed when people manage a situation or solve a problem in a real context; it involves responding to information about mathematical ideas that may be represented in a range of ways; it requires the activation of a range of enabling knowledge, factors and processes.¹

- Adult Literacy and Life Skills Survey (ALL), 2008

In order to cope with the everyday numeracy demands in the home, the community and the workplace, adult ESL Literacy learners not only have to develop understanding of mathematical concepts, but also learn related English vocabulary, and cultural differences in methods of computation, ways to solve problems, and mathematical symbols.

There is not necessarily a correlation between an ESL Literacy learner's numeracy and literacy abilities. A learner with basic literacy skills may demonstrate more sophisticated numeracy skills. ESL Literacy learners encounter numbers in their daily lives, but generally have gaps in their numerical understanding and skills. For example, a learner may identify \$2.50 as a price, but not be able to make the corresponding amount from coins, know the name of a quarter or that its value is 25 cents. Numeracy instruction within the adult ESL Literacy learning context should have a strong vocabulary focus, be grounded in real-life relevant contexts of use, and include the use of manipulatives and realia so that learners can develop and demonstrate their understanding.

The numeracy progression table overleaf highlights some of the skills and strategies that may need to be explicitly taught and practiced to support numeracy development.

The Numeracy Categories

The sample numeracy skills and strategies are organized into five categories:

- Number concepts (whole numbers, fractions, decimals, percentages, and operations)
- Money concepts
- Measurement concepts (length, distance, capacity, mass, and temperature)
- Time concepts
- Data concepts

Each category represents a common foundational concept area that learners need to grasp in order to handle daily life situations involving numbers. The skills and strategies in the categories overlap, and are often concurrently applied to solve real life problems. In particular, the skills within number and money concepts are often reinforced and applied in the other three categories.

An Approximate Progression of Skills and Strategies

The numeracy skills and strategies presented in the table are organized across three columns, which represent an approximate continuum, indicating progression in a very general way:

- Emerging: A skill is just beginning to surface
- Building: A skill is beginning to provide a foundation for authentic communication
- Expanding: A skill is becoming part of a learner's day-to-day negotiation of meaningful tasks

¹ This definition was adopted to define numeracy for the Adult Literacy and Life Skills Survey (ALL), a large-scale international study of adult skills involving 11 countries (data collected 2002-2008). The study was co-ordinated by Statistics Canada and the Educational Testing Service (ETS) in collaboration with the National Center for Education Statistics (NCES) of the United States Department of Education, the Regional Office for Latin America and the Caribbean (OREALC) and the Institute for Statistics (UIS) of the United Nations Educational, Scientific and Cultural Organisation (UNESCO). For more information, see www.statcan.gc.ca/pub/89-604-x/89-604-x2011001-eng.pdf

Approaches and Supports



The end of the continuum (expanding) recognizes that learners are still developing numeracy skills and strategies, but it represents a stage at which learners are able to complete communicative tasks relevant to Canadian Language Benchmarks Stage I level of proficiency that involve basic numerical information.

Numeracy		
Emerging →	Building →	Expanding →
Number Concepts		
<ul style="list-style-type: none"> Identifies, reads and copies simple whole numbers and ordinal numbers related to immediate personal contexts (e.g., address, phone number, date, bus number, apartment floor), with assistance. Counts small amounts, 0-10 (e.g., number of oranges). Orders and compares small quantities (e.g., 10 is larger than 3, number of children, years in Canada). Uses vocabulary to express relative whole number quantities (more than, less than, equal to). Begins to add and subtract single digit numbers by adding on and counting back. Uses strategies, such as asking for assistance, and using fingers, objects or manipulatives for counting. 	<ul style="list-style-type: none"> Identifies, reads and writes, counts, orders and compares whole numbers (e.g., 1-100) related to immediate personal contexts. Identifies simple fractions for some common contexts (e.g., half an hour, half a cup of sugar, 1/4). Understands the concept of a percentage as part of a whole. Identifies and uses common percentages. Performs simple operations with double digit numbers in daily contexts (e.g., working four hours at \$10/hour). Uses strategies, such as using realia to describe fraction concept (half an apple, half a pizza), and using a calculator for adding and subtracting. 	<ul style="list-style-type: none"> Identifies, reads and writes, counts, orders and compares large numbers related to relevant personal contexts (amount of money in the bank, population of a city, prices on a utility bill). Compares common fractions, decimals and percentages in real life contexts (e.g., biggest discount, correct size wrench). Makes simple calculations with operations (adding, subtracting, multiplying, dividing) to solve one or two-step problems (e.g., converting a mark to a percentage). Estimates quantities and totals. Uses strategies, such as using a calculator, rounding.
Money Concepts		
<ul style="list-style-type: none"> Identifies value and names for Canadian coins and bills. Identifies a price, with assistance. Sorts like coins. Identifies common money symbols (e.g., dollar and cent, decimal point), and begins to understand that the decimal in a price separates dollars from cents. Begins to identify common coin combinations and equivalencies (e.g., four quarters in a dollar, two nickels in a dime). Uses strategies, such as asking for assistance, and using colour, shape and images on coins/bills to distinguish them. 	<ul style="list-style-type: none"> Orders and counts money amounts (up to \$100). Identifies and compares prices. Selects correct money to make a purchase. Identifies coin and note combinations and their value (e.g., two dimes and a nickel equals a quarter). Adds and subtracts whole dollar amounts, using strategies. Begins to estimate money amounts (e.g., cost of multiple purchases). Uses strategies, such as mental addition of money (counting by 5s, 10s), simple rounding (99 cents is \$1), and using a calculator for simple one-step calculations. 	<ul style="list-style-type: none"> Makes purchases independently for immediate personal needs. Checks amounts for accuracy (e.g., sales receipt, pay slip, bank statement). Compares costs to determine best value (e.g., prices, sale items, service fees at a bank, interest rates). Makes calculations with operations to determine value or cost (unit cost, discount, sales tax, tip). Uses strategies, such as mental addition/subtraction, rounding, keeping a mental running total, and using a calculator for calculations.



Approaches and Supports

Numeracy

Emerging →	Building →	Expanding →
<h3>Measurement Concepts</h3>		
<ul style="list-style-type: none"> • Uses non-standard units (an arm, a footstep or stride, a piece of string) to measure length. • Begins to use standard units for a few common measures (e.g., a stick of butter, a cup, a km), with assistance. • Uses simple vocabulary to describe and compare size, length, width, temperature (e.g., bigger, larger, smaller, smallest, longer). • Begins to identify temperature symbols (a minus and degree symbol) and graphics (weather icons), with assistance. • Uses vocabulary to compare how temperature feels (warmer, colder, higher, lower). 	<ul style="list-style-type: none"> • Extracts information about measures from common simple texts (e.g., weather chart, food product label). • Uses standard units and tools (e.g., scale, measuring tape) to measure and describe length, capacity and mass in daily contexts (e.g., height, milk in a recipe, weight of a child). • Identifies equivalencies within standard units (e.g., 1000 ml in a litre, 100 cm in 1 metre, 1000 g in 1 kg), with assistance. • Reads and records temperature on common household items (e.g., meat thermometer, oven display, thermostat, thermometer). • Identifies and relates approximate outdoor feel to temperatures (-30 is very cold). • Estimates capacity, mass and length for some common concrete items using personal non-standard reference points (e.g., an arm-span is 1 metre, a hand-span is 20 cm, a milk carton holds 1 litre). 	<ul style="list-style-type: none"> • Identifies and compares measures in common simple texts (e.g., nutrition facts table, recipe, height/weight charts, weather charts). • Identifies equivalencies and converts within standard units (e.g., 1000 ml in a litre, 100 cm in 1 metre, 1300 grams is 1.3 kg). • Makes simple calculations with length, capacity, mass and temperature for common purposes (e.g., to double a recipe, to use a map legend to calculate distance, to calculate a cooking time by weight). • Uses simple formulas or strategies to calculate conversions, when needed (e.g., converting between km and miles). • Estimates capacity, mass and length.
<h3>Time Concepts</h3>		
<ul style="list-style-type: none"> • Begins to name and order the days of the week and months of the year. • Relates a few familiar classroom or personal events to days, months, year (e.g., current month or year, Canada Day, class start time), with assistance. • Begins to identify some information on a schedule (e.g., name and time on a work schedule, pictures on a calendar), with assistance. • Reads a digital clock, with assistance. • Identifies numbers on an analog clock and matches small hand to the hour. 	<ul style="list-style-type: none"> • Names and orders the months. • Populates a scheduling template with events and appointments (e.g., calendar, day book, daily routine chart). • Reads time on digital clock, and an analog clock (to the quarter hour). • Reads and writes numerical date formats (YY/MM/DD). • Identifies equivalencies within time periods (e.g., minutes in an hour, hours in a day, days in a week/year). • Makes simple calculations and estimations for elapsed time, to the half-hour (e.g., how long until lunch time). • Extracts time from simple common texts (e.g., on appointment card, opening/closing times on store sign, shift times on a work schedule, TV listing). 	<ul style="list-style-type: none"> • Reads time on digital clock, and time on an analog (to the minute, including 24-hour clock). • Makes calculations and estimations to determine elapsed time or time remaining for common tasks. • Compares information about time from simple common texts (e.g., two flight schedules).



Numeracy		
Emerging →	Building →	Expanding →
Data Concepts		
<ul style="list-style-type: none"> • Identifies simple numbers in short common lists (e.g., the floor number of a doctor in an office building directory, own phone number in a list). • Identifies the number of items in a bullet-point list. • Begins to group and classify like items (e.g., sorts like coins, groups like food items). • Identifies and completes a simple pattern. 	<ul style="list-style-type: none"> • Identifies tables and graphs in everyday materials (e.g., flyers, posters, newspapers, product labels, posters). • Identifies components of common tables and charts (e.g., legend, data labels, bars, columns, rows). • Uses titles and data labels to extract information from simple tables and charts for common purposes (e.g., time of a TV show, number of men/women in class). • Populates simple tables to organize information. • Compares information within a single table or graph (e.g., temperature of various cities, minimum wage of various provinces). 	<ul style="list-style-type: none"> • Extracts information from common simple data tables and charts (e.g., population table, graphs in common texts (e.g., newspaper, pamphlets, posters). • Uses vocabulary to describe information from charts and graphs (e.g., increases, decreases, goes up). • Constructs tables and charts to present and compare information.

The Importance of Digital Literacy

“The benefits of obtaining digital skills extend beyond improved work and learning outcomes...Technology is pervasive in our society...and those with impediments are at a disadvantage as it can lead to a lack of access to information, government services, healthcare and education.”

– The Digital Economy in Canada Consultation Paper, Industry Canada

Digital literacy skills are becoming more and more necessary for daily activities in community, workplace and school settings. In addition to language, literacy and numeracy, Adult ESL learners also need to develop digital literacy skills to integrate successfully into Canadian society. The internationally accepted definition for digital literacy is built on three principles:

- “The skills and knowledge to use a variety of digital media software applications and hardware devices, such as a computer, a mobile phone, and Internet technology.
- The ability to critically understand digital media content and applications.
- The knowledge and capacity to create with digital technology.”²

This section outlines ways in which digital technology can be integrated into the adult ESL Literacy classroom, and provides an approximate progression of digital skill development that can be used to guide the integration of digital literacy skills into teaching.

² Government of Canada paper, titled: The Digital Economy in Canada Consultation Paper, Industry Canada, 2010. <https://www.ic.gc.ca/eic/site/028.nsf/eng/00535.html>



Integrating Technology within the Adult ESL Literacy Classroom: Strategies

When integrating digital literacy skill development, the classroom should provide a safe environment where learners can ask questions, practise using different technologies, and gain confidence in their ability to use technology. The following strategies are recommended:

1. Build on Learners' Strengths

Instruction is most effective when it builds on learners' existing knowledge, skills and preferred learning styles. Many learners have knowledge of, and experience with, various forms of technology. Provide learners with opportunities to share how they use technology. This validates learners' experience and provides them with opportunities to share their expertise. If learners are highly kinesthetic or tactile learners, opportunities for hands-on practice with digital technologies will be particularly important. Bring the technology to class or take learners to places where they can practise using it.

2. Model Use of Digital Technologies

Using familiar and new technologies in the classroom provides learners with a model of learning and applying technological skills. Make digital literacy skill development a regular part of the learning process. Use digital technologies (e.g., computers, tablets, smartphones, digital cameras, smart board, GPS) to help deliver classroom learning material and as tools for learners to improve their language skills. The more learners are exposed to digital technologies, the more comfortable they will feel using them. Learners may find it helpful to witness their instructor learning and applying new skills, so instructors should model how they use technology.

3. Recycle and Practise Extensively

Learners need time to learn, re-learn and practise digital literacy skills. Just as with literacy and language skill development, recycling of skills is necessary. Many learners lack opportunities to use digital technologies outside the learning environment, and so need multiple classroom opportunities to practise before they feel confident with their skills. They benefit from spiraling, or re-practising skills introduced previously at different points and in different contexts throughout their learning.

4. Increase Technology Skills through Thematic Instruction

Digital literacy skills can easily support thematic content. When possible, provide learners with opportunities to practise the digital technologies they may use in their daily lives (e.g., Internet banking, cell phones, online chats). Connecting digital literacy skills to authentic contexts will help learners transfer these skills in the future.

5. Encourage Experimentation and Celebrate Success

Learners with little or no knowledge of the digital technologies used in everyday interactions will need to practise using them in a non-threatening environment. When possible, provide opportunities for learners to experiment with different technologies in the classroom. Focus on the learning opportunities that arise from making mistakes. Encourage risk-taking and celebrate small accomplishments.

6. Expect Learners' Technology Skills to Vary within Literacy Levels

Do not expect learners in a particular class to be homogeneous in their digital literacy proficiency. It may be helpful to group learners by ability when working with digital technologies. Depending on the range of abilities among learners, you may need to differentiate their tasks. If volunteers are available, learners with limited skills can benefit greatly from one-on-one assistance. Another strategy is to set aside part of the class for learners to work together, pairing more proficient learners with less proficient ones to encourage peer support.

Approaches and Supports



The Digital Literacy Categories

The digital skill descriptors are organized into three categories, listed below. Each category includes digital citizenship concepts as its final sub-category. This sub-category describes ways in which learners have internalized underlying concepts and strategies related to the use of technology in their daily lives.

- Developing familiarity with digital technologies
 - The learner can operate selected digital technologies.
 - The learner can use selected programs and applications to complete tasks.
 - The learner demonstrates an understanding of digital citizenship concepts.
- Understanding information with digital technologies
 - The learner can access information using digital technologies.
 - The learner can evaluate information accessed through digital technologies.
 - The learner demonstrates an understanding of digital citizenship concepts.
- Creating with digital technologies
 - The learner can present ideas through digital technologies.
 - The learner can communicate with others using digital technologies.
 - The learner demonstrates an understanding of digital citizenship concepts.

An Approximate Progression of Skills and Strategies

The digital literacy descriptors presented in the tables below are organized across three columns, indicating approximate progression in a very general way:

- Emerging: A skill is just beginning to surface
- Building: A skill is beginning to provide a foundation for authentic communication
- Expanding: A skill is becoming part of a learner's day-to-day negotiation of meaningful tasks

As with learning strategies and numeracy, the digital literacy skill descriptors are not aligned to CLB literacy or language levels, as learners' digital literacy skills may not directly correspond to their language and literacy levels. Depending on their background, learners may have different degrees of proficiency and comfort with digital technologies. Some learners may have previous exposure to digital technologies; others may be engaging with digital technologies for the first time. For example, it is quite possible for a CLB3L learner to be at a beginning level in digital literacy skill development. It is also possible for a CLB1L learner to be at a developing level in digital literacy skill development.

In addition to the skills below, it is also important for learners to learn and begin to use appropriate vocabulary related to the digital device used (e.g., swipe, touch, press, reset, screen, login, URL).

Developing Familiarity with Digital Technologies

Developing Familiarity with Digital Technologies		
Emerging →	Building →	Expanding →
The learner can operate selected digital technologies (e.g., computer, tablet, smartphone).		
<p><i>Computer</i></p> <ul style="list-style-type: none"> • Names the basic parts of a computer and accessories: mouse, monitor, keyboard, headphones, printer, screen, USB port, power button, memory stick. • Operates a computer, with guided, step-by-step instruction: 	<p><i>Computer</i></p> <ul style="list-style-type: none"> • Uses a computer and accessories appropriately, and asks for assistance when necessary following a demonstration: <ul style="list-style-type: none"> - Logs on to a computer following a process. 	<p><i>Computer</i></p> <ul style="list-style-type: none"> • Uses a computer and accessories independently, and accesses assistance when necessary: <ul style="list-style-type: none"> - Logs on to a computer following instructions. - Highlights text using the mouse.



Approaches and Supports

Developing Familiarity with Digital Technologies

Emerging →	Building →	Expanding →
<ul style="list-style-type: none"> - Turns on/ shuts down the computer and monitor. - Logs on to a computer, with support. - Holds and controls the mouse appropriately: moves pointer, left + right click, single + double click, drag + drop. - Distinguishes between letters and numbers on the keyboard. - Uses common keys: Enter, Backspace, Escape and Delete. <p><i>Other digital technologies</i></p> <ul style="list-style-type: none"> • Identifies key parts of device (e.g., home button, on/off button, screen, and icons). • Operates the device with guided step-by-step instructions: <ul style="list-style-type: none"> - Turns on/shuts down the device, with assistance. - Identifies basic functions of the device, with assistance. 	<ul style="list-style-type: none"> - Scrolls up and down using the scroll button on the mouse or the scrollbar on the screen. - Adjusts to increase font or picture size. - Uses multiple fingers to keyboard. - Begins to select appropriate keys on keyboard including punctuation keys. <p><i>Other digital technologies</i></p> <ul style="list-style-type: none"> • Identifies and uses key features and functions of the device. • Operates the device following a demonstration and asks for assistance when necessary. 	<ul style="list-style-type: none"> - Uses multiple fingers and both hands to keyboard. - Easily locates and uses keyboard keys. <p><i>Other digital technologies</i></p> <ul style="list-style-type: none"> • Operates the device independently and accesses assistance when needed. • Manages device settings appropriately. • Personalizes the device when appropriate.
<p>The learner can use selected programs and applications to complete tasks.</p>		
<ul style="list-style-type: none"> • Identifies and selects icons to open programs and applications, with assistance. • Logs in to an instructor-created account, with assistance. • Uses password when necessary following guided step-by-step instructions. • Identifies and uses basic features of programs and applications appropriately, following guided step-by-step instructions. • Exits and closes programs and applications following guided step-by-step instructions. 	<ul style="list-style-type: none"> • Opens programs and applications, asking for assistance when necessary. • Creates an account following a demonstration, with assistance if necessary. • Logs in to programs and applications and uses password when necessary following a demonstration. • Identifies and uses key features of programs or applications appropriately, following a demonstration. • Exits and closes programs or applications following a demonstration. 	<ul style="list-style-type: none"> • Opens programs or applications independently. • When appropriate, creates an account independently and accesses assistance when needed. • Logs in to programs and applications and uses password independently when appropriate and accesses assistance when needed. • Identifies and uses programs and applications appropriately and accesses help when needed. • Exits and closes programs and applications independently.
<p>The learner demonstrates an understanding of digital citizenship concepts.</p>		
<ul style="list-style-type: none"> • Demonstrates an understanding of usernames and passwords. <ul style="list-style-type: none"> - Creates a strong password. • Keeps passwords protected and private. <ul style="list-style-type: none"> - Selects usernames and avatars that are appropriate. - Demonstrates an understanding of how to protect his/her digital identity. - Selects the privacy settings on digital technology tools to control access to updates, posts or profile. 		

Approaches and Supports



Understanding Information with Digital Technologies

Emerging →	Building →	Expanding →
The learner can access information using digital technologies.		
<ul style="list-style-type: none"> • Accesses the Internet following step-by-step instructions to open a web browser. • Accesses an instructor-selected website following guided, step-by-step instructions. • Identifies and selects hyperlinks, with step-by-step assistance. • Opens and closes a tab, with assistance. • Identifies and uses browser toolbar buttons following guided, step-by-step instructions (e.g., back, forward, refresh, home, close). • Participates in a simple, instructor-led keyword search to find information (e.g., a search for images of familiar theme words). • Identifies key navigation features on a website, with assistance (e.g., home, back, forward, close). 	<ul style="list-style-type: none"> • Accesses the Internet using a browser icon or the start menu following a demonstration. • Identifies the address bar and accesses websites by entering a URL following a demonstration. • Identifies and selects hyperlinks, requesting assistance when necessary. • Creates a new tab and opens a webpage in a new tab following a demonstration. • Conducts a keyword search to find information, with assistance. • Identifies and uses browser toolbar buttons, with assistance. • Identifies the parts of a website following a demonstration and with support if necessary (e.g., home page, navigation bar, drop down menus). 	<ul style="list-style-type: none"> • Accesses the Internet independently using different browsers. • Accesses websites by entering a URL in the address bar, accessing assistance when necessary. • Identifies and selects hyperlinks independently. • Opens multiple tabs and navigates among them, accessing assistance when necessary. • Uses key words to find information on the Internet, with assistance when necessary. • Identifies and uses browser toolbar buttons independently. • Navigates and finds information on a particular website by scrolling, clicking on links and using the browser navigation and drop down menus, accessing assistance when necessary.
The learner can evaluate information accessed through digital technologies.		
<ul style="list-style-type: none"> • Identifies advertisements on a website, with assistance. • Distinguishes between website content and advertisements on a website, with assistance. 	<ul style="list-style-type: none"> • Identifies that online information comes from different sources. • Recognizes that there are credible and non-credible sources of online information. • Identifies examples of high and low quality online information with assistance and following instructor-created guidelines. 	<ul style="list-style-type: none"> • Locates the source of specific online content, with assistance. • Distinguishes between high and low quality online information following instructor-created guidelines.
The learner demonstrates an understanding of digital citizenship concepts.		
<ul style="list-style-type: none"> • The learner demonstrates an understanding of copyright. • The learner demonstrates a basic understanding of how to determine the credibility of information on the Internet. • The learner demonstrates an understanding of how to recognize secure websites. 		



Approaches and Supports

Creating with Digital Technologies

Creating with Digital Technologies

Emerging →	Building →	Expanding →
<p>The learner can present ideas through digital technologies using programs and applications (e.g., digital stories, digital presentations, audio and video clips).</p>		
<ul style="list-style-type: none"> Identifies a selected program or application being used in the classroom, with assistance. Describes the purpose/basic functionality of the program or application following a demonstration (e.g., a digital presentation tool). Uses basic features in the selected program/application to present ideas following step-by-step instructions, with assistance (e.g., to create an audio clip). 	<ul style="list-style-type: none"> Opens or logs in to the selected program/application following a demonstration, with assistance. Navigates within the selected program/application, with assistance. Uses basic features in the selected program/application to present ideas, with assistance. 	<ul style="list-style-type: none"> Opens or logs in to the selected program/application independently, and accesses assistance when necessary. Navigates within the selected program/application independently, and accesses assistance when necessary. Uses basic features in the selected program/application to present ideas independently, and accesses assistance when necessary. Identifies and uses specialized features of the program or application, with assistance.
<p>The learner can communicate with others using digital technologies.</p>		
<p><i>Email</i></p> <ul style="list-style-type: none"> Identifies the basic parts of an email following a model and with assistance. Describes the purpose of email, with assistance. Identifies an email address, with assistance. 	<p><i>Email</i></p> <ul style="list-style-type: none"> Sets up a personal email account following a demonstration and with assistance. Opens and reads emails following a demonstration and with assistance. Sends a basic email to one recipient following a demonstration and with assistance. Replies to an email following a demonstration and with assistance. Deletes an email following a demonstration and with assistance. Logs in and out of email account, with assistance. 	<p><i>Email</i></p> <ul style="list-style-type: none"> Logs in and out of email account independently. Manages email account by opening, replying, forwarding and deleting emails, accessing assistance when necessary. Sends an email to multiple recipients following a demonstration and with assistance. Sends an email with an attachment following a demonstration and with assistance.
<p><i>Other communication tools (e.g., texting,</i></p> <ul style="list-style-type: none"> Identifies a selected communication tool being used in the classroom, with assistance. Describes the purpose/basic functionality of the communication tool, with assistance (e.g., discussion board). Uses the selected tool to communicate following guided, step-by-step instructions (e.g., to send a basic text). 	<p><i>discussion forums, social media)</i></p> <ul style="list-style-type: none"> Opens or logs in to the selected communication tool, with assistance. Navigates within the selected communication tool, with assistance. Uses the selected tool to communicate, with assistance. 	<ul style="list-style-type: none"> Opens or logs in to the selected communication tool independently, and accesses assistance when necessary. Navigates within the selected communication tool independently. Identifies and uses added features of the tool, with assistance. Uses the selected tool to communicate independently, and accesses assistance when necessary.



Emerging →	Building →	Expanding →
<p>The learner demonstrates digital citizenship concepts.</p> <ul style="list-style-type: none"> • Demonstrates an understanding of netiquette. <ul style="list-style-type: none"> - Understands the basics of email etiquette (e.g., you should not use all upper case letters). - Understands the purpose of emoticons and when to use them. - Follows the communication norms and common language of the communication tool (e.g., abbreviations in texts). • Demonstrates an understanding of the credibility of different sources and safety of personal information. <ul style="list-style-type: none"> - Identifies and deletes junk mail, including spam. - Distinguishes between reliable and unreliable online contacts. - Uses caution when opening an email from an unknown contact. - Avoids giving out personal information. • Demonstrates an understanding of the importance of citing others when referencing or including their work. 		

The Importance of Sociocultural Knowledge

ESL Literacy learners encounter a broader set of challenges as they transition into life in Canada than ESL learners do. Having limited formal education means that they face several cultural barriers at the same time. Culture can be understood as sets of assumptions, behaviours, perceptions, and values. Newcomer ESL Literacy learners encounter a different culture in a new country, a new language (which embeds assumptions, behaviours and values), and enter an educational system (which carries a set of assumptions regarding learning).

In the Canadian Language Benchmarks, sociolinguistic knowledge is a fundamental component of communicative competence. It is defined as the awareness of how variations in the setting, such as participants in the communication, the situation and place in which it occurs, the purpose of transaction, and the social situation all have an impact on how we communicate (CLB 2012, p. VIII). ESL learners with literacy needs will initially be unfamiliar with the values and behaviours associated with classroom learning in Canada.

Integrating Sociocultural Knowledge: Strategies

It is important for learners to gain an understanding of the role of text and literacy in Canadian society. This understanding will provide background and contextual knowledge that will support their engagement in learning. This knowledge is described as “Sociocultural Knowledge.” When integrating the development of sociocultural knowledge, the following strategies are recommended, in order to facilitate the development of notions of social norms and behaviours, as well as fundamental notions of literacy and learning:

1. Introduce ESL Literacy learners to different characteristics of languages, such as:

- Different languages may be read in different directions (e.g., left-right, top-bottom)
- Different languages may have different alphabets
- Different languages order biographical information differently (e.g., first name-middle name- last name or last name-first name)

2. Introduce ESL Literacy learners to Canadians’ day-to-day experiences, such as:

- Banking procedures, credit checks, relationships with police, etc.
- Common symbols related to directions and/or warnings in the home and in public
- Community involvement, such as being on church or parent councils



Approaches and Supports

- Concepts of time, punctuality, and what constitutes lateness in different contexts (e.g., being 5-10 minutes late may be problematic at work, there may be charges for missed appointments, acceptable reasons for absenteeism in the workplace)
- Cultural images, symbols and traditions, such as holidays, history and citizenship
- Terminology for (and order of) names, such as first, middle, family/last/surname compared to own
- The importance of carrying identification (e.g., health card) and being able to spell name and address (in case of 911 emergency call or finding one's way home if lost)
- The value of both written and oral stories
- Use of maps and directories to get information
- Use of schedules to organize personal and family activities, such as sports, leisure, meetings, clubs

3. Introduce learners to the culture of learning, such as:

- Being in the classroom entails: sitting indoors at a desk all day; being in a class with instructors and learners of opposite genders; being in a class taught by a younger instructor
- Benefits of planning and writing lists (e.g., day-timers, calendars)
- Errors are considered natural when learning a second language, and correcting them aids in learning
- Instructions/directions are found at school, at home, on the job, on medicine labels and are good materials for learning.
- Learning can occur outside the classroom (e.g., field trips)
- Literacy skills develop along a continuum over a long period of time
- Pre-writing activities provide a necessary base for developing writing skills
- There are many reasons for reading (e.g., instructions, prices, appointment cards)
- A large amount of printed material received at home provides useful information (e.g., time frames, fine print, conditions) and are good materials for learning

This sociocultural and sociolinguistic knowledge is shared with learners to create an understanding about how their own cultural assumptions, behaviours, and values may synchronize or collide with the host culture and facilitate their settlement within it. This is not intended as acculturation but rather as information.

Both concepts (sociolinguistic and sociocultural knowledge) refer to components of communication such as non-verbal signals (which are culturally specific and as deeply internalized as verbal language), politeness strategies (e.g., hedges, modals), and background knowledge about society and culture (e.g., values and behaviours associated with formal learning). Sociolinguistic norms are also those associated with levels of politeness and the overall ability to process or produce culturally appropriate discourse.

Approaches and Supports



An Approximate Progression of Skills and Strategies

The table below is organized across three columns, which represent an approximate continuum, indicating progression of sociocultural understanding in a very general way:

- Emerging: Awareness is just beginning to surface
- Building: Awareness is beginning to provide a foundation for authentic communication
- Expanding: Awareness is becoming part of a learner's day-to-day negotiation of meaningful tasks

Sociocultural Knowledge		
Emerging →	Building →	Expanding →
Sociocultural Understanding		
<p>Begins to develop culture awareness:</p> <ul style="list-style-type: none"> • Brings past experiences into the classroom. • Identifies that cultural differences may cause some learners to feel alienated (e.g., “feel like a child here.” The parent/child relationship tends to become reversed with the children translating and connecting with English speakers). • Becomes aware of differences between home culture and Canada (e.g., the importance of literacy for employment, what is considered late, appropriate dress for school and work). • Recognizes but feels uncomfortable when dealing with a culture clash, which may result in misunderstanding or conflict. • Begins to learn about the range of contexts in which literacy can be used (e.g., street signs, maps, warnings, safety). 	<p>Reflects on differences between cultures in the classroom, including Canadian culture:</p> <ul style="list-style-type: none"> • Participates and contributes to a sharing of cultural knowledge on ‘how things are done in my culture’ (e.g., shopping for food, teaching children, speaking with the boss, choosing appropriate topics for study or small talk). • Begins to recognize that values and beliefs can differ widely between cultures. • Recognizes that the everyday behaviours of Canadians may be different from own (e.g., politeness conventions such as smiling at strangers, banking procedures, credit checks, relationships with police or child welfare groups, charging for missed appointments, acceptable reasons for absenteeism in Canadian workplaces). • Recognizes that values advocated in the Canadian educational/legal system may not be consistent with own cultural and educational values (e.g., difference in instructor/learner-centred teaching, childrearing practices, value of contracts and official correspondence). • Recognizes different cultural images, symbols, and traditions (e.g., holidays, history and citizenship, tradition of volunteering). 	<p>Begins to accept and adapt to new culture in school, community and work:</p> <ul style="list-style-type: none"> • Recognizes that culture is a part of language (i.e. range of sociocultural elements in text – appropriateness of certain word usage, register, politeness and tone). • Understands that it is acceptable to have different values and beliefs but understands the consequences of breaking Canadian law. • Recognizes that to become a social participant in Canadian culture, one has to conform in a community or work setting. • Begins to think critically about culture and make decisions independently, perhaps integrating or accepting shared meanings about how people from different cultures think, feel and act. • Understands and makes informed decision about whether or not to use Canadian cultural ways of giving praise and criticism.

PART 2 | ESL Literacy and the CLB

Introduction

Part 2 offers support for instructors who need to observe and report the Reading and Writing progress of ESL Literacy learners in terms that relate to the Canadian Language Benchmarks.

Profiles of literate ESL learners are presented alongside characteristics that can often be observed in ESL Literacy learners who demonstrate many of the same language abilities.

KEY ASSUMPTION: ESL Literacy learners work toward the same language outcomes as literate ESL learners, but their learning does not progress as quickly because they lack transferable literacy concepts, knowledge, and strategies from their first language; they are working on both language and literacy at the same time.

It is critically important to identify ESL Literacy learners at the point of entry to programs and to carefully diagnose individual strengths, weaknesses, needs, and challenges. Placement in appropriate classes is essential to their learning success. ESL Literacy learners require specialized instruction and ongoing support to address both their language and their literacy needs. These objectives are best accomplished in separate classes devoted to ESL Literacy.

The table below shows how ESL learners and ESL Literacy learners are located on the same CLB scale. Although both types of learners are working towards proficiency with the same CLB competencies, ESL Literacy learners carry the “L” designation to indicate the unique needs they have, and the additional supports they will need to progress in their learning. ESL Literacy learners who do not meet the requirements of CLB 1 carry a “Foundation L” designation (in the table below) to indicate the foundational literacy skills they need to acquire.

LITERATE ESL Learner	Does not meet the requirements for CLB 1	CLB 1	CLB 2	CLB 3	CLB 4
ESL Literacy Learner	Foundation L	CLB 1L	CLB 2L	CLB 3L	CLB 4L

Assigning Benchmarks

When an ESL Literacy learner is able to perform Reading or Writing tasks to the degree required for a benchmark, that benchmark can be assigned. It is assumed that instructors refer to the Canadian Language Benchmark document to determine whether a benchmark has been completed. However, as long as literacy needs are still present, the benchmark carries the letter designation.

It is recommended that where possible, the needs of ESL Literacy learners are addressed in separate specialized classes designed for ESL Literacy learners. Under the guidance of qualified instructors who have knowledge of both ESL and Literacy, the ideal environment can be created for skill building and ultimate success.

ESL Literacy and the CLB



Overview of Part 2

Part 2 describes the unique characteristics of ESL Literacy learners working within Stage I (CLB 1-4) of the CLB. For each Stage I Reading and Writing benchmark, a seven-page outline is provided, titled “What it Means for a Learner to be at ...” Each outline includes characteristics, needs and sample tasks specific to ESL learners with literacy needs, and carries an “L” designation to distinguish these characteristics from those of mainstream ESL learners. The seven-page outline is described below.

The First Page: ESL Literacy Learner Ability

ESL Learner and ESL Literacy Learner Ability: The first page includes characteristics of the learner. For each level except Foundation L, the CLB benchmark descriptor (the Profile of Ability) is displayed alongside a table of characteristics the ESL Literacy learner may display.

The Second Page: Examples of Skill-building Activities and Conditions for Learning

Examples of Skill-building Activities: The top half of the page includes examples of types of skill-building activities that support literacy development for learners working to complete this level of ability. These are not indicators of what learners can do, but are examples of activities to bring them to the outcome. The aim of the ESL Literacy instructor (or the ESL instructors working with literacy learners), is to build the skills that underpin the surface language abilities. The skill building activities listed here support this approach.

Conditions for Learning: The bottom half of the page includes learning conditions that facilitate development toward this level of ability. They include features of the text to be used as part of teaching, appropriate instructional devices, the context for the communication tasks, and expectations for output by the learners. This is not an exhaustive list but provides a guideline from which instructors can generalize when selecting resources and planning instruction and assessment.

Reading CLB 1L

What it Means for a Learner to be at Reading CLB 1L

Literate ESL Learner Ability CLB 1*	ESL Literacy Learner Ability CLB 1L
<p>The learner can:</p> <ul style="list-style-type: none">Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs. <p>When the text is:</p> <ul style="list-style-type: none">Limited to everyday words and phrasesClear, sparse and very easy to readSupported by visual clues (e.g., pictures)Very shortIn non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none">Finds a few key words and simple detailsHas little ability to apply sound-symbol relationships and spelling conventionsHas almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown wordsRelies heavily on graphics and other visual clues when interpreting meaningRelies heavily on a bilingual dictionary due to extremely limited vocabulary	<p>A learner at CLB 1L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.</p> <p>The ESL Literacy learner:</p> <ul style="list-style-type: none">Does not have reading concepts from first language to transfer and apply to language learningHas very few strategies for learning or may lack confidence to apply strategiesRelies heavily on a predictable routine contextIs beginning to understand that print conveys meaning and can be related to oral textNeeds oral language development to support the learning of reading conceptsNeeds visual clues to be very clear, simple and familiarShows some understanding of letter-sound correspondenceMay guess words based on their context using the first letter and the word shape as cluesMay tend to memorize content and then appear to be “reading” aloudRequires extra visual and oral supportHas almost no ability to read and sounds out wordsVocabulary is generally limited to words exposed to in oral textOften does not recognize text

*Note: This is the CLB 1 Profile of Ability, reproduced from the Canadian Language Benchmarks.

Reading CLB 1L

Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

- Share background ideas and concepts about pictures, realia, or kinesthetic activity.
- Identify and practise sight words and rote phrases related to everyday, familiar topics with picture/word cards and word walls.
- Listen to a sentence or question related to text studied and place word cards in correct order.
- Play a sound quiz by listening and saying a known word (e.g., “Think of a colour that starts with a “p” sound and ends with a “k” sound: pink. Think of another word that ends with “day.”)
- Describe nouns using realia or pictures (e.g., clothes, cars, weather: It’s a blue coat. It’s a big/small car. It’s a cloudy/rainy/sunny day.)
- Do a classroom search of likes and dislikes with pictures of different vegetables. Then review “Who likes carrots?” “All likes carrots.” “Who doesn’t like carrots?” “Suzanna doesn’t like carrots.”
- Review examples of text previously studied. Recognize and identify according to layout and purpose. It’s a birthday card. It’s an appointment card. It’s a shopping list. It’s a letter. It’s a health card.
- Provide simple news phrases that learners read when they enter class (e.g., Today is Tuesday, March 13. It is sunny today. It is -8 degrees.)
- Class reads a story together with the instructor. Then the instructor says words from the story as learners find and touch each word. Then learners read the story with three different partners, by changing and finding new partners to read with. Finally, they read the story and yes/no questions with a partner and find the answers in the story.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Background information is identified and concepts taught when the context is not known.
- Practice activities appeal to different learning styles and can include singing or chanting, touching and then circling words, collaborative work with word/picture cards.
- Routines are followed and activities and reading tasks are supported so that success is probable.
- Instructions for completing the task are supported by physical modelling and are very clear, written with a short phrase or given orally.
- Texts are usually instructor created or adapted and supported by large, clear realistic visual clues (e.g., photographs, realistic illustrations).
- Continuous texts are very short (from a simple phrase to a few very short paragraphs).
- Texts are uncluttered, with a lot of white space, easy to read, large, sans serif fonts.
- Language is limited to everyday, practised words and short phrases in a predictable context.
- Documents are introduced slowly (e.g., a job application is introduced section by section so as not to overwhelm the learner with too much information).
- Text is displayed clearly (e.g., one sentence per line instead of paragraph format).
- Learners are not rushed and additional explanation, visual and oral support is provided.
- Learners are given many opportunities for success through repetition.



ESL Literacy and the CLB

The Next Four Pages: Sample Tasks

The next four pages of each level include sample tasks, organized by competency areas from the Canadian Language Benchmarks. The tasks provide instructors with illustrated examples that are appropriate for ESL Literacy learners, in school (study), community, and work settings.

For each competency area, one of the sample tasks is further developed to demonstrate how literacy skills can be incorporated when planning and administering a task. The featured sample task includes information on how to set up the task, instructions to give learners, a list of literacy skills to support the real-life task, and a sample assessment task. The writers carefully created these tasks based on their many years of experience teaching ESL learners with literacy needs. They selected literacy skills that could scaffold the development of the language skills required by the target CLB outcome.

CLB Competency Area

Sample Tasks

Task Illustration

Set up

Task Instructions

ESL Literacy Skills

Assessment Task

Reading Pre-Benchmark L

Sample Tasks – II. Comprehending Instructions

<p>Study</p> <p>Use a photo representing an instructional verb to carry out a classroom action (e.g., locate an image of scissors on a worksheet to understand that something needs to be cut on the page).</p>	<p>Community</p> <p>Use sight word recognition of 'push' and 'pull' to locate large-scale push/pull signs on a public building door and physically respond to the words appropriately.</p>	<p>Work</p> <p>Provide a physical response to a photo illustrating a very familiar workplace sight verb (e.g., wash). <small>➔ See task procedures below.</small></p>
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word "wash" and a photograph of soapy hands above a workplace sink.

Learners repeatedly practise responses to similar oral command phrases and single word flashcards (e.g., oral command "wash your hands" and the flashcard "wash").

Task Instructions:
Look at the words and pictures on the signs and do what they say.

Literacy skills to support this real-life task:

- Associate photographs with personal experiences.
- Associate familiar images and words with physical response.
- Use proximity to associate text and photographs with real objects.
- Attend to the top of a layout for instructions.

Assessment:
Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

The Final Page: Typical Supports for ESL Literacy Learner Development

The final page of each outline provides a list of suggested supports. Note that these supports are not attached to specific levels. Given the diversity of Literacy learners and their abilities, these suggestions offer instructors some guidelines to consider and adjust when working with ESL learners with literacy needs. Keep in mind that all of these areas merit attention because they support the development of reading and writing.



What it Means for a Learner to be at Reading Foundation L

ESL Literacy Learner Ability Foundation L

The learner can:

- Recognize
 - most letters of the alphabet in capital and lower case
 - numbers from 1-10
 - own name and names of a few other people
 - a number of illustrated sight words
 - one or two rote phrases
 - a few school and community-based symbols
- Track realia and other manipulatives in top down, left to right directionality
- Discriminate between same and different
- Orient a familiar flashcard, page or picture book the right way up
- Begin to flip pages of a familiar book in the right direction

When the text is:

- Personally relevant (e.g., own name or those of family members)
- Single words or up to three-word phrases
- On manipulatives or oneword/phrase per page
- Clear, sparse, large (e.g., 20 pt.) in a single, consistent sans-serif font
- Supported by photographs, photo-realistic drawings, or instructor-created line drawings, mainly captured during learner experiences
- Presented in a predictable location (e.g., name cards above coat hooks)
- Already in their regularly-used oral vocabulary

The learner may also exhibit:

- An excellent kinesthetic memory and an increasing repertoire of survival skills
- Good holistic oral language acquisition skills
- Tendency to perceive oral text as single holistic units
- Strategic and conceptual gaps due to lack of literacy acquisition in own culture
- Almost no strategies for learning
- No ability to use a picture dictionary
- Need to connect text to immediately experienced concrete phenomena
- Strong need for oral and kinesthetic exposure to language before exposure to related text
- Need to use proximity to relate text and visuals to something real
- Little ability to break down sounds in oral language to apply them to reading
- Little ability to connect sound to symbols and no ability to decode word parts

Note: There is no corresponding CLB Profile of a literate ESL learner at this level. Foundation L refers solely to the *ESL Learner with Literacy needs* who has not met the requirements for CLB 1.



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Locate and orient familiar concrete realia and picture and word cards amongst a few others in a column or row; recognize and categorize items by primary colour.
2. Associate photos, simple line drawings and a few concrete symbols with realia and recent shared experiences.
3. Match a word or short rote phrase to an identical counterpart by noting component letters, word shapes, and word lengths.
4. Attend to syllable rhythm, rhymes and first letter sounds in oral words through chanting, singing and clapping; begin to isolate the first sound of a few familiar names and associate sound and letter.
5. Attend to word order through rote recitation of familiar short phrases while looking at pictures (e.g., picture book pages with the repeated colour-noun order “blue shirt, blue pants, blue shoes”).
6. Point to items on the page, table or whiteboard by oral reference to right, left, top, bottom.
7. Use proximity to associate text, illustrations and a few icons/symbols with real objects, realia and personal photographs; associate familiar images and words with physical response.
8. Chant letters and numbers of personal information using a visual model (e.g., name and phone number); recognize that simple images can convey feelings; pretend-read short memorized phrases in simple texts (e.g., lines from repetitive songs, chants, poems, or simple stories).
9. Look at various short texts (e.g., a simple pictorial greeting card) and personal identification (e.g., name tags) to build understanding of the kinds of basic personal information that may be conveyed through text.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Materials are mostly manipulative and may include realia, realistic pictures, word flashcards, large-scale wall/digital displays, or word-level picture books.
- Texts have a consistent very clear, large, sans-serif font (20+ pt.) and a very simple layout.
- Texts are very sparse with one to three lines and plenty of white space between and around words/lines.
- Continuous texts are very short (from a single row of letters/numbers to one or two very short memorized phrases).
- Formatted texts are very short and may include flashcards arranged in up to two short rows or columns, a few familiar everyday signs, one-to three-item forms, or very short lists/checklists.
- Very common, familiar, and consistent visuals and realia are always included to support meaning.
- Instructions are supported by physical modeling and are given with one illustrated word for highly common and familiar tasks and routines.
- Language is rote, very simple, concrete, factual, and immediately relevant.
- Topics relate to everyday concrete vocabulary, rote greetings, and personal identification.
- Tasks follow repetitive practice of physical responses in the presence of realia and images.
- Responses to tasks do not require much writing, if any, but can require physical action, pointing, circling, matching, checking off items, or copying letters/words into blanks.
- Context is non-demanding, concrete, and related to immediate personal experience and needs.



Sample Tasks – I. Interacting with Others

Study

Deliver a single-sided pictorial greeting card to a familiar classmate by matching the recipient name at the top with a name tag worn by the recipient on the same day of a special occasion (e.g., on Valentine’s Day).

➤ See task procedures below.

Community

Identify a sight greeting word like “Hello”, “Welcome” or “Thank you” in large-scale signage near a public building entrance on a class outing, with support.

Work

Choose a greeting card for a co-worker by identifying the appropriate image and associated greeting word amongst other cards (e.g., a card with a photograph of birthday cake and the words “Happy Birthday” amongst other cards).



Set up:

There are various daily activities around matching nametags to individuals in the class. Learners have had oral practice of holiday greetings.

Task Instructions:

Pick up a nametag and a greeting card. Give them to the correct person.

Literacy skills to support this real-life task:

- Use oral repetition of names to recall the names of classmates.
- Use proximity of a name tag to the familiar person it represents to associate the name word and the oral utterance of the name.
- Match two identical words by word shape and letter elements.
- Use letter by letter oral spelling of a model to compare two words for similarity.
- Attend to the top of a greeting card layout to locate recipient.
- Associate picture or image with a rote greeting (e.g., heart with “Happy Valentine’s Day”).
- Associate a simple image with an emotion (e.g., a heart shape with love).

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”





Sample Tasks – II. Comprehending Instructions

Study

Use a photo representing an instructional verb to carry out a classroom action (e.g., locate an image of scissors on a worksheet to understand that something needs to be cut on the page).

Community

Use sight word recognition of “push” and “pull” to locate large-scale push/pull signs on a public building door and physically respond to the words appropriately.

Work

Provide a physical response to a photo illustrating a very familiar workplace sight verb (e.g., wash).

➤ See task procedures below.

Set up:

Instructor uses a simple or simplified sign with the word “wash” and a photograph of soapy hands above a workplace sink.

Learners repeatedly practise responses to similar oral command phrases and single-word flashcards (e.g., oral command “wash your hands” and the flashcard “wash”).

Task Instructions:

Look at the words and pictures on the signs and do what they say.

Literacy skills to support this real-life task:

- Associate photographs with personal experiences.
- Associate familiar images and words with physical response.
- Use proximity to associate text and photographs with real objects.
- Attend to the top of a layout for instructions.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”





Sample Tasks – III. Getting Things Done

Study

Locate own classroom by room number and one other picture clue (e.g., colours or subjects in nearby wall art).

Community

Identify a number of public washrooms on a field trip to a large public building using the presence of symbols to locate them.

Work

Locate own nametag amongst others in preparation for a field trip to a workplace.

➔ See task procedures below).



Set up:

Instructor encourages learners look for shape clues to discriminate between the male and female signs. Learners divide themselves by gender based on the female versus male symbols on the washroom signs.

Task instructions:

Show me the sign to look for when you go to the washroom.

Literacy skills to support this real-life task:

- Associate real objects with different basic shapes (e.g., a circle with a head; a rectangle with a male body, a triangle with a dress/skirt).
- Discriminate between two similar symbols encountered daily using shape clues.
- Associate a highly familiar symbol with a directive (e.g., only women can enter the washroom with the female symbol).
- Generalize a sign symbol appropriately (e.g., female symbol is for all women and girls, not just those wearing skirts).
- Use proximity of a symbol to locate a daily-used facility.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”





Sample Tasks – IV. Comprehending Information

Study

Identify a photograph amongst others that corresponds to the current classroom activity. (This task could be accomplished after instructor has repeatedly referred to photographs of the day's planned activities, such as a book to represent "reading" or a mouth to represent "talking.")

Community

Discriminate a fruit or vegetable sight word from amongst a few others in a large market sign, with support (e.g., matching the name of a fruit or vegetable from a word-level picture book to the same word in a farmer's market bin sign).

➔ See task procedures below.

Work

Associate familiar words or actions with familiar photographs of those words (e.g., after a field trip to a furniture assembly plant or other relevant work place, learners demonstrate workplace actions while the instructor takes photographs, which are used to associate with the representative words.)



Set up:

Instructor uses realia, photos, and text flashcard manipulative activities to develop a small set of fruit and vegetable sight words. Learners can also find these words in a simple word-level picture book.

This activity is a precursor to higher level learning related to locating/relating product names and prices in flyers and store signs.

Task Instructions:

Show me tomatoes, Show me carrots, etc.

Literacy skills to support this real-life task:

- Match realia to photographs. Associate a photograph with a word in a picture book page (e.g., a page representing "tomato" in a vegetable picture book).
- Use recall of word shape, word length and letters to move a concrete object (e.g., a vegetable) beside its printed name.
- Locate a specific type of fruit or vegetable in a market, using a picture book page as a reference.
- Locate a key word amongst a few others on a market sign by using a picture book reference to match word shapes and constituent letters.
- Use proximity to associate a market sign's key word with the vegetable being offered for sale.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."





Typical Supports for ESL Literacy Learner Development

Oral Communication

Learners rely on oral development to support reading. This support is critical at the lowest levels. Instructors should always combine kinesthetic and oral practice before any new literacy learning. Reading should be preceded by extensive listening/physical response and imitation activities. These types of activities should be incorporated into the everyday classroom routine. Oral production is supported by kinesthetic, experiential, and physical response activities, and also by repetitive modified songs, chants, clapping, stomping, physical positioning, etc. to help learners gain awareness of individual sounds, rhymes, word, and syllable divisions.

Learning Strategies

Learners bring experience and strategies to the classroom. Discover and draw on the strategies that learners have already developed. Encourage strategies such as trial and error experimentation, kinesthetic/tactile exploration, memorization, and imitation through observation.

Numeracy

Numeracy development is separate from reading development. Learners at this reading level may have very different numeracy experiences, skills, and concepts. Very simple concrete numeracy concepts may support reading at this level. Support learning by ensuring that numeracy concepts are explored using familiar and immediately relevant real objects (such as real money), first-language counting and number recognition, and meaningful contexts; connect numeracy exploration with units and tasks, such as the sample tasks for Comprehending Information (e.g., identifying vegetables at the supermarket.)

Digital Literacy

Digital technologies are often tactile and instantly responsive. They can therefore be useful tools at this level. Touch screens, tablets, or smart boards can be effective devices to use because they allow direct manipulation. When using digital resources, take into account the profile of ability for other textual forms at this level (e.g., large font size, need for realistic/personalized visuals, white space).

Sociolinguistic Knowledge

The past experience learners bring to the classroom determines how they immediately interpret concepts. For example, a butcher may understand the word “heart” based on occupational experience. Because of this, facilitating experiential and hands-on learning in the ESL Literacy context is the best pathway for instructors to recognize the schema from which learners interpret what they are learning. Although ESL learners with literacy needs have been accomplishing practical tasks their whole lives, they may be just beginning to grasp the idea that tasks can also be accomplished through reading. Learners at this level may need ongoing support to use even basic print awareness concepts and strategies for a literate society, such as carrying ID or referring to vertical surfaces for textual information.



What it Means for a Learner to be at Reading CLB 1L

Literate ESL Learner Ability CLB 1*

The learner can:

Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.

When the text is:

- Limited to everyday words and phrases
- Clear, sparse and very easy to read
- Supported by visual clues (e.g., pictures)
- Very short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Finds a few key words and simple details
- Has little ability to apply sound-symbol relationships and spelling conventions
- Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words
- Relies heavily on graphics and other visual clues when interpreting meaning
- Relies heavily on a bilingual dictionary due to extremely limited vocabulary

*Note: This is the CLB 1 Profile of Ability, reproduced from the Canadian Language Benchmarks.

ESL Literacy Learner Ability CLB 1L

A learner at CLB 1L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.

The ESL Literacy learner:

- Does not have reading concepts from first language to transfer and apply to language learning
- Has very few strategies for learning or may lack confidence to apply strategies
- Relies heavily on a predictable routine context
- Is beginning to understand that print conveys meaning and can be related to oral text
- Needs oral language development to support the learning of reading concepts
- Needs visual clues to be very clear, simple and familiar
- Shows some understanding of letter-sound correspondence
- May guess words based on their context using the first letter and the word shape as clues
- May tend to memorize content and then appear to be "reading" aloud
- Requires extra white space, large font (16 point) and often needs numbered sentences
- Has almost no ability to use a picture dictionary
- Reads and sounds out a word slowly
- Vocabulary is generally limited to 'survival' words exposed to regularly
- Often does not recognize a change in purpose of text



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Share background ideas and concepts about pictures, realia, or kinesthetic activity.
2. Identify and practise sight words and rote phrases related to everyday, familiar topics with picture/word cards and word walls.
3. Listen to a sentence or question related to text studied and place word cards in correct order.
4. Play a sound quiz by listening and saying a known word (e.g., Think of a colour that starts with a 'p' sound and ends with a 'k' sound: pink. Think of another word that ends with 'day'.)
5. Describe nouns using realia or pictures (e.g., clothes, cars, weather. It's a blue coat. It's a big/small car. It's a cloudy/rainy/sunny day.)
6. Do a classroom search of likes and dislikes with pictures of different vegetables. Then review 'Who likes carrots?' 'Ali likes carrots.' 'Who doesn't like carrots?' 'Suzanna doesn't like carrots.'
7. Review examples of text previously studied. Recognize and identify according to layout and purpose. It's a birthday card. It's an appointment card. It's a shopping list. It's a letter. It's a health card.
8. Provide simple news phrases that learners read when they enter class (e.g., Today is Tuesday, March 13. It is sunny today. It is -6 degrees.)
9. Class reads a story together with the instructor. Then the instructor says words from the story as learners find and touch each word. Then learners read the story with three different partners, by changing and finding new partners to read with. Finally, they read the WH and yes/no questions with a partner and find the answers in the story.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Background information is identified and concepts taught when the context is not known.
- Practice activities appeal to different learning styles and can include singing or chanting, touching and then circling words, collaborative work with word/picture cards.
- Routines are followed and activities and reading tasks are supported so that success is probable.
- Instructions for completing the task are supported by physical modelling and are very clear, written in a short phrase or given orally.
- Texts are usually instructor created or adapted and supported by large, clear, realistic visual clues (e.g., photographs, realistic illustrations).
- Continuous texts are very short (from a simple phrase to a few very short sentences).
- Texts are uncluttered, with a lot of white space, easy to read, large, sans-serif font (16-18 point).
- Language is limited to everyday, practised words and short phrases in a predictable routine.
- Documents are introduced slowly (e.g., a job application is introduced section by section, so as to not overwhelm the learner with too much information).
- Text is displayed clearly (e.g., one sentence per line instead of paragraph format, numbered sentences).
- Learners are not rushed and additional explanation, visual and oral support is given as necessary
- Learners are given many opportunities for success through repetition.



Sample Tasks – I. Interacting with Others

Study

Read a simple, three-sentence letter from the school and identify letter recipient, start date and time of classes for new term.

↪ See task procedures below.

Community

Read an envelope and look for identifying symbols and words to help determine sender and importance of letter.

Work

Read an invitation to a workplace holiday party to find out the date, time, and location of the party.

Set up:

Talk about the letters learners receive, how they know if the information is important and what they can do if they don't understand a letter. Review new vocabulary.

Task instructions:

Read the school letter (sample to the right).

1. Use the yellow highlighter to show who the letter is for.
2. Use the pink highlighter to show when the school starts.
3. Use the blue highlighter to show what time Seble's class is.

Literacy skills to support this real-life task:

- Recognize the format of a letter and identify it as a specific-purpose text.
- Use oral vocabulary and context to make good guesses about words.
- Recognize and understand new sight words.
- Locate dates and times by attending to first, middle and last letters.
- Understand which words are capitalized: names of months, days and holidays.

Assessment:

Look at a similar letter regarding school opening. Listen to the instructor and circle key words, times and dates. Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

January 20, 2014

Dear Seble,

The new term at school starts on Monday, February 9.

Your class is from 9:00-12:00.

See you on February 9.

From,

Nancy Jackson



Sample Tasks – II. Comprehending Instructions

Study

Read and follow a very simple, visually supported instruction on an instructor-made worksheet or form (e.g., underline, circle the letter, highlight).

Community

Read and follow a visually supported, one-line instruction on a medical clinic sign. (e.g., Please report to the receptionist. Have health card ready.)

➡ See task procedures below.

Work

Read and follow a sign giving instructions from work. (e.g., Wear protective clothing.)

Set up:

Instructor takes learners on a field trip to one or two clinics and has learners take digital photos of signs. Instructor then simulates a clinic in the classroom, complete with signs that have been practised.

Task instructions:

Learners practise being patients and role-play clinic visit following the signs.

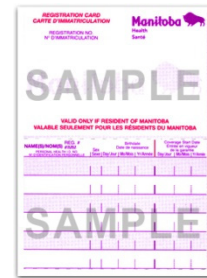
Literacy skills to support this real-life task:

- Recognize a small bank of health related sight words.
- Get meaning of text through predictable contexts.
- Find key words on a sign (e.g., health card, receptionist).
- Guess new words on signs by using first, middle and last sounds and some medial vowel sounds.

Assessment:

Learners act as patients and follow sign direction. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Variety of common signs found in clinics (e.g., Please report to the receptionist. Have health card ready.)



Have health card ready.



Please see receptionist



Sample Tasks – III. Getting Things Done

Study

Read a fire escape floor plan to locate own classroom and point of exit.

↪ See task procedures below.

Community

Identify library book due date on a checkout receipt or email notice.

Work

Identify hours worked on a very simple, visually supported pay stub (e.g., clock beside number of hours).

Set up:

Take learners out of classroom, locate exits, and choose the exit closest to the classroom.

In classroom, hand out a simplified school map and talk about what they recognize and understand about the map. Practise activities to distinguish left from right and front from back, physically, and on the map.

Do practice runs using the floor plan to exit the building.

Task instructions:

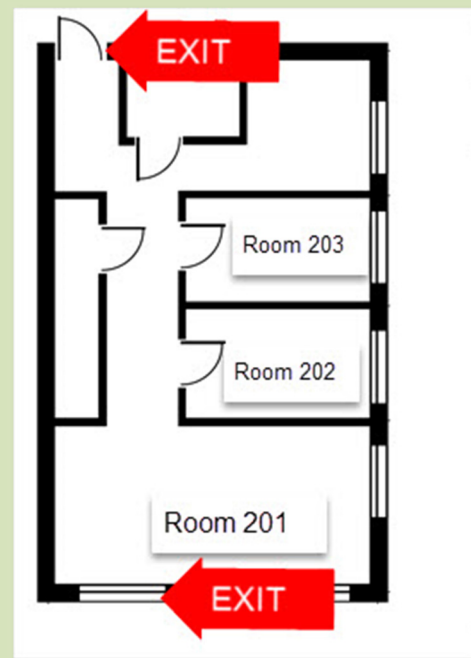
Find your classroom on the map and the fire exit. Then use the map to walk to the fire exit from your classroom.

Literacy skills to support this real-life task:

- Recognize and understand the significance of common fire escape floor plan symbols such as arrows, doors, stairs and exits.
- Understand and use simple map conventions for a school fire escape floor plan.
- Identify the focal points (classroom, hallways, and exits) on a fire escape floor plan.
- Understand the layout of a simple fire escape floor plan.

Assessment:

Learners receive floor plan. They circle own classroom and highlight nearest exit. Then, learners show actual room entrance and exit to relate text to real-life. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”





Sample Tasks – IV. Comprehending Information

Study

Read common posters (e.g., Wash Hands, Flu Shot Clinic) and orally identify the answers to Yes/No or WH questions.

Community

Read a simplified note from child's school and orally identify the answers to Yes/No or WH questions.

Work

Read a short, three to five sentence story with practised, familiar vocabulary, about someone's work situation, and answer the instructor's oral questions by circling Yes or No.

➤ See task procedures below.

Set up:

Look at the pictures to predict what the story will be about. Who is the story about? What kind of job does he have? What does he do? Do you think he likes his job?

Task instructions:

Read the story about Javier with a partner. Match pictures to the sentences. Listen to the questions and circle Yes or No.

1. Is Javier a cashier?
2. Does Javier open boxes?
3. Does Javier build shelves?
4. Does Javier clean shelves?
5. Does Javier like his job?

Literacy skills to support this real-life task:

- Develop sight words to talk about job skills.
- Locate specific information in the story.
- Guess new word by using first, middle and last sounds and some medial vowel sounds.
- Activate and develop shared experiences about work communications in order to make connections between oral language and print.

Assessment:

Learners listen to instructor's oral questions and circle 'yes' or 'no' to answer comprehension questions. Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

Javier's Job



1. Javier is a stockperson.



2. He opens boxes.



3. He stocks shelves.



4. He cleans shelves.



5. Javier likes his job.

Listen to the questions and circle Yes or No:

- | | |
|--------|----|
| 1. Yes | No |
| 2. Yes | No |
| 3. Yes | No |
| 4. Yes | No |
| 5. Yes | No |



Typical Supports for ESL Literacy Learner Development

Oral Communication

Learners' oral communication strongly supports reading development. They need oral practice through kinesthetic activities, realia, pictures, songs, chants, modelling and sometimes with support from their first language. Activate and assess prior knowledge of the theme and develop new concepts and oral vocabulary to support all aspects of the reading text to follow. Introduce vocabulary slowly, a bit at a time, and then give learners opportunities to practise and spiral back to it.

Learning Strategies

Learners tell their own stories and share experiences when reading text. (Adults have a great deal of life experience that can be used to understand text meaning and relevance.) Encourage them to participate in the learning process by bringing texts relevant to them to class, building their own word bank and connecting strategies they already use in their lives to reading in class (e.g., How do they know that they are getting on the correct bus?). Encourage them to access help when needed and to work collaboratively with others to complete tasks.

Numeracy

Learners identify where numbers and math are important in their life. Encourage them to participate in the learning process by bringing in documents relevant to them (e.g., bill, receipt) to use in lessons. They begin to think about ways that numeracy appears in documents (e.g., health card, charts, and lists) and to recognize common spatial representations in concrete, familiar contexts. Introduce activities that use concrete realia to develop numeracy concepts such as recognizing Canadian coins, time on a digital clock, or dates on a calendar. Always infuse numeracy activities with a relevant context (e.g., How much money for coffee? What is the date?) Allow the learners to use their first language when needed, as well as to work collaboratively with co-learners to support conceptual development. Use numeracy software to provide practice in counting Canadian money.

Digital Literacy

Learners identify the technology they use in their life. Support their use of technology by including it in the learning process (e.g., demonstrate using the Internet and basic computer skills). Many learners have cell phones; explore how they currently use them (e.g., program in numbers, add to a contact list). Encourage mutual support through volunteers and peer collaboration. Assist learners in accessing a good website or software to help ensure success and enjoyment. Establish a routine for use with technology and allow ample time for practice and review.

Sociolinguistic Knowledge

Learners rely on emerging understanding of Canadian culture to support reading and access to genres. For example, they may understand the purpose of a greeting card because they have learned about the Canadian holiday that it represents. They are also still building understanding of the ways that print can be used. Provide support as learners develop a growing recognition of the range of contexts in which Canadians communicate through print. Listen to their concerns as they grapple with the often shocking adjustment to a new and different culture. Assist by providing community support or counseling.



What it Means for a Learner to be at Reading CLB 2L

Literate ESL Learner Ability CLB 2*

The learner can:

Understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs.

When the text is:

- Limited to everyday words and phrases
- Clear, sparse and very easy to read
- Supported by visual clues (e.g., pictures)
- Very short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Finds key words and simple details
- May be able to get the gist of short phrases and sentences based on familiar words and phrases
- Has limited knowledge of sound-symbol relationships and spelling conventions in English
- Has very limited ability to decode unknown words, read connected discourse or guess the meaning of unknown words
- Relies on graphics and other visual clues when interpreting meaning
- Comprehension is based on very limited knowledge of basic grammar
- Relies heavily on a bilingual dictionary due to limited vocabulary

*Note: This is the CLB 2 Profile of Ability, reproduced from the Canadian Language Benchmarks.

ESL Literacy Learner Ability CLB 2L

A learner at CLB 2L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.

The ESL Literacy learner:

- Does not have reading concepts from first language to transfer and apply to language learning
- Has developed a few classroom strategies
- Has a basic sight word bank of familiar words
- May use initial and final consonant sounds to prompt recall and discriminate between words
- Can use a picture dictionary, with support
- Needs oral language development to support the learning of reading concepts
- May rely on slightly higher oral ability to understand texts
- Is learning to read aloud slowly, word by word
- May identify purpose of text using previous experience, textual and contextual clues but has difficulty decoding
- Has difficulty connecting ideas in a text



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Look at visual pictorial information and use a few textual and contextual clues to begin to make predictions about the overall purpose of a text.
2. Identify sight words and rote phrases, symbols, form cues, function and instructional words related to everyday, familiar, personally relevant topics.
3. Identify basic English word order for a specific purpose of a very simple formatted text (e.g., invitation, card, and schedule).
4. Identify sentence type by looking at the end punctuation (e.g., period, question mark, exclamation point).
5. Recognize that there are different types of words that have different purposes in speech (e.g., parts of speech: nouns, verbs, adjectives).
6. Get the gist of short sentences based on familiar words and phrases in a familiar context.
7. Track single line text, wrap-around text, and pause between sentence breaks when reading silently or aloud.
8. Recognize common written formats such as stories, application forms, ads, and flyers.
9. Work with a widening range of common text types and genres to identify their purposes in everyday communications (e.g., formal and informal letters, labels, signs, ads, forms).
10. Work on expanding vocabulary through oral practice answering a variety of informational questions across a range of contexts and situations.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Texts (paper-based or digital/online) have a large, clear font or legible printing and a very simple layout.
- Texts are very sparse with simple, clear organization and lots of white space.
- Continuous texts are very short (up to about five to seven very simple sentences).
- Formatted texts are very short and simple and may include basic common forms, simplified maps, diagrams, labels, tables, schedules and very simple personally relevant flyers.
- Language is very simple, concrete and factual.
- Related, relevant and familiar visuals are often included to support meaning.
- Instructions are one to four steps, in single phrases (point or bullet form) or short sentences, and for common and familiar tasks and routines.
- Responses to tasks do not require much writing, if any, but can require pointing, circling, matching, checking off items, or filling in blanks.



Sample Tasks – I. Interacting with Others

Study

Read instructor’s notes about a school event, such as parent-teacher interviews, school supplies or a permission slip.

Community

Read an invitation to a social event from a community program (e.g., Christmas party, bowling night, museum field trip).

Work

Read a short email about an event at work (e.g., a new team member’s introduction, a goodbye message, or a co-worker’s birth announcement).

➔ See task procedures below.



Set up:

Prepare for this task by reviewing an enlarged sample of an email to have learners practise identifying the genre (e.g., bill, flyer, or email), textual features, and key vocabulary. Discuss what is done in their country when a co-worker has a new baby.

Task instructions:

Read the email (sample on right) to identify information to answer the questions.

Literacy skills to support this real-life task:

- Attend to the layout of the text to locate necessary information.
- Identify abbreviations for pounds and ounces.
- Identify the purpose of the text and whether a response is required.
- Find specific details such as who, what, when, and where.

Assessment:

Learners read a similar email regarding a new baby in a co-worker’s family to locate the information related to who, when, where and what needs to be done (e.g., signing a card or contributing to a gift).

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Read the email then answer the questions below.

Subject: Marco's new baby

employee@workplace.com

Subject: Marco's new baby

Hi All!

Please welcome Marco's new baby Juliana Perez, 7 lbs, 3 oz., born on February 23.

Mother and baby are doing well.

Please come to my office to sign a card for the family.

Brian

1. What is the baby’s name?
2. How big was the baby?
3. When was the baby born?
4. Where can people sign the card?
5. Who wrote the email?



Sample Tasks – II. Comprehending Instructions

Study

Read and follow simple instructions to work on a computer at school or library. (e.g., Turn on the computer. Enter your user name and password. Open an Internet browser. Enter a web address.)

Community

Read and follow instructions to do a self-checkout at a store (e.g., Press the Start button on the touchscreen. Scan each item. Pay for your purchase.)

➔ See task procedures below.

Work

Read and follow instructions to complete a work order (e.g., Go to the third floor to check the fire escape. Clean washroom number 5. Fix sewing machine. Remove food from refrigerator).



Set up:

Instructor demonstrates the activity for the whole class by using a flip chart with the instructions and accompanying images (see right) for learners to practise and interact through kinesthetic activities.

Task instructions:

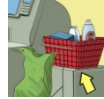

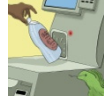





Role-play and follow the instructions to do a self-checkout at a grocery store. Complete the task by flipping over the sentence strips laid out in the correct order face down on the desk in front of them.

Literacy skills to support this real-life task:

- Recognize and understand the use of imperatives.
- Recognize whether immediate response action is required.
- Identify familiar sight words and rote phrases related to commonly used instructions such as *press, scan, and pay*.
- Understand commonly used acronyms (e.g., PIN), abbreviations (e.g., Chq.) and symbols (e.g., \$).

Assessment:

Learners role-play reading and following instructions to make a similar payment at a furniture or department store. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

	Place your basket here.
	Press the Start button on the touchscreen.
	Scan each item.
	Place each item in the bag.
	Pay for your purchase.
	Insert card.
	Accept total amount.
	Enter PIN.



Sample Tasks – III. Getting Things Done

Study

Read to get information about a school, class of interest or children’s leisure activity (e.g., course name, location, schedule, CLB) from an adapted school/library brochure, guide, or catalogue.

Community

Read to get information from an online directory (e.g., find own postal code, find the postal code for another school)

➔ See task procedures below.

Work

Identify where to write personal information in the name, address and phone number section on an adapted job application form (paper or online).



Set up:

Instructor discusses postal codes with learners, and has them view postal codes against a map.

Task instructions:

With instructor support, learners:

- Go to the Canada Post Home page.
- Find the tab “Find a Postal Code”.
- Find the place to type a Canadian address.
- Type address (or other address the instructor writes on the board).
- Copy the postal code.
- Then find the postal code of another school, a doctor or other instructor-identified place by typing in address.

Literacy skills to support this real-life task:

- Learn about where to find needed information, such as postal code.
- Set goals for reading, such as finding necessary information or specific details on authentic, complex website home pages.
- Understand the relevance of the web text enhancement features (e.g., bold, highlighted, color, tabs).
- Scan to identify specific details, such as postal code.
- Locate key words on authentic, complex website home pages.

Assessment:

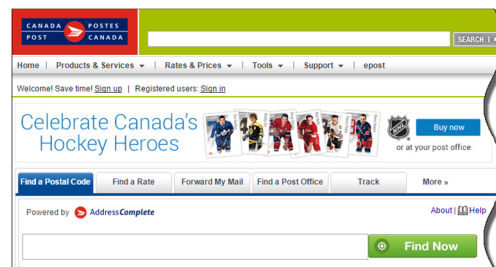
Learners use an online directory to find the postal code for the school, a services office, or a clinic. Then type in own postal code and see own address come up.

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Look up Your Postal Code

On this picture, find:

1. The Home page tab.
2. The Find a Postal Code tab.
3. The place to type your address.



On the computer, find:

1. The Canada Post home page.
2. The postal code tab.
3. The place to type your address.

Type in your address to find or confirm your postal code.



Sample Tasks – IV. Comprehending Information

Study

Read health and safety recommendations for studying sitting positions, postures and exercises and identify whether own posture measures up.

Community

Read a note from a landlord to identify the purpose or the reason for contact (e.g., monthly fire drills, parking, bed bug cleaning, maintenance), some basic details, and what action is necessary (e.g., be home, clean an area, remove items from an area, put pets away).

Work

Read short workplace messages to identify their purpose (e.g., announcement of upcoming meeting, shift change, safety poster).

➔ See task procedures below.



Set up:

In pairs, learners read a variety of work notices on a bulletin board to find information that is relevant to their needs (e.g., about workplace events, procedures, and policies).

Task instructions:

Look at the notices to find needed information (e.g., the date of a holiday party, put shift changes in writing, next workplace training dates).

Literacy skills to support this real-life task:

- Recognize text genres in simple everyday communications (e.g., formal/informal letters, notices, flyers, invitations).
- Recognize textual and contextual clues to interpret purpose of the text (e.g., informational, prescriptive or warning).
- Scan for specific information such as names, occupations, and numbers.
- Evaluate the personal relevance of the text.

Assessment:

Learners read similar short workplace messages to identify their purpose and details. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”



Any shift changes must be put in writing and given to your supervisor two weeks before the shift change.



Thank you



WHIMIS

Workplace Hazardous Materials Information System

WHIMIS TRAINING

Every third Monday of the month
9:00-12:00

Please call Sara at 204-555-6164 ext. 33 to register





Typical Supports for ESL Literacy Learner Development

Oral Communication

Oral practice helps in the acquisition of new vocabulary for reading. Develop new vocabulary about personal life, school, community and workplace through photographs, realia, field trips and other language experience activities depicting a variety of community, personal, school and work situations. Expand vocabulary using picture dictionaries and other more symbolic representations. Set role-plays, dialogues and other skill building activities to develop additional vocabulary (e.g., practice responding to a variety of informational questions in a variety of contexts).

Learning Strategies

Learners can be encouraged to use resources (e.g., bilingual or picture dictionary, word bank) to determine the meaning of a word. Develop skills to scan text for key words and simple details. Encourage risk taking in order to develop literacy skills. Encourage taking initiative for own learning. Set tasks with plenty of opportunities to collaborate with peers and with more proficient users of English. Encourage development of metacognitive, comprehension, and compensation strategies to carry out language activities. Encourage taking initiative for own learning and transferring of skills outside of the classroom.

Numeracy

Help learners who need it to develop an understanding of numbers found in their everyday interactions and communications. Provide opportunities to learn about creating personal budgets and managing basic banking. Encourage collaboration and peer tutoring to develop a concept or equation. Introduce basic charts and graphs.

Digital Literacy

Learners should be interacting with digital technologies in a highly supported environment, which provides step-by-step instructions, demonstrations, and/or assistance. Support learners' use of Internet, mobile and digital devices. Develop clear instructions for learners on how to access the Internet in the computer labs. Establish a few trusted websites for routine use with the learners.

Sociolinguistic Knowledge

Learners begin to recognize cultural references, politeness conventions, and how language conveys additional meaning through tone and word choice. Set tasks and provide opportunities to illustrate or experience everyday behaviours (of Canadians) that convey these meanings. For example, introduce customary approaches to banking procedures or credit checks. Discuss attitudes towards authority (relationships with police), expectations about punctuality (charging for missed appointments, excuses for absenteeism). Introduce concepts related to online literacy, such as fraud prevention.



What it Means for a Learner to be at Reading CLB 3L

Literate ESL Learner Ability CLB 3*	ESL Literacy Learner Ability CLB 3L
<p>The learner can: Understand and get some information from short, simple texts related to familiar routine, everyday topics of personal relevance.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Limited to common, factual, concrete vocabulary • Clearly organized and easy to read with simple layout • Sometimes supported by graphics, pictures or illustrations • Short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Understands some simple connected discourse • Gets the gist based on familiar words and phrases • Decodes some unfamiliar words because of improving awareness of sound-symbol relationship and spelling conventions in English • Has limited ability to guess the meaning of unknown words • May rely on graphics and other visual clues when interpreting meaning • Comprehension is based on limited knowledge of basic grammar • Relies on bilingual dictionary 	<p>A learner at CLB 3L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.</p> <p>The ESL Literacy learner:</p> <ul style="list-style-type: none"> • Does not have a developed repertoire of reading concepts from first language to transfer and apply to language learning • Has some reading strategies • Shows an improving awareness of sound-symbol relationship • Has a large sight word bank of 600+ words • Reads slowly and often aloud • Uses some sight words/phrases, letter-sound correspondence and word families to read text • Begins to use oral strengths to make guesses and increase comprehension • Is able to use an English-only picture dictionary or online dictionary with pictures • Can read and understand short, familiar texts • Begins to develop fluent reading patterns after rereading when the vocabulary is common, factual and concrete • May need additional time to complete a task • Can identify purpose of text using previous experience, textual and contextual clues • May have some difficulty connecting ideas in a text • Uses graphics and visual clues to assist in comprehension of the text
<p>*Note: This is the CLB 3 Profile of Ability, reproduced from the Canadian Language Benchmarks.</p>	



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Identify specific features of graphic support, such as line drawings, clip art, simplified diagrams, and emoticons.
2. Identify colour and shape coding used in text organization and common symbols. Use different fonts, font styles, and font sizes on instructor-prepared text activities.
3. Use photos and realistic drawings to make and check predictions of the text. Understand that stylized drawings or symbols carry specific meaning.
4. Identify an increasing number of sight words and rote phrases related to a variety of personally relevant contexts.
5. Work on decoding skills for two- or three- syllable words and an expanded range of spelling patterns and inflections.
6. Look at a few simple sentences to recognize the common pattern of structure and identify a few parts of the sentences, such as the action words. Begin to understand there are predictable word orders and sentence structures.
7. Look at simple texts with different formats and notice similarities. Recognize that concrete information can be grouped and presented in an increasing number of different formats (e.g., tables, charts, graphs, maps, directories). Locate information based on format and organizational patterns of the text.
8. Read aloud with a focus on meaning. Work on expression that conveys the message in the text.
9. Look at an increasing range of everyday genres and recognize their purpose and importance.
10. Look at formatted texts (e.g., contracts, accident reports, instructions on labels) to identify the type of information conveyed and its relevance to a specific context.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Instructions are highly supported (e.g., with demonstration and modeling).
- Context is personally relevant, non-demanding, and limited to common, factual, and concrete vocabulary.
- Visuals are clear, realistic, beginning to be stylized, and include an increasing number of common symbols.
- Pre-reading discussion is necessary to activate previously acquired knowledge and to teach new concepts, vocabulary and grammar points.
- Reading should be foregrounded with cultural knowledge needed to understand the text.
- Text is: short (two to three paragraphs in length, instructions are up to five steps), clear, sparse (lots of white space), easy to read with a variety of clear fonts and font sizes (12-14), in upper and lower case, adapted with some authentic text.



Sample Tasks – I. Interacting with Others

Study

Identify date, time and purpose of an appointment card (e.g., for learner-instructor progress interview).

Community

Get the gist and details of a thank you note or email from a friend (e.g., for taking care of a pet, a gift, helping with yard work).

Work

Read a union correspondence to identify details of who, what, where, and when, and to determine if a response is required.

➤ See task procedures below.

Set up:

Discuss how emails are used in workplace contexts. Emphasize that important information can be missed if an employee doesn't read their emails. Look at several workplace emails together to find the purpose and key information.

Task instructions:

Read this email and answer the questions below.

Literacy skills to support this real-life task:

- Recognize and identify the parts of letter/email format (e.g., greeting, closing, topics of paragraphs).
- Understand that information in texts can be useful (e.g., correspondence can contain dates, locations).
- Identify parts of speech and word order in different types of phrases and sentences (e.g., statements, requests, questions).
- Locate specific information about people, places and events (e.g., who, what, where, when).

Assessment:

Learners read similar short workplace emails to identify their purpose and details. Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

Work Email Message

From: carlos@union.org
To: mariam@email.ca
Subject: Union Meeting
Date: Monday, February 7

Dear Mariam,
Please come to our union meeting at work on Friday, February 11. It starts at 6 p.m. We will talk about work safety problems. We will talk about asking for a raise. Please email me to tell me if you will come. Hope to see you there!
Sincerely,
Carlos

Comprehension Questions

Write a short answer.

1. When is the meeting?
2. What time is the meeting?
3. Who received the email?
4. Who sent the email?
5. What does Mariam need to do?



Sample Tasks – II. Comprehending Instructions

Study

Comprehend and follow short, simple computer lab rules.

➤ See task procedures below.

Community

Follow short, simple, clearly sequenced instructions for putting furniture together.

Work

Read and understand short, simple union voting instructions, work safety notices.

Set up:

Discuss with learners what the rules should be for the computer lab. For each possible rule, brainstorm the reasons for the rule.

Task instructions:






Read and complete a cloze activity of computer lab rules. Then match rules with reasons.

Literacy skills to support this real-life task:

- Understand purpose of text (e.g., that the text is providing information/rules).
- Understand purpose and format of visual cues in describing rules (e.g., circle with diagonal slash means “must not”).
- Understand that information in a text can be useful (i.e., instructions are important).
- Recognize sentence types (commands/imperative).
- Find key words and details.

Assessment:

Learners read computer rules and choose a ‘yes’ or ‘no’ answer. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Computer Lab Rules	
	1. No food or drinks near computers.
	2. Keep your work area tidy.
	3. Use earphones to listen to music and video.
	4. Print only when necessary.
	5. Close all programs and shut down computers when finished.
Thank you!	

Circle Yes or No:

- You can drink water near computers.
Yes No
- You should keep the computer desk clean.
Yes No
- You can listen to music with earphones.
Yes No
- You can print many papers.
Yes No
- You should leave the computer turned on.
Yes No



Sample Tasks – III. Getting Things Done

Study

Read simple school calendar to know when funding applications are due, assignments are due, and when field trips are.

Community

Read a flyer advertising a local event (e.g., a flower show, a car show, a fair) to find date, location, and costs.

Work

Find familiar and personally relevant information in instructor-adapted/simplified paystubs, schedules, and seniority lists.

➤ See task procedures below.

Set up:

Instructor has learners read a variety of local event flyers (in groups and pairs), find relevant information, and report back to the group. Encourage learners to note how the information is presented differently in various flyers.

Task instructions:

Read this flyer and follow the instructions below to show that you have understood.

Literacy skills to support this real-life task:

- Understand that the text and picture are both providing information.
- Find key words and details appropriate to the event.
- Use decoding skills for unknown words in context.
- Understand that bold word(s) are there for emphasis and attention getting.

Assessment:

Learners read a similar flyer or poster about another community event with a slightly different format. Learners will read and answer questions about date, hours, cost, location, and website.

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

JOIN US FOR THE
4TH ANNUAL SPRING FLOWER SHOW
CELEBRATING THE
FIRST SIGNS OF SPRING
MARCH 7-12
AT THE CENTRAL GREENHOUSE

HOURS: OPEN DAILY FROM 9:00-2:00.
COSTS: CHILDREN 0-4 YEARS FREE
CHILDREN 5+ \$5.00,
ADULTS \$10.00,
SENIORS \$7.00.

FOR MORE INFORMATION, VISIT:
WWW.CENTRALGREENHOUSE.CA

Read and follow the instructions.

1. Circle the date.
2. Highlight what time it is open.
3. Cross out the cost for a child under 4 years old.
4. Draw a box around the website.
5. Underline the location.



Sample Tasks – IV. Comprehending Information

Study

Use a table of contents in an English-only picture dictionary to find vocabulary for appropriate in-class theme or topic.

Community

Identify details in a simple accident report about a child at daycare or school to understand the location of the injury and how it happened.

Work

Identify familiar and personally relevant details in instructor-adapted/simplified meeting notes, agendas, and minutes.

➡ See task procedures below.

Set up:

Discuss different kinds of accidents that can happen at school, at work, in the community and at daycares. Discuss the importance of a simple accident report, the details needed, and the legal implications.

Task instructions:

Read the daycare accident report to find out details about the injury and how it happened. Answer the questions.

Literacy skills to support this real-life task:

- Interpret information presented in different formats (e.g., a picture and text).
- Locate specific information details.
- Understand that information in texts can be useful and must be presented accurately. There may be legal implications.
- Recognize a broader range of verb tenses, prepositions and parts of speech.
- Read and understand relevant abbreviations.


Assessment:

Learner identifies details in a similar, simple accident report about an adult who had an accident in an exercise facility.


Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Daytime Daycare Centre

100 Main St., Hamilton, ON
(905) 555-5876



Front of Body



Back of Body

DATE: July 2 TIME: 11:20 a.m.

WHAT HAPPENED: Ava was running on the playground. She tripped over a toy and fell on her knee.

INJURY: Ava scraped her left knee. She cried.

REMEDY: The ECE washed her scrape and applied a bandage. Ava stayed inside for the remaining outdoor play session.

ECE Signature: Maria Petric Parent Signature: _____

Comprehension questions

Write short answers.

1. Who got hurt?
2. How did she get hurt?
3. What part of her body got hurt?
4. What did the ECE do?



Typical Supports for ESL Literacy Learner Development

Oral Communication

Continue to support learners in acquiring, developing, and expanding concrete, personally relevant vocabulary through a variety of activities (e.g., class discussions, language experience activities, and other oral activities). They use oral language strengths to assist in making good guesses (predicting), increasing comprehension, and demonstrating comprehension when reading. Support these developments by having them rehearse modeled oral reading individually, with a partner, or group to improve fluency and expression (e.g., practise role play/dialogue with a partner, complete a jigsaw activity).

Learning Strategies

Learners follow guided reading strategy processes (e.g., determine which words or phrases are new and highlight them, refer to past class materials with guidance to complete new tasks, follow instructor's 'think aloud' modeling of how to approach different types of reading tasks). Learners tell the instructor if help is needed (e.g., to ask the meaning of a word), and/or use a picture or learner's dictionary, with assistance, as an aid in comprehending a text.

Numeracy

Learners apply their knowledge of patterns to identify specific, requested information. Learners understand numeracy better if it is presented in concrete, familiar contexts. Embed numeracy tasks into reading assignments (e.g., identifying the correct measurement when there are competing and distracting numbers in a text). Learners develop increased understanding of the limits and constraints of money, time, and measurement. Introduce increasingly complex charts, graphs, lists etc.

Digital Literacy

Learners should be able to use selected programs and applications to complete tasks and access information. Provide a supportive environment for them to interact with technology independently, with demonstration and assistance available, as they need it.

Sociolinguistic Knowledge

Learners develop an understanding that messages, invitations, and other correspondence convey important information (e.g., date, time, cultural expectations of punctuality, required responses, and gift giving). Reinforce knowledge of common symbols, specific directions, and warnings on a variety of product labels. Encourage the use of schedules and calendars to organize everyday activities. They can help learners develop responsibility for bringing required items to scheduled activities, and being on time (common cultural expectations).



What it Means for a Learner to be at Reading CLB 4L

Literate ESL Learner Ability CLB 4*

The learner can:

Understand and get most information from short, simple texts related to familiar routine everyday topics of personal relevance.

When the text is:

- Limited to common mostly factual, concrete vocabulary
- Clearly organized and easy to read with simple layout
- Sometimes supported by graphics, charts or diagrams
- Short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Understands most simple connected discourse
- Gets the overall meaning
- Identifies purpose, main ideas, some specific details and links between paragraphs
- Occasionally guesses the meaning of unknown words and identifies some very common idioms
- May rely on graphics and other visual clues when interpreting meaning
- May identify some aspects of register and style
- Comprehension is based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures
- Relies on a bilingual dictionary

*Note: This is the CLB 4 Profile of Ability, reproduced from the Canadian Language Benchmarks.

ESL Literacy Learner Ability CLB 4L

A learner at CLB 4L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.

The ESL Literacy learner:

- Does not have a developed repertoire of reading concepts from first language to transfer and apply to language learning
- Can use phonemic decoding
- Can often employ a variety of strategies, but may have to be reminded to do so
- Can sometimes analyze their skills to know when they need to use a strategy or which one to use
- Can often connect written and spoken text sufficiently to help with comprehension
- Is developing some confidence in reading ability
- Often rereads for better understanding and clarification
- May be able to function in regular ESL classes where literate learners' L1 abilities, often academic, are beginning to emerge and transfer
- May require ongoing literacy support in another appropriate pathway



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Track wrap-around text in rows and columns. Find a specific bit of information on a printed page full of words and numbers.
2. Recognize common sight words and phrases related to common, familiar, concrete, and personally relevant topics.
3. Identify the purpose of a text, symbol, or document based on visual information. Discriminate between the important information and extraneous information in a text or visual representation.
4. Use knowledge of spelling, word and sentence structure, phonemic awareness and other cues to decode new vocabulary.
5. Comprehend meaning of text based on understanding of basic grammar structures, basic syntax, and basic conventions of mechanics and punctuation. Begin to follow the meaning of multi-paragraph texts.
6. Recognize the set-up of a formatted text by scanning and identifying its features in such familiar contexts as dictionary entries, news articles, letters, stories, or application forms.
7. Read a text for overall meaning and main ideas by finding key words and phrases. Begin to make inferences and/or draw conclusion based on experience and knowledge of a topic.
8. Attend to chunks of language when reading. Begin to recognize that some language or contexts may require cultural knowledge. Attend to more complex conventions of politeness, like tone and register.
9. Identify a variety of text purposes and genres based on textual and contextual features.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Instructions or instructional texts include one to six steps for a familiar, relevant process.
- Formatted texts take a variety of forms and serve a variety of purposes. Text may be paper-based or digital/online.
- The instructor must foster oral/aural skills in order to support the learning process.
- The text is limited to common, factual, familiar and concrete vocabulary; clear, sparse (lots of white space), and easy to read. There may be a variety of font types (12-14 point).
- Text may be supported by visual clues, charts or diagrams and contain a variety of common textual features (bold, italics, sub-headings).
- Continuous texts are short (up to three paragraphs) and are mostly descriptive or narrative.



Sample Tasks – I. Interacting with Others

Study

Work with a partner online to locate information and choose a school project to complete together.

Community

Read a series of emails in which two friends make a plan to meet for lunch.

➤ See task procedures below.

Work

Read a short notice about a safety issue/problem and brainstorm for solutions with a small group.

Set up:

Instructor supports learners in reading an email, (as their digital literacy may be low), and asks questions about the text, such as formatting, greetings, and the level of formality.

Task instructions:

Read a series of emails in which two friends make a plan to meet for lunch. Answer questions regarding who, what, why, how, and where.

Literacy skills to support this real-life task:

- Recognize the set-up of a formatted text by scanning and identifying its features.
- Recognize common expressions for opening and closing short messages.
- Identify the level of formality of a text based on word choices.
- Use the text to begin to make inferences about the writer.

Assessment:

Learners read a series of similar but contextually different emails in which two co-workers make a plan to meet to complete some work. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Email Messages

To: anna@gmail.com From: tina@hotmail.ca
Hi Anna, I haven't seen you for a long time! Could we get together for lunch on Saturday? Tina
To: tina@hotmail.ca From: anna@gmail.com
Hey Tina, Yeah, how are you? LOL! Lunch would be great. We can catch up on all our news. How about meeting at Gino's at 12:00 on Sat. Anna
To: anna@gmail.com From: tina@hotmail.ca
Gino's sounds great. Could we make it 1:00? I am getting my hair done at 11:00.
To: tina@hotmail.ca From: anna@gmail.com
1:00 would be perfect! See you then!

- 1) How many messages are there?
- 2) How do you know?
- 3) How do you know these are email messages?
- 4) Who wrote the first email?
- 5) Who is the second email to?
- 6) What do you think Tina and Anna's relationship is?
- 7) Why do they stop using the greetings and closings after the first two emails?



Sample Tasks – II. Comprehending Instructions

Study

Read instructions to know how to apply for a course or program.

➤ See task procedures below.

Community

Follow instructions on how to find the appropriate voter polling station for an upcoming election.

Work

Follow written instructions at work for packing items into a box for shipping.

Set up:

Instructor supports learners (if needed) in understanding the importance of completing task steps in the appropriate order. Locating, selecting and organizing necessary documents can be challenging for some learners. Asking them to sequence the steps can help them develop organizational skills.

Task instructions:

Read instructions about how to apply for a course or program. Locate the details to answer WH questions.

Literacy skills to support this real-life task:

- Identifies the purpose of a text using textual and contextual features.
- Locates information in sources using a variety of organizational patterns (e.g., alphabetical, chronological, numerical).
- Identifies specific details in a text using key words and completes a task.
- Follows instructions in the appropriate sequenced order.

Assessment:

Learners read similar, up to six-step instructions for a community leisure program, follow the instructions, and answer the WH questions.

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

REGISTERING FOR COURSES

1. Check the catalogue for the courses being offered.
2. Complete the registration form indicating your first and second course choices.
3. Bring your student card and a piece of picture I.D. to the registration office.
4. Bring a cheque or credit card for the cost of the course.

Answer the questions using information from the document.

1. Where do you register?
2. What should you bring?
3. Where do you find the courses?
4. How many courses should you choose?
4. What do you need to complete the task?
5. How can you pay?

Number the steps below in the correct order:

- ___ Take cheque or credit card
- ___ Check the catalogue
- ___ Go to the registration office
- ___ Take your student card



Sample Tasks – III. Getting Things Done

Study

Read a notice about an upcoming school event.

Community

Find an appropriate doctor from a Medical Directory (text or online).

➤ See task procedures below.

Work

Read several job fair flyers and decide which one is better for you to attend.



Set up:

Instructor discusses what to consider when looking for a doctor, and elicits from learners how and if this is different from their native country. The complexity of the Canadian medical system and various medical specialties can be confusing. Define and then do a matching exercise for different types of doctors and fields of specialty.

Task instructions:

Look up the types of medical professionals from the directory, a dictionary or online; choose the appropriate professional for various situations and needs.

Literacy skills to support this real-life task:

- Guess the meanings of new words using the context.
- Begin to comprehend groupings, subsets and patterns in language.
- Identify layout and locate specific information.
- Use a dictionary (picture, simple mono-lingual text or online) when needed.

Assessment:

Learners read the directory to discover which doctor each individual should make an appointment with (e.g., Maria needs to get her eyes checked. Sam is having trouble sleeping because he remembers bad times in the war. Akil needs to find a doctor for his children. Sultana is pregnant.)

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Morris Medical Arts Building

1200 St. Mary's Avenue

Dental Services

Dr. Mugabe (Orthodontist)	103
Dr. Wilson (Dentist)	105
Dr. Smith (Pediatric Dentist).....	204
Dr. Fong (Denturist).....	307

Medical Services

Dr. Tran (OB/GYN)	104
Dr. Lechance (Family)	202
Dr. Jones (Optometry)	302
Dr. Howe (Psychologist)	308



Sample Tasks – IV. Comprehending Information

Study

Read a short newspaper article for class discussion about a current event.

Community

Read the information sheet included with your new prescription to find out whether you need to take it with food.

Work

Read a short story about a workplace incident and the consequences.

➔ See task procedures below.

Set up:

Instructor guides learners in identifying important information in the text, and highlighting key words and phrases for discussion and used to complete the activity. Sociolinguistic aspects of the workplace need to be explicitly taught, as do the consequences of a failure to comply with rules.

Task instructions:

Read about the workplace incident and respond to the WH questions about overall meaning, specific details, and to determine the cause/effects of workplace actions.

Literacy skills to support this real-life task:

- Guess the meanings of new words using the context.
- Identify type and purpose of text based on layout, word choices and content.
- Use word and structural analysis, phonemic awareness and other cues to decode new vocabulary.
- Identify specific details in a text using key words and completes a task.
- Identify and interpret some cultural references and concepts.

Assessment:

Learners read about a different workplace scenario and respond to WH questions on overall meaning, specific details, and the cause and effects of actions.

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Hygiene in the Workplace

Peng works for ABC Candy Company. He is a shift supervisor.

On Thursday, March 16th, Peng noticed a new worker on the production line was not wearing a hairnet. The company rule says that all workers in the plant area must wear hairnets, beard nets, gloves, and clean aprons. Peng spoke to Armondo and asked him to immediately put on a hairnet. Armondo refused. He thought it was a stupid rule and told Peng that men don't wear hairnets. Bhuvana, who was standing beside him, heard what he said. She said, “I don't want my children finding your hair in their candy. It is disgusting! That's why we have the rule.” Armondo was upset with her and told her to mind her own business. Peng asked Armondo to leave the floor until he was willing to wear a hairnet.

Note: If using with learners, the text above should be 12-14 pt. font, (see conditions for this level).

Answer the questions.

1. Who is the story about?
2. What were the rules?
3. Why did he break the rules?
4. What was the consequence of his actions?



Typical Supports for ESL Literacy Learner Development

Oral Communication

Learners use their highly developed oral vocabulary to support reading skills (e.g., reading aloud to activate listening and comprehension skills). Support vocabulary development through use of pictures, symbols and other visual media, including audio examples and video.

Learning Strategies

Learners ask for clarification and verification from peers and instructors. They use memory to recall useful information and skills. Encourage learners to access learning websites to support independent learning.

Numeracy

Learners need to be able to recognize when numeracy skills are required to complete real-life language tasks. They should know that numbers have specific functions when embedded in a document or text (e.g., prescription labels) and be able to recognize numeracy requirements, often when the need for math is not obvious. Continue to provide a range of texts that include numerical elements and have learners identify what operations and knowledge are required. Provide instructional support as the need arises from the authentic tasks.

Digital Literacy

Learners should be able to navigate an adequate variety of online resources to locate information and respond successfully to the basics of some interactive digital applications (e.g., using MS Word to create documents). Provide opportunities for learners to interact with digital technologies independently. Support the acquisition of skills and abilities for technologies that learners identify as essential to their personal communication needs (e.g., Skype to interact with distant family members).

Sociolinguistic Knowledge

Learners identify an increasing range of sociolinguistic elements in printed texts. Draw their attention to elements that convey this information, such as word usage, register, and tone. Introduce and reinforce the concept that certain contexts may require specific cultural awareness and behaviours. Begin to introduce simple idioms and their role in text. Call attention to cultural nuances found in text, when appropriate.



What it Means for a Learner to be at Writing Foundation L

ESL Literacy Learner Ability Foundation L

The learner can:

- Begin to recognize the connection between oral language and print
- Begin to recognize the value placed by society on reading and writing
- Demonstrate familiarity with basic mechanics of print at the letter and word level
- Form most upper and lower case letters correctly
- Tell a very short personal story for someone else to write
- Demonstrate ability to place text correctly on the lines most of the time
- Demonstrate emerging understanding of spaces between letters and words
- Use some initial and final consonant sounds and invented spelling to write new words
- Begin to use writing to reinforce learning
- Copy from a simple model with some accuracy

When the text is:

- Personally relevant (e.g., own name or those of family members)
- Single words or up to three-word phrases
- For a known purpose in a predictable context
- Composed of words already in their regularly-used oral vocabulary

The learner may also exhibit:

- Emerging awareness that writing is used to communicate for different purposes
- Emerging awareness that writing is done in different genres
- An excellent kinesthetic memory and an increasing repertoire of survival skills
- Good holistic oral language acquisition skills
- Tendency to perceive oral text as single holistic units
- Strategic and conceptual gaps due to lack of literacy acquisition in own culture
- Almost no strategies for learning
- Low levels of confidence and self-esteem and difficulty being in a classroom

Note: There is no corresponding CLB Profile of a literate ESL learner at this level. Foundation L refers solely to the *ESL Learner with Literacy needs* who has not met the requirements for CLB 1.



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Use a variety of mark-making implements with a beginner's grasp and begin to stabilize pages with the non-dominant hand to form short vertical/horizontal lines, arcs, circles, squares, matching lines, simple shape-based drawings, upper and lower case letters, and numbers.
2. Select photographs, simple line drawings or basic symbols to communicate concrete words; manipulate shapes to create one or two simple pictures to communicate concrete personal information.
3. Copy upper and lower case letters; fill in a sequence of letters to complete a word using a model; copy a few familiar names and a few familiar concrete nouns from a model.
4. Check accuracy of copying by counting letters, finger tracking, and simultaneous oral spelling; write a single letter independently to represent a highly familiar name or concrete noun.
5. Repeat appropriate word order in oral recitation of familiar phrases; pretend-read a few memorized repetitive rote phrases with appropriate word order (e.g., blue shirt, blue pants).
6. Attempt to capitalize familiar names, days of the week and months when copying from a model; attempt to include dashes in own phone number and address; categorize or sequence concrete picture flashcards into two rows or columns; copy a short sequence pattern of lines, shapes, primary colours or letters; attempt to use a line or box to guide or confine writing or drawing; copy personal information to the right of cue words; attend to the top or bottom of layout for writing (e.g., copying the date at the top).
7. Label personal belongings with own name; copy own first name, room numbers, times, and a few concrete noun words to convey information; sort people, realia or pictures into two concrete categories (e.g., male versus female).
8. Embellish a drawing to express a basic observation; select a familiar image to express a basic emotion (e.g., a heart shape to express love).
9. Begin to recognize that text can convey basic personal information, greetings, and ownership; begin to recognize that pictures can convey a sequence of events or an observation.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Instructions for writing tasks are physically modeled, oral, and pictorial, and follow repetitive contextual practice of physical responses: pointing, circling, matching words to pictures, or checking off items.
- Text to enter is always supported by very common, familiar, consistent visuals.
- Writing is at the copied word or short memorized phrase level, in large scale and without correct punctuation or capitalization expectations.
- Copying references are often hand-held manipulatives or very large-scale illustrated wall references in close proximity.
- Formatted texts to produce are very short lists or manipulatives arranged in up to two rows or columns.
- Topics relate to everyday concrete vocabulary, rote greetings, personal identification and time/date
- Audience is usually a highly supportive and familiar instructor.
- Context is very non-demanding, concrete, and related to immediate personal experience and needs.



Sample Tasks – I. Interacting with Others

Study

Create a simple, single-page greeting card for a classmate with: recipient's name copied at the top; the sender's name copied at the bottom, a related shape-based picture element drawn or assembled in the middle, and a two- to three-word rote greeting phrase pasted above the picture.

➤ See task procedures below.

Community

Copy own first name on a single-sided instructor-made greeting card for someone in your immediate family. Deliver the card to the recipient, and exchange greetings orally in the interaction.

Work

Copy own first name on simple communal thank-you card for a familiar recipient who has done a good deed for the class (e.g., a school custodian or aide). Communally-deliver the card to the recipient to associate signing the card with expressing thanks to the recipient.

Set up:

Support and guide learners in creating a single-page greeting card for a classmate with: the recipient's name; the sender's name, a related shape-based picture element drawn or assembled in the middle, and a two- to three-word rote greeting phrase pasted above the picture. Cards are completed on the day of the occasion and delivered to the recipient, with greetings exchanged orally in the interaction.

Task instructions:

Imagine it is a classmate's birthday. Write your name on the top of the card. Use an upper case letter at the beginning of your name. Select shapes to create a picture for the card. Copy "Happy Birthday" on the card. Write your name at the bottom of the card.

Give the card to your classmate. Say happy birthday.

Literacy skills to support this real-life task:

- Use letter counting, oral spelling and finger tracking to compose and check accuracy while copying from a model.
- Select appropriate shapes to create a simple picture based on a model; associate the picture with a real present object.
- Form the letters of own name legibly.
- May form words with an inconsistent mixture of upper and lower case letters.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."





Sample Tasks – II. Reproducing Information

Study

Complete a daily class log by:

1. Copying an element of the date from a large-scale classroom model.
2. Copying a symbol for the day's weather.
3. Checking off pictures that represent the activities/vocabulary practiced as they are completed.
4. Copying own name from a model to "sign" the log.

Community

Record the day's weather by:

1. Moving a weather symbol from a wall pocket chart to the window to represent the conditions observed outside.
2. Reproducing the symbol and tracing the appropriate weather word beside it in a weather record sheet (e.g., sunny, cloudy, rainy, snowy).

Work

Simulating a workplace procedure for signing/ punching in on arrival, complete a daily school arrival time record by:

1. Locating a personalized record sheet amongst others using a photographic cue.
2. Locating a digital clock near the door and recording digits of the arrival time on a photographic image of the same clock.
3. Signing the record page.
4. Recording an element of the date using a model during subsequent classroom daily routine activities.

➔ See task procedures below.



Set up:

Instructor provides daily practice with time and date concepts, referring to digital clock and calendar showing the date on the wall.

Task instructions:

Copy the date (day number) and the time from the models on the wall. Write your name on the paper.

Literacy skills to support this real-life task:

- Copy a multi-digit number sequence in order.
- Use a nearby wall reference as a copying model.
- Form the letters of own name legibly.
- Copy name from a model.
- Complete the day number legibly.
- Convey current time or the date with text.
- Begin to associate name copying at the bottom of the page with "signing" a document.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."





Sample Tasks – III. Getting Things Done

Study

Fill in an instructor-modified change of address or phone number form for the school, using a family-member prepared copy as a reference.

Community

Complete a reference card with own name, address and phone number traced on it (e.g., in preparation for making an in-person appointment to access a community service or to supply to others with when lost).

➤ See task procedures below.

Work

Check off days of the week or times that various classroom activities take place (e.g., the days classes are held or times that regular routines occur). (Note that this task serves as a precursor task for checking off availability for part-time work on a job application.)



Set up:

Instructor guides learners in placing highly familiar symbols beside each traced item to ease identification. Learners practise storing and producing their identification card upon request, and orally spelling items while looking at the reference as a model. Class takes a field trip to an office in the school and practises requesting an appointment time and producing the card when their personal information or spellings are requested.

Task instructions:




Trace the lines to write your name, your address, and your phone number.

Literacy skills to support this real-life task:

- Use dotted tracing lines to guide letter formation.
- Fill in missing letters of name, address and phone number on a three-item form.
- Associate a few familiar symbols with concrete objects (e.g., a telephone symbol with a telephone).
- Store and retrieve a personal information document to use as a reference.
- Copy personal information to the right of cues.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

	_____
	_____
	_____



Sample Tasks – IV. Sharing Information

Study

Complete a simple archetypal shape-based picture to convey concrete information about own family life. Learner later uses the illustration to support giving oral information about own family to a familiar classmate in order to develop a peer connection.

➤ See task procedures below.



Set up:

Support and guide learners in making a picture of their family.

Task instructions:

Write your name. Copy “My family” on your picture. Use your picture to talk about your family with a classmate.

Literacy skills to support this real-life task:

- Form the letters of own name legibly.
- Attempt to use upper case letters at the beginning of names.
- Copy a few sight words using a model.
- Use letter counting, oral spelling and finger tracking to compose and check accuracy.
- Select or draw an appropriate picture based on a model (e.g., correct number of people).
- May form words with an inconsistent mixture of upper and lower case letters.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Community

Complete a very simple archetypal shape drawing (with support) to convey family information in order to support conversations in which an interpreter is not available (e.g., variously-sized stick figures representing self and number of children at a service agency).

Work

Copy, trace or complete a short memorized phrase describing a familiar workplace action below a photograph of self-engaged in the action (e.g., after a field trip to a furniture assembly factory, learner copies or traces the phrase “I can hammer” under a photograph of self-miming the action on the field trip).





Typical Supports for ESL Literacy Learner Development

Oral Communication

ESL learners with literacy needs often are more successful at remembering and connecting new information when they receive and reproduce it orally, than when they only see it (e.g., in written text). They should be able to say and spell their name by memory. Precede speaking development with listening, physical response, and imitation activities. Practice should be repetitive and incorporated into daily classroom routines. Include the use of simple repetitive modified songs, chants, clapping, stomping, physical positioning, etc. to help learners gain awareness of individual sounds, rhymes, and word and syllable divisions. Oral development provides ongoing support for phonological awareness.

Learning Strategies

Learners have many well-developed strategies, which may include trial and error experimentation, kinesthetic/tactile exploration, communal learning, observation and simultaneous imitation, and strong memory skills. Build on and tap these existing strategies. Provide photographic checklists so that learners can remember what they need to bring to class and what is planned for the day.

Numeracy

Numeracy development is separate from writing development. Learners at this writing level will have diverse numeracy experiences, skills, and concepts; some learners will possess much greater numeracy skills, strategies, and abilities than others. Very simple concrete numeracy concepts may support writing at this level. Support numeracy learning with familiar and immediately relevant real objects (such as real money), first-language counting, and number recognition.

Digital Literacy

Digital technologies are often tactile and instantly responsive. They can therefore be useful tools at this level. Touch screens, tablets, or smart boards can be effective devices to use because they allow direct manipulation. Keyboards should also be introduced with simple repetitive activities to facilitate development of dexterity. The concept of the mouse may be difficult for learners to grasp. Encourage the use of simple games and exploration with technology.

Sociolinguistic Knowledge

Although adult ESL Literacy learners have been accomplishing practical tasks all their lives, at this level, they are just beginning to grasp the idea that tasks can also be accomplished through writing. They need encouragement and freedom to explore the mechanics of communicating ideas on paper.



What it means for a Learner to be at Writing CLB 1L

Literate ESL Learner Ability CLB 1*

The learner can:

Write basic personal identification information and a small number of familiar words and simple phrases related to immediate needs.

When the text is:

- Limited to letters, numbers, single familiar words and short familiar phrases
- Intended for a highly supportive and familiar reader
- Very short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Very limited knowledge of language and limited exposure to sound-symbol relationship
- Extremely limited vocabulary
- Almost no ability to use simple structures
- No awareness of basic spelling, punctuation or capitalization conventions
- Extreme difficulty communicating even the most simple fact and ideas

*Note: This is the CLB 1 Profile of Ability, reproduced from the Canadian Language Benchmarks.

ESL Literacy Learner Ability CLB 1L

A learner at CLB 1L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.

The ESL Literacy learner:

- Does not have writing concepts from first language to transfer and apply to language learning
- Begins to develop a few strategies for learning
- Relies heavily on a predictable routine context
- Begins to understand that print conveys meaning and can be related to oral text
- Needs additional time to complete tasks
- Needs encouragement and one to one support
- Often sounds out a word aloud before or while writing
- Can have success when a writing task is broken down into very small, manageable chunks



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Use a line to guide writing and correct letter formation (e.g., with letters such as 'p' and 'g' going below the line), and use a fixed, stable surface to write with a measure of control.
2. Form a small number of basic shapes (circles, squares and triangles); attempt to form one or two logographs (e.g., number sign, dollar sign) to help convey meaning.
3. Record new words related to everyday, personally relevant topics (e.g., family, coming to Canada, housing, work) and a few common rote phrases (e.g., My name is..., I am from...) in words banks or picture dictionaries for future use.
4. Spell own first and last name and a small set of short familiar function words from memory (e.g., Sarah Amin, my, is). Attempt to spell a few single syllable sight words from memory within rote phrases (e.g., My nam is Sarah; I lik school).
5. Begin to write short, simple sentences using basic knowledge of word order (subject- predicate).
6. Reproduce information onto a simple table or chart (e.g., names and phone numbers). Use guidelines and boxes to copy and complete information (e.g., personal information on invitations, envelopes, emails, and application forms).
7. Understand page-numbering conventions.
8. Copy common, familiar words to describe people, feelings, foods, activities, likes and dislikes.
9. Write words to express likes and dislikes.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Writing requirements are simple and informal and modeled by instructor.
- Writing is systematically re-enforced through instructor modeling and repetitive oral and written practice.
- Topics and vocabulary are directly related to personal experience and needs.
- Audience is highly supportive, familiar and non-threatening.
- Task instructions (whether oral or written) are very clear and are repeated as needed. Response expectations are limited to words or short familiar phrases.
- Forms to complete are short (about five personal items), simple in format, sparse in layout (lots of white space), ample room in boxes for writing, and require only basic personal information.
- Content to copy or reproduce is from a short text (two to three sentences) or a short list (five to ten items) with clear layout and basic everyday information.
- Context, content and environment are predictable and routine.



Sample Tasks – I. Interacting with Others

Study

Write sender and recipient addresses on an envelope containing a thank-you card for classroom volunteers.

Community

Complete a response request to a pot luck party.

➤ See task procedures below.

Work

Complete a response to a work holiday party invitation, including name and number of guests.



Set up:

Instructor creates a variety of simple invitation response requests, based on learners' experiences (e.g., to a wedding, a birthday, a baby shower), and has learners practise reading them. Discuss with learners whether there are invitation response requests in their home cultures, and why a party host may want to know how many people are coming. Introduce the concept of a Pot Luck party.

Learners complete a simple cloze exercise with manipulatives for name, yes/no and number of guests (on board, in pocket chart). Then they sort types of information into three categories: name, number of guests, and food choices to bring.

Task instructions:

Read the invitation. Think about your family. How many in your family will go to this party? Write your name and the number in the box. Look at the kinds of food you can bring in the word bank. Choose the kind of food you want to bring to the Pot Luck Party. Write it in the reply.

Literacy skills to support this real-life task:

- Look at the layout to decide where to write.
- Use guidelines and/or boxes to copy and complete required information on an invitation response.
- Adjust print size to fit space provided on invitation response.
- Form upper and lower case letters and numbers accurately and legibly.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

INVITATION

Please come to a POT LUCK PARTY

Where:..... 26 Brandon Street

When: December 27th

Time: 7:00 -10:00pm







REPLY

Name: _____

How many guests

I can bring _____

Word Bank

 Meat or fish	 Vegetables	 Bread
 Rice	 Fruit	 Drinks



Sample Tasks – II. Reproducing Information

Study

Copy school phone number or email in order to report an absence from class.

Community

Copy name, address, and hours of operation from a simple instructor-made clinic advertisement or web site.

Work

Copy company name, website address, and phone number from a simplified business card.

➤ See task procedures below.



Set up:

Give learners two to three different very simple clinic advertisements. Ask them to find and highlight information in different colours (e.g., yellow for names, orange for addresses, blue for days, and green for hours).

Task instructions:

Choose clinics that you may want to go to and copy clinic names, addresses, and days and hours of operation into a simple chart.

Literacy skills to support this real-life task:

- Adjust print size to fit space provided on a simple chart.
- Form numbers and upper and lower case letters accurately and legibly.
- Count number of letters when copying from simplified clinic advertisement.
- Attend to capitalization and spacing when copying names, addresses, and times.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Jennifer Jones Sports Clinic

180 Manitoba Avenue

Sunday - Saturday

9:00-4:30

Chow Walk-In Clinic

205 Ellice Avenue

Monday - Friday

9:00-5:00

Clinic Name	Clinic Address	Clinic Days	Clinic Hours



Sample Tasks – III. Getting Things Done

Study

Fill out the personal identification area of a very simple school or class registration form.

Community

Fill out the personal identification area of a very simple new patient application form.

Work

Fill out the personal identification area of a very simple workplace accident report.

➤ See task procedures below.



Set up:

Instructor uses a simple visual image or photograph of a workplace accident to share personal experiences in home country and in Canada, and explains why it's important to fill out the form. Learners read two or three simple instructor-generated forms. Focus on the basic information required (i.e., first and last name, telephone number, supervisor's name).

Task instructions:

Read and fill out your personal identification for this workplace accident report form.

Literacy skills to support this real-life task:

- Practice writing personal information on a regular basis to increase familiarity with form requirements.
- Use accurate capitalization and spacing.
- Use guidelines and boxes to complete personal identification information.
- Form numbers and upper and lower case letters accurately and legibly.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

Westdale Ltd. Accident Report Form

First name: _____

Last name: _____

Home Phone Number: _____

Cell: _____

Supervisor's name: _____



Sample Tasks – IV. Sharing Information

Study

Complete, with assistance, a guided text about how to practise English outside the classroom.

➤ See task procedures below.

Community

Complete, with assistance, a guided text about family.

Work

Complete, with assistance, a guided text about job goals. (I was a farmer. I am a stockperson. I want to be a truck driver.)

Set up:

Learners brainstorm different ways to practise English outside school. Instructor uses learner suggestions to create a list of simple, visually supported ideas. Students divide visuals into four skill areas (listening, speaking, reading, and writing).

At the beginning of each class, learners work with partners and use visuals to share how they practised English after the last class.

Task instructions:

You have three “I will _____” sentences. Choose from the pictures and copy how you will practise English outside school. Finish the three sentences. Then read them to your partner.

Literacy skills to support this real-life task:

- Choose from words and strategies that are meaningful and relevant.
- Copy correctly from a word pool.
- Use accurate capitalization, punctuation, and spacing conventions.
- State which strategies to use to practise English outside class.

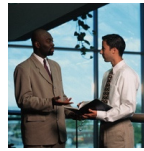
Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

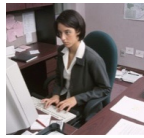
Word Bank

PHOTOS

WORDS



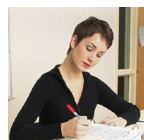
Speak English



Use the computer



Write new words



Review class work

1. I will _____.

2. I will _____.

3. I will _____.



Typical Supports for ESL Literacy Learner Development

Oral Communication

Facilitate the development of vocabulary and oral communication with the use of photographs, realia, field trips, kinesthetic activities, and other language experience activities. Learners can practise brainstorming techniques with the instructor as scribe.

Learning Strategies

Encourage learners to use their life experience as a starting point for completing writing tasks. That might include telling a story or describing a familiar, very relevant event. Guide them in recognizing simple examples of new genres and modeling them in simple tasks.

Numeracy

Balance skill building with meaning-based themes that are personal, functional, and fill a need expressed by the learner (e.g., telling time, shopping, or bus fare). With support, learners should complete repetitive daily tasks using numbers. Learners can write the date and year on work sheets, and write their phone number on a simple form.

Digital Literacy

At this level, learners understand that digital devices are tools. Some may already be using a keyboard or a contact list on a cell phone. Learners continue to need direct instructor support for discriminating multiple items or small items on a digital display, locating letters/numbers on a keyboard, using the mouse to click on or drag screen items. Text and font size will continue to be a consideration for instructors when accessing digital media.

Sociolinguistic Knowledge

Learners identify the important occasions in their personal life and culture and begin to compare and contrast to Canadian social conventions. Learners practise writing words and simple expressions related to special events (e.g., Happy Birthday, Get Well).



What it means for a Learner to be at Writing CLB 2L

Literate ESL Learner Ability CLB 2*

The learner can:

Write basic personal identification information, words, simple phrases, and a few simple sentences about highly familiar information related to immediate needs.

When the text is:

- Limited to everyday words and phrases
- Intended for a highly supportive and familiar reader
- Very short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Limited knowledge of language and limited exposure to sound-symbol relationship
- Very limited vocabulary
- Some initial ability to use simple structures
- Some initial awareness of basic spelling, punctuation and capitalization conventions
- Difficulty with word order and word forms greatly interferes with comprehensibility
- Difficulty communicating simple facts and ideas

*Note: This is the CLB 2 Profile of Ability, reproduced from the Canadian Language Benchmarks.

ESL Literacy Learner Ability CLB 2L

A learner at CLB 2L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.

The ESL Literacy learner:

- Does not have writing concepts from first language to transfer and apply to language learning
- Has developed a few classroom strategies
- Relies on routine and predictability
- Understands that print conveys meaning and can be related to oral text but may need to have prior knowledge activated by instructor
- Develops some confidence and self-esteem by experiencing successful writing tasks
- Often needs a task modeled and additional time to complete it



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Use a simple chart to categorize and communicate ideas.
2. Produce easy to read, common, high frequency sight words, function words, and rote phrases from memory.
3. Use sound-letter correspondence to write new words.
4. Use some sentence division conventions accurately (e.g., punctuation, spacing, text wrapping) in a variety of familiar situations.
5. Use guidelines, boxes, and check boxes to copy or fill in information on a variety of everyday communications (e.g., short messages, envelopes, emails or forms).
6. Use common, familiar vocabulary to write short basic sentences to describe people, places, feelings, preferences, and personal opinions.
7. Use common time references to signal when something happened or will happen (e.g., today, yesterday, tomorrow, next, last, this, now, before, after).
8. Write to provide personal identification information in a variety of settings, including simple digital forms.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Writing style requirements are simple and informal.
- Task instructions are very simple and call for responses of a few short phrases.
- Forms to complete are short (up to about ten items), simple in format, sparse in layout (lots of white space), with clear labels and ample areas in which to write, and require only basic personal information.
- Content to copy or reproduce is from a short text (three to five sentences) or a short list (10 to 15 items) with clear layout and basic everyday information.
- Guided writing (or cloze) is based on texts of about five to seven sentences with simple structure and vocabulary.



Sample Tasks – I. Interacting with Others

Study

Enter an email address, subject, and short message to the instructor about an absence from school, using a basic email template.

Community

Compose an email message that includes address, subject, and short message, by manipulating information cards on an instructor-made template (email is to cancel a service, such as Internet, phone, credit card).

Work

Complete a short text message, with support from an instructor or volunteer, to a supervisor or volunteer, to inform about illness or late arrival.

➤ See task procedures below.



Set up:

Learner organizes instructor-made sentence strips to create short text messages (e.g., Sorry I will be late for my shift, I am on my way, I am sick and will be away today).

Task instructions:

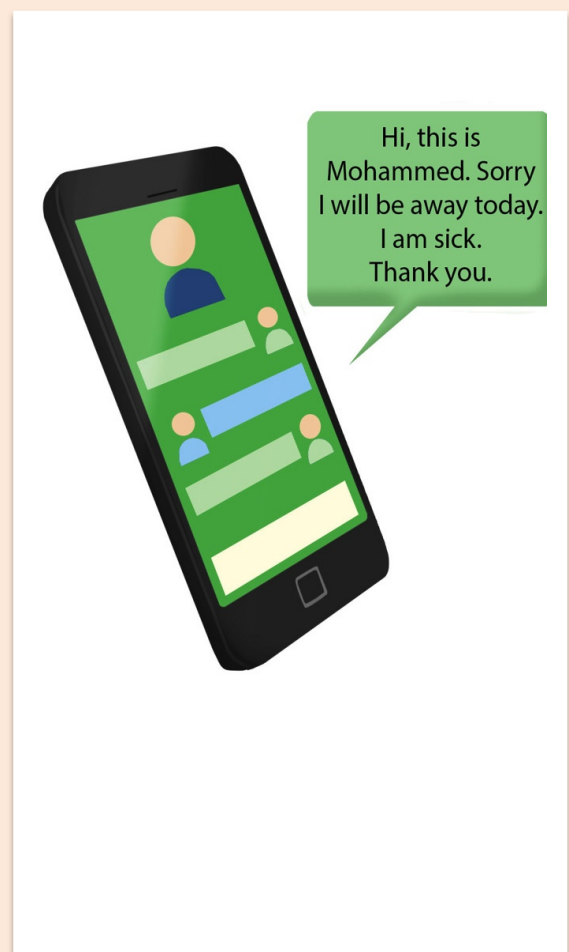
Copy or produce one message into this template. Write “Hi” on the first line. Then, write the reason for your absence or lateness. Finally, finish with your name. (Hi, this is Mohammed. Sorry I will be away today. I am sick. Thank you in advance.) Then, take the mobile device and enter your text message.

Literacy skills to support this real-life task:

- Produce simple sight words and rote phrases.
- Use word order and sentence patterns to produce a text message.
- Write short message for workplace communication purposes.
- Use fingers to navigate and manipulate mobile device.

Assessment:

Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”





Sample Tasks – II. Reproducing Information

Study

Copy name, address, dates and times of driver's education, computer, knitting, sewing, cooking, and language classes.

➤ See task procedures below.

Community

Copy a list of work, doctor's office, school, and children's school phone numbers for own use.

Work

With instructor support, copy from a previously filled in job application, to fill in a slightly modified new form.

Set up:

Instructor places a variety of community class posters on the walls of the classroom, such as computer classes, homework help, and math tutor available. Learners go to each one to read and discuss.

Task instructions:

Walk around and choose a class or classes that interest you. Copy information onto this form. You need to copy the class name, the time, the date, and the contact phone number.

Literacy skills to support this real-life task:

- Form textual symbols and key words.
- Reproduce easy to read symbols and function words that can be written quickly and accurately from posters.
- Use model text such as posters to accurately copy information.
- Write to reproduce important, specific information for future reference.

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

Free Computer Classes



Thursdays 5-7 pm

To Register:

Please Call Amina at 204-551-7894

Class	Time	Date	Phone



Sample Tasks – III. Getting Things Done

Study

Fill out the personal identification area of a simple In Case of Emergency or New Learner form for self or child’s school or day care.

➔ See task procedures below.

Community

Fill out an address change or direct deposit form (e.g., for Child Benefit, or Revenue Canada) or money transfer (e.g., Western Union, Money Mart or any Canadian bank form with personal information).

Work

Fill out instructor-made online or paper-based employment insurance benefits form (e.g., regular, maternity or parental, sickness, compassionate care).



Set up:

Discuss and develop vocabulary for various emergency situations during which the school may need to have a contact name and number, and discuss why this is important.

Task instructions:

Follow the model on the board to complete an In Case of Emergency form. Fill in the information it asks for. Think about whom you want us to call in case of emergency. Bring information from home about his/her name, phone number and the language he/she speaks. Copy it onto this form.

Literacy skills to support this real-life task:

- Produce easy-to-read personal information words.
- Use guidelines, boxes and spaces to present information.
- Write clearly and check for accuracy in order to be read by a service provider (e.g., instructor, administrator, ambulance attendant).
- Write to provide emergency personal information.

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

In Case of Emergency – Contact Form

Your information:	
First Name:	Last Name:
Phone Number:	Language Spoken:
Who may we contact in case of emergency?	
First Name:	Last Name:
Phone Number:	Language Spoken:
Relationship	
<input type="checkbox"/> Family <input type="checkbox"/> Friend <input type="checkbox"/> Counsellor	



Sample Tasks – IV. Sharing Information

Study

Write short sentences to produce school information (e.g., name of instructor, school name, address, phone number, contact person, CLB levels) to share with community service workers such as counselors, doctors, receptionists, and caseworkers.

Community

Write short sentences about one's household (e.g., family, country of origin, first language, marital status, number of children, spouse's name and date of birth, children's names and dates of birth, status in Canada) to share with a service provider or government office.

Work

Write short sentences about classmates' job skills and write two to three sentences about own job skills.

➤ See task procedures below.



Set up:

Instructor guides learners in brainstorming their skills and jobs (acquired from Canada and home country), and uses the information to develop a class survey about a variety of jobs and job duties. The survey questions are created as a class. Learners copy the questions in the boxes. Learners ask each other questions to get the information.

Task instructions:

(to happen after learners have completed the class survey)

Read the information about your classmates on your survey. Refer to your survey to write short sentences about their skills (e.g., Sabina can cook.)

Literacy skills to support this real-life task:

- Generate new vocabulary about workplace skills by practicing orally and doing class surveys.
- Select and use pictures to communicate ideas and illustrate guided writing about jobs skills.
- Use model texts to help with word order.
- Follow spelling and punctuation conventions.

Assessment:

Write sentences about your own job skills.

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

Sample Class Survey

Find Someone who...	Name
Cut and styled hair in his/her home country	
Has a driver's license	
Can cook	
Uses power tools at his/her job	



Typical Supports for ESL Literacy Learner Development

Oral Communication

Set tasks to encourage the use of oral language to support writing, such as by brainstorming, building on former experience, and going on field trips and discussing them. Use learner-generated language to create meaningful texts for writing tasks.

Learning Strategies

Learners need to develop, recognize, and use formulaic phrases and patterns when writing. Encourage them to use a model for assistance, look up spelling of target language in word banks, and set up a practice of collecting accurate models for future reference.

Numeracy

Encourage learners to regularly record personal expenses in a notebook, plan a simple personal budget for the next week, and calculate fixed expenses to plan for long-term savings. Learners brainstorm and document a financial vocabulary (e.g., fixed, budget, rent, hydro, and phone).

Digital Literacy

Set writing tasks to promote and develop learners' use of Internet, mobile and digital devices. Provide online spelling practice exercises to develop the ability to spell and type with accuracy. Use online directories, forms, calculators, and maps to develop searching skills.

Sociolinguistic Knowledge

Learners need to develop consistent use of polite register and formulaic expressions in written communication, such as email and text messages. Provide opportunities for them to talk about and experience safety and personal privacy precautions when entering data. Convey the importance and value of the written word in Canadian society such as contracts, agreements, and official correspondence.



What it means for a Learner to be at Writing CLB 3L

Literate ESL Learner Ability CLB 3*

The learner can:

Write simple sentences about familiar information related to personal experience and everyday situations.

When the text is:

- Grammatically and lexically simple
- Intended for a supportive and familiar reader
- Short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Developing knowledge of language and exposure to sound-symbol relationship
- Developing range of simple everyday vocabulary
- Developing control of simple structures
- Developing control of spelling, punctuation and capitalization
- Difficulty with word order and word forms interferes with comprehensibility
- Some difficulty communicating a simple message

*Note: This is the CLB 3 Profile of Ability, reproduced from the Canadian Language Benchmarks.

ESL Literacy Learner Ability CLB 3L

A learner at CLB 3L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.

The ESL Literacy learner:

- Does not have a developed range of writing concepts from first language to transfer and apply to language learning
- Has some learning strategies
- Is more comfortable with the predictable in content and context
- Understands that print conveys meaning and can be related to oral text
- Develops confidence and self-esteem when writing tasks are successful
- May need additional instruction support and additional time to complete
- Has increased error rate when writing about less practiced content
- Needs a non-demanding environment and context with minimal distractions
- Understands how to do something, but application is sometimes irregular and so needs reminders



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Write sentences slowly and methodically, using consistent, even adult-sized printing, in a variety of situations and formats.
2. Select appropriate images to accompany ideas and copy or write information into simple graphic organizers.
3. Produce a wide variety of common, concrete sight words, function words, and rote phrases from memory.
4. Spell a wide variety of common, concrete words from memory, including multi-syllabic words; use knowledge of syllables, onset-rime, and sound-symbol correspondence to invent spelling; and begin to follow some basic spelling rules.
5. Create and complete simple tables, charts, diagrams, maps, graphic organizers, and forms with support.
6. Follow a supported writing process of brainstorming, planning, drafting, revising, editing, and making a final draft.
7. Write sentences and short, simple paragraphs to express likes and dislikes, preferences, and emotions, beginning to use connecting and transition words to express the relationship between ideas.
8. Recognize that writing has different purposes and write short, simple notes, letters, email, forms, and paragraphs, to achieve a variety of familiar, personally relevant, concrete tasks in the community, school, or workplace.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Instructions must be given orally before writing can be attempted.
- Oral vocabulary and language must be developed before the learner can attempt the same utterance in writing.
- The writing process is supported through discussion, models, brainstorming, planning, and guided revision and editing.
- Writing is supported by word banks, sentence stems, picture dictionaries, and learner dictionaries.
- Features of the text:
 - context is non-demanding and supported
 - topics are personally relevant, familiar, and have been supported through class discussion and oral language development
 - most basic conventions for spelling, grammar, and punctuation are followed; however, learners will be inconsistent and errors will increase as more complicated sentences are attempted



Sample Tasks – I. Interacting with Others

Study

Write an invitation to a class event, such as a class party, presentation, or poster session, including time, date, location, and a short note about the kind of event.

Community

Write a thank-you letter to a guest speaker using sentence stems, including a date, greeting, and a short message.

➔ See task procedures below.

Work

Write a card to a co-worker to express congratulations on a birthday, new baby, or wedding. Discuss cultural conventions for expressing congratulations at work, including the practice of donating a little money towards a small gift and how to gracefully decline, if desired.



Set up:

Instructor introduces the thank-you letter by discussing the parts of the letter, when and why it is sent, and then brainstorming words to use in the letter, and introducing a word pool.

Task instructions:

Write a thank-you letter to Mary for coming to our class last week to talk about dental health. You can use these words and expressions.

Literacy skills to support this real-life task:

- Produce an increasing number of common, high frequency sight words, and rote phrases from memory.
- Use language and content that are appropriate to the social context.
- Follow most conventions for capitalization, punctuation, spacing, sentence division, and text wrapping to create a few sentences.
- Use text placement conventions in a variety of contexts.

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Thank-you Letter

Directions:

1. Write a thank-you letter to Mary for coming to our class last week to talk about dental health.
2. You can use these words and expressions:

Words to say thanks:	Words for the event:	It was:
Thank you	presentation	informative
I really appreciate that...	talk	helpful
I learned a lot about...	speech	interesting
I never knew that...		
Now I know that...		
We learned about:	Words to end your note:	
dental health	Sincerely,	
brushing your teeth	Kind Regards,	
flossing	Best Regards,	
going to the dentist		
oral hygiene		

Date: _____

Dear Mary,



Sample Tasks – II. Reproducing Information

Study

Copy new vocabulary words and definitions (from a picture or simple learner’s dictionary) onto a vocabulary chart.

Community

Copy information for an upcoming appointment, noting the time, date, location, and person.

➤ See task procedures below.

Work

Transfer information from a work schedule onto a calendar to keep track of shifts.

Set up:

Discuss why it is important to keep appointment information, and the likelihood of being charged for missed appointments. Encourage learners to use the Appointment Form (on right) every time they have an appointment, and to file the forms in a predictable place in their binders.

Task instructions:

Bring the information about one or more appointments from home. Then use these questions to complete an appointment form with the correct information.

Literacy skills to support this real-life task:

- Use knowledge of sight words, function words, and rote phrases to copy quickly and accurately.
- Follow most conventions for capitalization, punctuation, spacing, sentence division, and text-wrapping to copy accurately; create a few sentences on a connected topic in order to write short texts.
- Use a variety of planning tools to brainstorm, organize ideas, and bring appointment information from home.
- Recognize that writing can be effectively used for communication, learning, and planning.

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

APPOINTMENT FORM

Use this form to keep track of important information about your appointments.

Before the appointment:

1. Where is your appointment?
2. What is the address?
3. What is the phone number?
4. What date is your appointment?
5. What time is your appointment?
6. Do you have any questions you have to ask?

After the appointment:

7. What is the name of the person you spoke with?
8. What did you learn?



Sample Tasks – III. Getting Things Done

Study

Working from a model, write a note to your child's school to explain an upcoming absence due to travel.

Community

Working from a model, write a short note to accompany papers submitted to an accountant at tax time.

Work

Working from a model, write a very short letter (up to five sentences) to accompany a resume, explaining which job the learner is applying for and why he or she has the skills for the job.

➤ See task procedures below.

Set up:

Instructor leads the class in brainstorming and discussing what a cover letter is, when you need to write one, and what it should include.

Task instructions:

Read the model cover letter. Look at all of the parts, and then use this model to write your own cover letter for one of the jobs on the board.

Literacy skills to support this real-life task:

- Modify and selectively copy models and supports in order to write short letters for business.
- Use knowledge of oral speech and vocabulary, parts of speech, and word order to create sentences and basic paragraphs.
- Follow the correct layout for the identified purpose.
- Use knowledge of spelling and word sounds to follow many spelling conventions.

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

Cover Letter

A cover letter tells someone why you are the right person for a job. Read the model and then write a cover letter of your own.

September 30th, 2013

Dear Sir or Madam,

I am applying for the position of dishwasher for your restaurant, Pete's Burgers. I have experience working in restaurants. I am hard-working, punctual, and reliable, and I can work evening and weekend shifts.

I have attached my resume.

Sincerely,

David Smith



Sample Tasks – IV. Sharing Information

Study

Write a short paragraph to describe the place where you grew up.

➤ See task procedures below.

Community

Create a photo story by taking pictures and then writing a short explanation of each picture of a location in the community.

Work

Write a few connected sentences to retell a work experience, either in paid work, volunteer or community work, or work in the home.

Set up:

Instructor leads the class in brainstorming and recording words to describe a home town or country, and the important things learners think should be included in a description.

Task instructions:

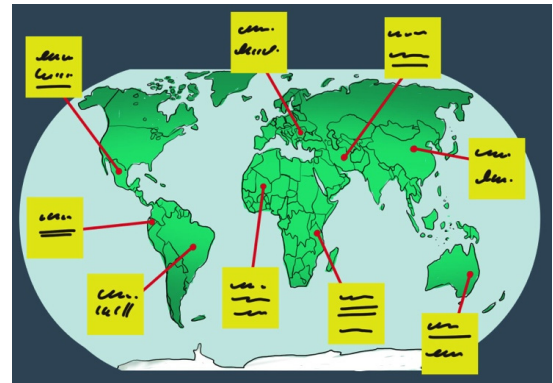
Write five sentences or a short paragraph to describe the place where you grew up. Use some of the ideas that we have on the board. After you write, reread your story and ask yourself: Are these good sentences? Have I missed some words? Do they describe what I want to tell about my home? Is my spelling as good as it can be?

Literacy skills to support this real-life task:

- Use a variety of planning tools to brainstorm and organize ideas.
- Write sentences and basic paragraphs to express likes and dislikes, preferences, and emotions.
- Begin to revise instructor-highlighted usage errors to ensure text conveys the intended meaning.
- Begin to organize writing following a paragraph structure.

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”



Publish the learner-written pieces by taping them to a world map, creating a collage of places and learner writing.



Typical Supports for ESL Literacy Learner Development

Oral Communication

Encourage learners to use knowledge of oral speech, connecting words, and clauses to create longer and more continuous text. Support vocabulary development through the use of audio and visual media, class discussions, language experience activities, photographs, and realia (e.g., to talk about needs, wants, personal experiences, and for describing people, objects, and situations).

Learning Strategies

Encourage learners to use their life experience as a starting point for free writing. That might include telling a story, or describing a familiar event or something they want to share with others. Learners will need a great deal of instructor support. Expose learners to a broader range of work/life text and document examples.

Numeracy

Encourage learners to use the concepts of addition and subtraction to solve simple, real-life word problems related to home, community or work. Expose learners to a variety of text and documents (online and print) that demand accuracy. Model a number of different methods for explaining numerical information (e.g., a Venn diagram or simple spread sheet) that is connected to the life and needs of workers.

Digital Literacy

Set expectations for learner use of the Internet and email (e.g., expect learners to inform you of absences by email, or submit writing assignments in a word processed form). Encourage learners to use simple online cloze activities.

Sociolinguistic Knowledge

Set tasks to elicit and develop the recognition and production of some abstract vocabulary to describe emotions, personally relevant ideas, opinions and preferences, and the use of politeness conventions (e.g., formal and informal language, tone, and attitude in oral language).



What it means for a Learner to be at Writing CLB 4L

Literate ESL Learner Ability CLB 4*

The learner can:

Write short, simple texts about personal experience and familiar topics or situations related to daily life and experience.

When the text is:

- Grammatically and lexically simple
- Intended for a familiar reader
- Short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Adequate knowledge of language for simple tasks
- Adequate range of simple everyday vocabulary
- Adequate control of simple structures
- Conveys personal information in mostly single-clause sentences
- May use some coordinated clauses with basic tenses
- Adequate control of spelling, punctuation and capitalization
- Difficulty with word order and word forms may sometimes interfere with comprehensibility
- Able to communicate a simple message

*Note: This is the CLB 4 Profile of Ability, reproduced from the Canadian Language Benchmarks.

ESL Literacy Learner Ability CLB 4L

A learner at CLB 4L can express many of the surface abilities shown on the left, but does not have the same underlying knowledge, concepts and strategies as a literate learner.

The ESL Literacy learner:

- Is developing some writing concepts from first language to transfer and apply to language learning
- Can sometimes employ a variety of strategies
- Can often analyze their skills to know when they need to use a strategy or which one to use
- Can often select the appropriate genre
- Can write slowly, often referring to a dictionary
- May be able to later function in mainstream Stage II (CLB 5-8) ESL classes where literate learners' existing first-language writing abilities, often gained from post-secondary study, are beginning to emerge and transfer
- May require ongoing literacy support in another appropriate pathway



Examples of Skill-Building Activities

Types of skill-building activities that support literacy development toward this level of ability:

1. Use keyboard, mouse, track pad, and fingers to navigate a variety of digital interfaces.
2. Select, create, and use a variety of images to support writing and communicate ideas (e.g., pictures, symbols, and clip art).
3. Adjust a learned writing structure to change the purpose of the message or communicate a message in a different way (e.g., paragraph to bulleted list).
4. Use most conventions for spelling, punctuation, capitalization, and formatted texts.
5. Create and complete a variety of simple tables, maps, charts, and diagrams for a variety of purposes.
6. Predict spelling based on oral skills and basic knowledge of spelling rules.
7. Organize paragraph writing into an introduction, main body, and conclusion. Use transition words to show connections between ideas.
8. Begin to understand the language and level of politeness (nuances) in choosing words and conventions for requests, apologies, and regret.
9. Practice a variety of text genres.

Conditions for Learning

Learning conditions that facilitate development toward this level of ability:

- Instructions are given in writing and orally and may need to be repeated.
- Structures are more complex and some idioms are used. More complex structures and idioms will increase errors.
- Content is relevant to the learner and may be of a more specialized nature (e.g., work related).
- The writing process is supported through discussion, models, brainstorming, planning, and guided revision and editing.
- Online, learner, and bilingual dictionaries support writing activities.



Sample Tasks – I. Interacting with Others

Study

Write an email to a classmate to ask them to pick up handouts for the next class.

Community

Write an email to inform a teacher your child will be absent.

➤ See task procedures below.

Work

Write a note for a suggestion box, offering a solution for a safety issue.



Set up:

Instructor facilitates an activity in which the class or pairs brainstorm what should be included in an email to a teacher if their child is absent.

Task instructions:

Use this word bank to write an email your child's teacher.

Literacy skills to support this real-life task:

- Begin to sequence writing, organizing thoughts cohesively.
- Follow conventions for formatted texts and forms (e.g., greetings in letters).
- Use textual clues (lines, boxes, headings) to determine where writing is required.
- Describe situation, event, or object with sufficient detail that the reader can easily visualize.

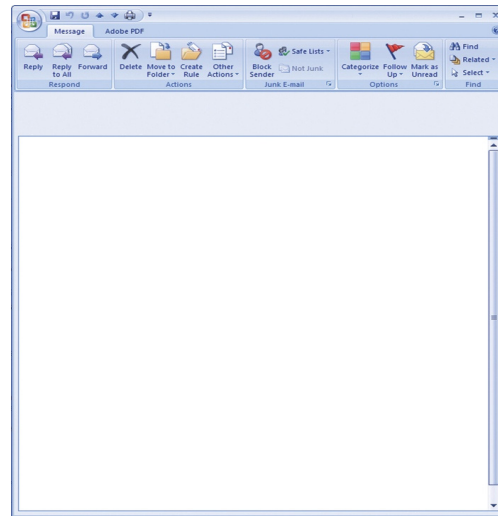
Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating "Achieved," "Achieved with help" or "Needs more practice."

Word Bank

Ms. Lucana	sick	return next week
good morning	Thursday	May 26
please	cough	cold
tell you	send school work	thank you

Email





Sample Tasks – II. Reproducing Information

Study

Complete a form with short goal plans for the next week of classes.

Community

Record information from an online bus schedule about times and routes to go to and return from a dentist's office.

Work

Complete a short incident report form.

➤ See task procedures below.



Set up:

Learners complete the Reading Task CLB 3L for the Comprehending Information competency area before completing this writing task.

Task instructions:

With a partner, use the information in this familiar story to complete the form below.

Literacy skills to support this real-life task:

- Skim a text to find specific information by watching for key words.
- Create and complete simple tables, maps, charts, and diagrams.
- Use textual clues (lines, boxes, headings) to determine where writing is required.
- Complete forms related to personal or work life.

Assessment:

After reading a second scenario, learners fill out a second incident report form independently.

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Peng works for ABC Candy Company. He is a shift supervisor. On Thursday, March 16th, Peng noticed a new worker on the production line was not wearing a hairnet. The company rule says that all workers in the plant area must wear hairnets, beard nets, gloves and clean aprons. Peng spoke to Armondo and asked him to immediately put on a hairnet. Armondo refused. He thought it was a stupid rule and men don't wear hairnets. Bhuvana, who was standing beside him heard what he said. She said, “I don't want my children finding your hair in their candy. It's disgusting! That's why we have the rule.” Armondo was upset with her and told her to mind her own business. Peng asked Armondo to leave until he was willing to wear a hairnet.

Incident Report Form ABC Candy Company	
Date	
Brief Description of Incident	
Who Reported the Incident?	Who Witnessed the Incident?
Employee Involved	Additional Information
Action Taken by Supervisor	
Report Written by (Please Print)	
Signature	



Sample Tasks – III. Getting Things Done

Study

Write a guided memo to an instructor explaining a planned, long-term absence in the near future.

Community

Select a volunteer opportunity that has been posted and write an email offering your services.

Work

Write a short note to a supervisor requesting time off for a medical appointment.

➤ See task procedures below.



Set up:

Brainstorm reasons that might be appropriate for missing work. Then organize these reasons into good and poor excuses. Review with learners the difference between a note and a memo, and the advantages of each. Review the layout of each.

Review protocol usually found in Canadian workplaces regarding absences.

Task instructions:

Complete a memo for your supervisor requesting time off for a medical appointment. Offer to make up the hours on another day.

Literacy skills to support this real-life task:

- Control over basic grammar and syntax to express increasingly complex concepts
- Use a template as a guide.
- Describe a situation, event, or object with sufficient detail that the reader can easily visualize.
- Attend to politeness in making the request.

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Learners complete a short note (in memo format) requesting time off for a medical appointment. They offer to make up the hours on another day.



Sample Tasks – IV. Sharing Information

Study

Write a summary of what happened in class for an absent classmate.

➤ See task procedures below.

Community

Write a note to describe a local event (e.g., street festival) to a neighbour who moved away.

Work

Write a note to the next shift of workers, informing them about a problem in the workplace.

Set up:

Discuss why it is a good strategy to keep notes of what was studied and learned during class. Discuss how you might explain the activities missed to an absent classmate. Review the use of bullet points.

Task instructions:

Amira is absent today. Please take note of what activities are happening and what skills you are learning throughout the day. Use bullet points to separate your statements.

Literacy skills to support this real-life task:

- Use textual features/typographical symbols (bullets) in place of paragraph form.
- Apply basic text and document formatting conventions to produce simple written texts.
- Convey a clear message that achieves the intended goal.
- Make notes in some detail (familiar topic).

Assessment:

Instructor looks for independence, accuracy, and fluency. Instructor then uses a checklist with relevant criteria based on instruction, indicating “Achieved,” “Achieved with help” or “Needs more practice.”

Amira is absent today. Please take notes of what activities are happening during the day.

Activity	
Activity	
Activity	
Activity	



Typical Supports for ESL Literacy Learner Development

Oral Communication

Learners use knowledge of oral speech, connecting words, and clauses to support their writing skills (e.g., write a short business message), and to more efficiently copy longer and more complicated sentences. Help them to build vocabulary through a variety of interactions in a range of contexts (e.g., a guest speaker). Support vocabulary development through the use of pictures, symbols, and other resources, including media.

Learning Strategies

Encourage learners to plan writing activities by noting and outlining key words and ideas that are to be included. Encourage them to collect samples of grammar structures to use as models for sentences. Help them to develop meaningful text by interviewing people outside class, recording, and reporting back. Remind them to ask clarification and verification questions when necessary.

Numeracy

At this level, learners recognize when numbers are required to complete authentic writing tasks and recognize that numbers have specific functions when embedded in documents or texts (e.g., when addressing an envelope or completing a benefit claim form). Text may include more distractors and ambiguity. Encourage the development of numeracy skills by setting tasks and learning activities that require numeracy skills, such as matching events relevant to a learner with timelines (e.g., days, weeks, months, years). In addition, include the use of a variety of genres (e.g., charts, spread sheets, forms, specifications) to reinforce placement and spatial orientation.

Digital Literacy

At this level, learners likely use computer programs (e.g., MS Word) as a writing tool, and technologies to communicate in writing (e.g., email, text message). Encourage them to interact with digital technologies semi-independently and to ask for assistance when necessary. Provide support and modeling to guide them in presenting ideas through digital technologies and communicating with others using selected digital technologies.

Sociolinguistic Knowledge

At this level, learners recognize the sociolinguistic implications of formality/informality when writing. They follow the cultural rules of writing (e.g., level of directness and/or politeness) and produce some abstract vocabulary to describe emotions, ideas, and opinions. Support them in modeling an expanded range of politeness conventions in written correspondence and other contexts.

Introduction

The Continuum of Literacy Skills is a resource that describes some of the skills, knowledge, and strategies that ESL Literacy learners may need to acquire to support their daily activities. The content of the continuum has been compiled based on research related to adult ESL Literacy and on observations of learner behaviour by highly experienced ESL Literacy instructors.

The Continuum of Literacy Skills is a complex continuum that is not related to or aligned with progression along the CLB. Its purpose is to support instructors in observing the many ways that ESL Literacy learners internalize concepts and develop abilities that support their learning, and to provide a resource from which instructors can draw to incorporate the development of literacy skills and abilities into meaningful tasks and activities. The Continuum also serves as a reminder of the uniqueness of each learner; those who use it will see that no individual is at the same degree of ability for all skills, and that no two individuals have the same pattern of skill development.

There are five increments that indicate progression in a very general way along a three-point continuum:

- Emerging: Skill, knowledge or strategy is just beginning to surface
- Building: Skill, knowledge or strategy is beginning to provide a foundation for authentic communication
- Expanding: Skill, knowledge or strategy is becoming part of a learner's day-to-day negotiation of meaningful tasks

The continuum addresses the very specific “parts”, or technical aspects of literacy development. Instructors might find it helpful to refer to these detailed strands when a learner is having difficulty with a specific concept or task. The continuum can help an instructor identify which skills or abilities may be causing the learner difficulty. This information can be used to informally diagnose gaps in the learner's skill set and determine how to target instruction in a way that best meets the learner's needs. In addressing these developmental needs, an instructor may find it helpful to devise a series of simpler tasks and activities that allow the learner to build related skills in a way that is appropriately progressive.

While the skills described in the continuum may need to be taught explicitly and systematically, they should always emerge from the context of authentic and meaningful tasks, so that an ESL Literacy learner will understand and internalize the concepts. The whole-part-whole approach described in Part 1 is an effective way to ensure successful integration of literacy skills.

The following two pages provide an overview of the content of this continuum.

Continuum of Literacy Skills



Overview of Continuum Strands for Reading Skills Development

- 1 Oral Communication to Support Reading and Writing**
 - Expresses and shares personal knowledge in relation to specific topics and activities
 - Acquires, develops, and expands oral vocabulary to support reading and writing
 - Makes a connection between common spoken phrases and print
- 2 Developing Visual/Perceptual Skills**
 - Uses photograph and picture discrimination
 - Uses text discrimination
- 3 Processing Visual Information (pictures, symbols, graphs, and charts)**
 - Uses personally relevant photos and pictures
 - Recognizes symbols, signs, and colour coding
- 4 Decoding Text and Recognizing Spelling Patterns Syllables**
 - Recognizes syllables
 - Uses onset-rimes
 - Uses individual sound-symbol correspondence
 - Recognizes spelling conventions
 - Uses inflections, prefixes, and suffixes
- 5 Vocabulary and Sight Word Development**
 - Recognizes common words
 - Develops a sight word bank
 - Uses a picture dictionary
- 6 Understanding Word Order and Sentence Patterns**
 - Uses knowledge of oral language to recognize word breaks, spacing, capitalization, and punctuation
 - Recognizes and comprehends modals and auxiliary verbs
 - Uses knowledge of parts of speech and word order to comprehend sentences
 - Demonstrates understanding of meaning
 - Uses knowledge of connecting words and clauses to understand longer and more complicated sentences
- 7 Navigating and Understanding Text Conventions, Formats, and Layouts**
 - Recognizes formats and layouts
 - Recognizes organizational elements (e.g., tables, charts)
 - Recognizes placement and design elements (e.g., envelopes, identification cards)
 - Uses elements to guide the reader through the text (e.g., titles, page numbers)
- 8 Reading with Comprehension, Fluency and Expression**
 - Demonstrates print awareness
 - Activates background knowledge
 - Uses and selects reading strategies
 - Focuses on meaning of what is being read/recognizes that print carries meaning
 - Reads accurately and with speed
- 9 Reading with Social and Critical Awareness**
 - Recognizes the purpose and intentions of various texts
 - Identifies how the text is designed to direct a response
 - Questions the intentions and evaluating response options



Continuum of Literacy Skills

Overview of the Continuum Strands for Writing Skills Development

- 1 Oral Communication to Support Reading and Writing**
 - Expresses and shares personal knowledge in relation to specific topics and activities
 - Acquires, develops, and expands oral vocabulary to support reading and writing
 - Makes a connection between common spoken phrases and print
- 2 Developing Visual/Motor Skills**
 - Develops writing postures and uses writing implements
 - Forms letters, numbers and spaces
- 3 Communicating Using Visual Information (pictures, symbols, graphs, and charts)**
 - Uses photographs and images with text to convey meaning
 - Forms and uses lines, shapes, symbols, and marks
- 4 Encoding Text and Using Spelling Patterns Syllables**
 - Uses syllables
 - Uses onsets-rimes
 - Uses sound-symbol correspondence
 - Uses inflections, prefixes, and suffixes
 - Spells
 - Alphabetizes
- 5 Vocabulary and Sight Word Development**
 - Uses vocabulary and phrases to convey the intended meaning and to express emotions and opinions
 - Uses vocabulary and phrases to express emotions and opinions
 - Records sight words to support vocabulary development
- 6 Using Word Order and Sentence Patterns to Produce Text**
 - Uses parts of speech
 - Uses modals and auxiliary verbs
 - Uses word order
 - Uses connecting words and clauses
- 7 Using Text Conventions, Formats, and Layouts**
 - Uses format (e.g., paragraphs, lists)
 - Uses organizational elements (e.g., tables, charts)
 - Uses placement and design elements (e.g., addressing an envelope)
 - Recognizes elements to guide the reader through the text (e.g., titles, page numbers)
- 8 Writing Clearly, Expressively, and fluently**
 - Uses models, supports and planning tools to organize and sequence writing in a logical order
 - Writes expressively from own ideas
 - Uses revising and editing strategies
- 9 Writing with Social and Critical Awareness**
 - Establishes purposes and intentions for writing
 - Uses textual supports to emphasize purpose and intentions
 - Understands and evaluates the impact of own writing

Continuum of Literacy Skills



1 Oral Communication to Support Reading and Writing Skill Development

ESL Literacy learners rely on their oral language abilities far more (and exclusively, for some) than learners who enter programs with extensive formal education and comprehensive literacy abilities. ESL Literacy learners can't draw on their first-language literacy knowledge to support their second language and literacy development. The ability to use oral language helps learners make connections between print and meaning, and effectively supports all forms of learning in the classroom.

Some examples of activities that are commonly used in the ESL Literacy class when using oral language to support reading and writing development include:

- Expand vocabulary by responding to WH questions (brainstorming), kinesthetic activities, singing, chanting, playing games, choral reading dialogue, role playing, and partnering to develop stories using pictures
- Develop and record dialogues
- Rehearse orally before writing
- Talk about what happened in a language experience activity
- Use think-pair-share strategy before writing
- Work together in a group to generate ideas
- Write sentences using new oral vocabulary

Instructors of ESL Literacy learners many need to offer explicit guidance to acquire and apply the following skills, abilities, and strategies.

Oral Communication to Support Reading & Writing

Emerging	→	Building	→	Expanding
<i>Expresses and shares personal knowledge in relation to specific topics and activities</i>				
<ul style="list-style-type: none"> • Uses prior personal experience and visual clues to answer questions about photographs, pictures, or realia (e.g., point, matching cards). 	<ul style="list-style-type: none"> • Brainstorms for new vocabulary. • Generates and responds to new vocabulary through personal experiences (e.g., viewing photographs, pictures, realia). 	<ul style="list-style-type: none"> • Makes predications based on context, next words in a sentence, or possible ending for sentence stems. 	<ul style="list-style-type: none"> • Makes predictions and describes the purpose and direction of text. 	<ul style="list-style-type: none"> • Uses more abstract images, icons, and symbols to activate background knowledge, to comprehend text, and to take action.
<i>Acquire, develop and expand vocabulary to support reading and writing</i>				
<ul style="list-style-type: none"> • Develops and uses oral vocabulary for familiar concrete nouns and phrases and daily observations. • Develops oral vocabulary for numbers from 1 to 10 in the presence of groups of objects representing those numbers (e.g., counting). • Develops basic sets of oral vocabulary for concrete nouns using realia and consistent, familiar photographs 	<ul style="list-style-type: none"> • Develops and uses new vocabulary as a group from photographs, realia, field trips, total physical response, and other language experience activities for a variety of personal activities. • Develops new vocabulary by describing and listening to stories about personal experiences supported by realia, and photographs or illustrations. 	<ul style="list-style-type: none"> • Uses new vocabulary about personal life, school, community, and workplace through photographs, realia, field trips, and other language experience activities depicting a variety of community, personal, school, and work situations. • Expands oral vocabulary related to commonly used instructions inside the classroom (e.g., circle the answer) and outside the classroom 	<ul style="list-style-type: none"> • Uses and builds new vocabulary through class discussions, language experience activities, photographs, and realia to talk about needs, wants, time references, personal experiences, and for describing people, objects, and situations. • Answers orally more complex questions about a text (e.g., yes/no or WH questions) to show comprehension and expand vocabulary. 	<ul style="list-style-type: none"> • Increases vocabulary through a variety of interactions in a variety of contexts (e.g., a guest speaker). • Produces some abstract vocabulary to describe emotions, ideas, and opinions (e.g., education, employment, freedom, government). • Produces more detailed vocabulary for describing a specific situation, person, or object (e.g., brainstorms with classmates, consults a



Continuum of Literacy Skills

Oral Communication to Support Reading & Writing

Emerging	→	Building	→	Expanding
(e.g., labelling familiar items for reference).	<ul style="list-style-type: none"> Participates in interactive activities to expand and increase personally relevant vocabulary and word associations. Demonstrates comprehension and develops vocabulary through physical responses (e.g., circling, pointing, underlining). 	(e.g., come to school on time). <ul style="list-style-type: none"> Answers orally questions about a short text (e.g., yes/no or WH questions) to show comprehension and expand vocabulary. Participates in role-plays, dialogues and other skill-building activities to develop additional vocabulary (e.g., practises responding to a variety of informational questions in a variety of contexts). 	<ul style="list-style-type: none"> Produces vocabulary for relevant personal experiences and situations (e.g., family, needs and wants, personal history). Recognizes and produces some abstract vocabulary to describe emotions and personally relevant ideas/opinions (e.g., education, employment, freedom, government). 	dictionary) in a video or a picture. <ul style="list-style-type: none"> Uses highly developed oral vocabulary to support reading skills (e.g., reads aloud to activate listening and comprehension skills). Uses own words to rephrase or paraphrase a reading text. Develops vocabulary through use of synonyms and antonyms.
<i>Makes a connection between common spoken phrases and print</i>				
<ul style="list-style-type: none"> Recognizes common polite expressions like 'please' and 'thank you'. Begins to understand, with the aid of visual support, some words and rote phrases used for instructions (direct action) and information (identify family members). Orally spells own name and states own name, address, and phone number from memory following oral cues (e.g., What's your first name?). 	<ul style="list-style-type: none"> Recognizes very short polite common expressions (e.g., greetings and good-will expressions). Understands some words and phrases used to direct action (e.g., Tell me about...). Asks for clarification of instructions. Learns new conceptual knowledge that will be in the reading (e.g., picture story: what is called abuse in Canada but not in own country?). 	<ul style="list-style-type: none"> Develops some awareness of the importance of courtesy formulas and structures (e.g., small talk, politeness, greetings, leave-takings) through role-plays. Understands phrases and simple sentences used to direct action or follow instructions. Begins to create meaningful text by interviewing other learners and recording information about classmates using instructor-made template (e.g., What vegetable do you like?). 	<ul style="list-style-type: none"> Recognizes and uses some politeness conventions (e.g., formal and informal language, tone, and attitude in oral language) through dialogues. Understands the use of imperatives vs. requests in following directions and instructions. Develops meaningful text by writing dialogue collaboratively and presenting to class. After reading, tells a related story about himself. 	<ul style="list-style-type: none"> Understands an expanded range of politeness conventions in written correspondence and other contexts. Recognizes some common figures of speech (e.g., idioms and expressions) Asks clarification and verification questions when necessary. Follows several oral directions in order of request. Develops meaningful text by interviewing people outside class, recording, and reporting back.

Continuum: Reading Skill Development



2 Developing Visual/Perceptual Skills

Visual perceptual skills are skills that help readers process what they see in order to assign meaning to it. These skills develop slowly in relation to textual elements. ESL Literacy learners may need explicit guidance to learn to track text from top to bottom and left to right, to locate specific features of text (including pictures and graphic elements), to discriminate specific features of text, and to acquire the following skills, abilities, and strategies.

Emerging	→	Building	→	Expanding
<i>Uses photograph and picture discrimination</i>				
<ul style="list-style-type: none"> Locates specific concrete objects in familiar photographs and pictures (e.g., a pencil amongst a set of school supplies in a classroom photograph). 	<ul style="list-style-type: none"> Locates specific features in familiar photographs and realistic drawings (e.g., an eye colour in a face picture). 	<ul style="list-style-type: none"> Locates specific features and conventions in familiar line drawings (e.g., a speech bubble in a picture story). 	<ul style="list-style-type: none"> Locates specific features and conventions in familiar line drawings, clipart or simplified diagrams (e.g., a sofa in an instructor-made simplified floor plan). Begins differentiating similar illustration conventions (e.g., thought bubbles from speech bubbles). 	<ul style="list-style-type: none"> Locates specific features and conventions in unfamiliar stylized drawings, clipart, or simple diagrams (e.g., a staircase in a building wall map). Begins differentiating aesthetic from communicative features of illustrations (e.g., a face coloured for aesthetics vs a face coloured to show emotion).
<i>Uses text discrimination</i>				
<ul style="list-style-type: none"> Recognizes all letters of the alphabet in upper case. Recognizes most letters of the alphabet in lower case form, with some confusion of similar letters (e.g., b and d; m and n). Matches letters and a few sight words typed in a single sans-serif font with instructor or learner-printed counterparts. Matches or circles the same letters and familiar names in different sizes or colours. 	<ul style="list-style-type: none"> Differentiates more consistently between similar lower case letters (e.g., b and d; p and q). Differentiates regular, tall, and hanging letters. Matches the same letter or sight word to its counterpart in different sans serif block letter fonts or hand printed forms. Begins to discriminate between similar sight words based on overall word shape (e.g., bad versus pad). Begins to differentiate how text is presented (e.g., different sizes and colours, underlined text). 	<ul style="list-style-type: none"> Differentiates easily and immediately between similar lower case letters. Recognizes the same text in different sans-serif and serif block letter fonts. Differentiates text based on a small number of font enhancements (e.g., shading or bolding). Uses regular-sized word spaces to differentiate words in a sentence. Uses line spaces to discriminate sentence breaks. Begins to identify periods. 	<ul style="list-style-type: none"> Recognizes the text in a variety of sans serif and serif fonts. Discriminates between periods and questions marks. Begins to discriminate between periods and commas. Differentiates text based based on a number of font style changes (e.g., bolding, underlining, shading). Identifies periods and spaces between sentences to discriminate breaks in wrap-around text. 	<ul style="list-style-type: none"> Begins to discriminate letters and to recognize sight words in various stylized and some cursive fonts. Differentiates text based based on a wide variety of font style changes (e.g., bolding, underlining, minor size changes, italicization). Differentiates regular text and italicized text within prose.



Continuum: Reading Skills Development

3 Processing Visual Representations (pictures, symbols, graphs, charts)

The use of a variety of figurative, symbolic, and colour-coding elements helps support the growing understanding that abstractions on the page convey meaning. Visual representations can be a bridge between meaning-making grounded in experience and meaning-making using print. They also support and enhance print-based meanings, and are useful in their own right to help communicate information. Instructors may need to offer learners explicit guidance to acquire the following skills, abilities, and strategies.

Emerging	→	Building	→	Expanding
<i>Uses personally relevant photos and pictures</i>				
<ul style="list-style-type: none"> Matches realia items to corresponding personal photos. Relates a simple line drawing or photo to a personally-experienced event. Uses a personalized photograph or simple line drawing to recall an experienced event. 	<ul style="list-style-type: none"> Uses photos and realistic drawings to make predictions about text, aid in the comprehension of simple, personally relevant text, and create and re-tell stories. 	<ul style="list-style-type: none"> Uses photos or realistic drawings to make predictions about, re-tell, and help interpret text. Uses a picture to identify known words and generate new vocabulary. Labels pictures to aid retention of the new vocabulary. 	<ul style="list-style-type: none"> Uses photos, realistic or stylized drawings and symbols to make predictions and re-tell or explain text. Begins to make inferences about photos or realistic drawings. 	<ul style="list-style-type: none"> Uses a single photo, realistic or stylized drawing or symbol to make predictions, make inferences, re-tell, explain or create texts.
<i>Recognizes symbol, signs and colour coding</i>				
<ul style="list-style-type: none"> Recognizes and names sets of familiar pictures and a few symbols of concrete nouns. Recognizes and names a few community-based symbols for concrete items (e.g., telephone symbol above a phone booth). Understands that maps represent the locations of real places on a smaller scale. Uses a key to understand less common symbolic information on a map. 	<ul style="list-style-type: none"> Recognizes and understands the significance of a few common workplace, community and school symbols (e.g., arrows on a fire escape floor plan). Recognizes instructional symbols used in instructor-made worksheets. Begins to identify concrete symbolic elements in common signs (e.g., a human figure in a construction sign, a cigarette in a no-smoking sign). Begins to differentiate a small number of emoticons (e.g., happy vs sad face). Uses a clear, simplified map to find a personally relevant location (e.g., area of city/town where learner lives and goes to school). Uses a key to understand less common symbolic information on a map. 	<ul style="list-style-type: none"> Recognizes and understands the significance of some common workplace, community and school symbols (e.g., circle with a line through it). Uses landmarks and a legend to understand less common symbolic information on a map. Begins to interpret meaning of visual pictorial/symbolic information in more complex diagrams, maps, graphs, and charts. Identifies a few different symbolic representations of the same concrete phenomenon (e.g., Identifies a variety of phone or playground symbols). Begins to use colour to differentiate symbols (e.g., green for permission, red for prohibition). 	<ul style="list-style-type: none"> Recognizes and understands the significance of an increased number of common workplace, community and school symbols (e.g., on medication labels). Recognizes some commonly-shared archetypal symbols such as: emoticons; stick figures; animal, house and floral symbols (e.g., in ads, flyers). Uses a key or legend to understand less common symbolic information on a more complex map. Interprets meaning of visual pictorial/symbolic information in more complex diagrams, maps, graphs, etc. Differentiates a number of emoticons (e.g., in text messages). Differentiates and categorizes a number of common community signs (e.g., no-smoking, traffic, medical). 	<ul style="list-style-type: none"> Recognizes and understands the safety signs and colours at work (e.g., yellow=caution, red=danger/stop, black and white=mandatory). Recognizes and understands the international language of symbols (e.g., seen at airports).



4 Decoding Text and Recognizing Spelling Patterns

Decoding is the ability to translate phonological awareness to print and recognize how speech patterns are represented by letter and letter combination patterns. It includes an awareness of syllables, onsets and rimes, and individual sound-symbol correspondence (in ascending order of cognitive load). Understanding patterns within words also involves recognizing how morphemes in speech are represented as affixes attached to words. Affixes include inflections, prefixes, and suffixes.

A goal of decoding instruction is for learners to begin combining knowledge of letter-sound correspondence, syllabication, and other morphological features to attack unfamiliar words quickly in a text. (Good readers also need to recognize inconsistent but common spelling patterns and to know when decoding is not a useful reading strategy.) If a learner cannot decode words efficiently, short term memory becomes overloaded and the learner is unable to focus on comprehension and other reading strategies. Decoding skills are necessary for reading fluency. However, developing them is particularly challenging for ESL Literacy learners, since they may be unaware that spoken languages have discrete sound components, and may have never analyzed sound patterns in speech. ESL Literacy instructors may need to consider and offer explicit guidance to help learners acquire the following skills, abilities, and strategies.

Decoding Text and Recognizing Spelling Patterns

Emerging	→	Building	→	Expanding
<i>Recognizes syllables</i>				
<ul style="list-style-type: none"> Develops oral vocabulary that includes both single and multisyllabic words and names. Claps to recall the rhythm of new oral vocabulary or names. Differentiates between long and short words, orally and in print (e.g., sorts names tags by long and short names). 	<ul style="list-style-type: none"> Begins to show awareness of rime syllables in text through multiple finger taps on the same word while finger tracking longer sight words. 	<ul style="list-style-type: none"> Begins to segment familiar two-syllable sight words while reading out loud (e.g., let-tuce). 	<ul style="list-style-type: none"> Attempts to segment familiar two- and three- syllable words by syllable while reading. 	<ul style="list-style-type: none"> Attempts to segment unfamiliar multisyllabic words by syllable while reading in context.
<i>Uses onset-rime</i>				
<ul style="list-style-type: none"> Attends to first sound when learning new oral vocabulary. Attends to familiar words that rhyme while singing or chanting short phrases. 	<ul style="list-style-type: none"> Develops a number of familiar regular two-letter sight words with the same spelling-sound correspondence as rimes in c-v-c words (e.g., an, am, at, it, on). Begins to categorize familiar single syllable c-v-c words by rime (e.g., c-<u>at</u>, h-<u>at</u>, b-<u>at</u>). Begins to isolate onsets or rimes in familiar single syllable c-v-c words (e.g., <u>c</u>-at, <u>b</u>-at, <u>r</u>-at; c-<u>ap</u>, c-<u>at</u>, c-<u>ab</u>). 	<ul style="list-style-type: none"> Categorizes familiar single syllable words by rime (e.g., m-<u>ake</u>, t-<u>ake</u>, sn-<u>ake</u>; d-<u>ay</u>, M-<u>ay</u>, st-<u>ay</u>, pr-<u>ay</u>). Begins to isolate onsets or rimes in more complex familiar single syllable words (e.g., br-ing, st-ing). 	<ul style="list-style-type: none"> Recognizes, substitutes, and categorizes more complex onset and rime representations in familiar words (e.g., <u>right</u>, <u>sight</u>, <u>night</u>, <u>light</u>; <u>blew</u>, <u>chew</u>, <u>knew</u>; <u>thr</u>-ow, <u>thr</u>-ee, <u>thr</u>-oat). 	<ul style="list-style-type: none"> Recognizes and categorizes similar-sounding rime-symbol representations in familiar single syllable words (e.g., <u>blew</u>, <u>crew</u> & <u>blue</u>, <u>clue</u>; <u>play</u>, <u>clay</u> & <u>grey</u>, <u>prey</u>). Applies onset and rime knowledge to decoding short unfamiliar words in context (e.g., bl-ight, shr-ew).



Continuum: Reading Skills Development

Decoding Text and Recognizing Spelling Patterns

Emerging	→	Building	→	Expanding
<i>Uses individual sound-symbol correspondence</i>				
<ul style="list-style-type: none"> Recognizes that each letter has a separate sound. Produces an appropriate oral sound in the presence of individual alphabet letters (e.g., while pointing to large-scale letters in community signs). Attends to the first letter and its corresponding sound when guessing or locating a highly familiar name or concrete noun word in context (e.g., guessing or locating a familiar name above an assigned coathook). Recognizes that letters have both a sound and a name. Recognizes and names most upper and lower case letters of the alphabet in isolation. 	<ul style="list-style-type: none"> Attends to first and last consonants to differentiate familiar single syllable words. Uses first vowel sound to recognize and differentiate a few familiar two-letter words (e.g., <u>a</u>n, <u>i</u>n, <u>o</u>n; <u>i</u>t, <u>a</u>t). Uses medial short vowel sounds to differentiate a number of familiar c-v-c words (e.g., <u>h</u>a<u>t</u>, <u>h</u>o<u>t</u>; <u>b</u>i<u>g</u>, <u>b</u>a<u>g</u>). Begins to isolate individual sounds in familiar c-v-c words by phoneme (e.g., cat → c-a-t). Attends to first and last consonant sounds when guessing longer familiar words in context. 	<ul style="list-style-type: none"> Recognizes diagraphs as a single sound in the initial or final position while reading familiar words (e.g., <u>f</u>i<u>sh</u>, <u>ch</u>ur<u>ch</u>, <u>th</u>an<u>k</u>, <u>w</u>it<u>h</u>, <u>du</u>ck, <u>s</u>ing). Begins to combine consonant blends in first or last position in familiar words (e.g., <u>t</u>rip, <u>l</u>ast, <u>q</u>ueen). Begins to distinguish long and short vowels in familiar single syllable sight words (e.g., <u>b</u>e<u>d</u> vs <u>b</u>e<u>a</u>d). Begins to associate final silent e and two-letter vowel combinations with long vowel sounds in familiar single syllable words (e.g., <u>co</u>at, <u>sl</u>ee<u>p</u>, <u>ma</u>ke). Attends to first, medial, and final letters and corresponding sounds when guessing familiar longer words in context. 	<ul style="list-style-type: none"> Recognizes and combines more complex consonant blends in first and final position (e.g., Thr-, -dge, spl-, str-, squ-, -rst). Expands knowledge of long and short vowel-symbol representations (e.g., <u>ch</u>ew, <u>fo</u>ot). Attends to first, medial, and final letters and their corresponding sounds when guessing unfamiliar longer words in context. 	<ul style="list-style-type: none"> Recognizes and combines many sound-letter correspondences with automaticity in first, medial, and final positions.
<i>Recognizes spelling conventions</i>				
<ul style="list-style-type: none"> Recognizes that the order of letters is important in own name (e.g., rearranges a group of letters to form own first name). 	<ul style="list-style-type: none"> Begins to recognize that spoken words are represented by specific sequences of letters and that meaning can be altered by rearranging or substituting letters (e.g., <u>ca</u>t versus <u>cab</u>). 	<ul style="list-style-type: none"> Begins to recognize that there are irregularly spelled words that must be learned as a whole rather than decoded (e.g., the, was, of). 	<ul style="list-style-type: none"> Recognizes a few common silent letter combinations (<u>kn</u>ow, <u>kn</u>ife, <u>w</u>alk, <u>ta</u>lk). Begins to recognize that sound/symbols may change in certain word positions (<u>mu</u>sic vs <u>po</u>lice, <u>y</u>ear vs <u>re</u>ally). Expands awareness of irregular word and word-element spellings that cannot be decoded reliably (e.g., once, listen, answer, people). Identifies contractions and their connection to long forms. 	<ul style="list-style-type: none"> Begins to notice inconsistent but common spelling-sound correspondences (e.g., <u>h</u>eigh<u>t</u>, <u>w</u>ei<u>gh</u>t; <u>al</u>th<u>ough</u>/<u>th</u>rough). Begins to notice homophones and their different spelling representation (e.g., weight, wait). Uses reliable strategies for spelling everyday words with some fluency and accuracy.

Continuum: Reading Skills Development



Decoding Text and Recognizing Spelling Patterns

Emerging	→	Building	→	Expanding
<i>Uses inflections, prefixes and suffixes</i>				
	<ul style="list-style-type: none"> Practices using one or two inflectional endings in oral drills (e.g., I am walking. I am running.) Begins noticing familiar sight words within inflected words in context (e.g., isolates sight word “walk” in the word “walking” in a language experience story sentence). 	<ul style="list-style-type: none"> Begins to recognize and isolate a few inflectional verb endings (e.g., -ing, -ed, plural -s). 	<ul style="list-style-type: none"> Recognizes and isolates inflectional verb endings (e.g., -ing, -ed, third person -s). Recognizes a few common suffixes (e.g., -tion, -er, -ment, -ly). Recognizes a few prefixes (e.g., un-, pre-). 	<ul style="list-style-type: none"> Recognizes and isolates comparative and superlative inflections (e.g., -er, and -est). Recognizes an expanding number of common prefixes and suffixes with automaticity (pre-, re-, dis-, -cian, -ous, -ness). Begins to categorize word families with familiar roots (e.g., electric, electricity, electrician).



Continuum: Reading Skills Development

5 Vocabulary and Sight Word Development

Instructors may need to offer learners explicit guidance to help ESL Literacy learners acquire the following skills, abilities, and strategies:

Emerging	→	Building	→	Expanding
<i>Recognizes common words</i>				
<ul style="list-style-type: none"> Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths. Comprehension is aided by realia or by active physical response, as well as by location of word. 	<ul style="list-style-type: none"> Recognizes a small bank of sight words and common textual symbols, such as \$ on a simple pay stub. Identifies a small number of rote phrases (e.g., my name is, I am from, I live in). 	<ul style="list-style-type: none"> Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics. Recognizes sight words and common symbols used to convey negative meaning. 	<ul style="list-style-type: none"> Recognizes a larger bank of sight words /high frequency words (and rote phrases related to everyday, familiar, personally relevant topics). 	<ul style="list-style-type: none"> Recognizes most high frequency sight words, function words and rote phrases when seen in a different context.
<i>Develops a sight word bank</i>				
<ul style="list-style-type: none"> Develops a small bank of sight words (e.g., own name, and familiar words such as name, address, push, pull, exit). 	<ul style="list-style-type: none"> Develops a bank of sight words by reading aloud. Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures. 	<ul style="list-style-type: none"> Develops a broader range of sight words based on concrete, familiar, personally relevant experiences. 	<ul style="list-style-type: none"> Develops a bank of sight words by reading aloud. 	<ul style="list-style-type: none"> Develops a bank of sight words by reading aloud.
<i>Uses a picture dictionary</i>				
<ul style="list-style-type: none"> Uses a picture wall to get oral words. 	<ul style="list-style-type: none"> Begins to use a picture dictionary and/or word wall with a lot of support. 	<ul style="list-style-type: none"> Uses a picture dictionary with support. 	<ul style="list-style-type: none"> Uses a picture dictionary or learner dictionary with support. 	<ul style="list-style-type: none"> Uses a learner dictionary with some support.

Continuum: Reading Skills Development



6 Understanding Word Order & Sentence Patterns (Grammar)

Processing the syntactic or the language components of English involves understanding the structures of the language and making connections among words in a sentence or sentences in a text. Instructors may need to consider and offer explicit guidance to help learners acquire the following skills, abilities, and strategies:

Work Order & Sentence Patterns				
Emerging	→	Building	→	Expanding
<i>Uses knowledge of oral language to recognize word breaks, spacing, capitalization, and punctuation</i>				
<ul style="list-style-type: none"> • Uses choral repetition and/or paired reading of very simple sentences or phrases. • Uses echo reading (i.e., listening to someone read a line or story, then repeating it), repeated reading (i.e., reading the same passage repeatedly), and photo stories to memorize very simple sentences and phrases to “pretend read” the story. 	<ul style="list-style-type: none"> • Uses choral repetition and/or paired reading of simple sentences. • Identifies punctuation (e.g., capital letters as first letter in a sentence and proper names, periods) in familiar text. 	<ul style="list-style-type: none"> • Uses choral repetition and/or paired reading of simple sentences. • Understands the use of simple punctuation (capital letters, periods, question marks) in simple, familiar text. 	<ul style="list-style-type: none"> • Uses choral repetition and/or paired reading of simple sentences. • Understands simple punctuation, including capital letters, periods, question marks, and exclamation marks. 	<ul style="list-style-type: none"> • Uses choral repetition and/or paired reading of simple sentences. • Understands a wider range of punctuation including commas, apostrophes in contractions, and possessives.
<i>Recognizes and comprehends modals and auxiliary verbs</i>				
<ul style="list-style-type: none"> • Uses oral language to complete highly patterned sentences to build familiarity with sentence patterns (e.g., I am a ____). • Begins to understand and communicate the affirmative and negative in speaking using incomplete sentences. 	<ul style="list-style-type: none"> • Reads highly patterned sentences to develop pattern/completion predicting skills in the affirmative and negative simple present (e.g., She is a woman. She is a mother. She is a learner.). • Begins to orally use modals of ability in affirmative and negative (e.g., can/can’t). • Uses flashcards to sequence parts or phrases with a focus on placement of auxiliary verbs and modals. 	<ul style="list-style-type: none"> • Reads highly patterned sentences to develop pattern/completion predicting skills in affirmative and negative simple present, simple past and the present progressive (e.g., My name is ____, My address is ____, My street is ____). • Reads and understands modals of ability, possibility, and necessity in affirmative and negative (e.g., can/can’t, will, won’t, must). • Uses flashcards to sequence parts with focus on use and placement of auxiliary verbs and modals. 	<ul style="list-style-type: none"> • Reads sentence starters and predicts pattern/completion in the affirmative and negative, in the present and past, simple and continuous. • Reads and understands modals of ability possibility, permission, and necessity in the affirmative and negative (e.g., can, will, may, and must). • Uses flashcards to sequence with focus on use and placement of auxiliary verbs and modals, in the affirmative and negative. 	<ul style="list-style-type: none"> • Reads sentence starters and predicts pattern/completion in simple, continuous, and present perfect tenses. • Reads and understands modals of ability, possibility, permission, and advice in the affirmative and negative (e.g., can, will, may, must, shall, could, would, should). • Uses flashcards to sequence parts of a sentence with focus on use and placement of auxiliary verbs and modals in the affirmative and negative.
<i>Uses knowledge of parts of speech and word order to comprehend sentences</i>				
<ul style="list-style-type: none"> • Uses oral repetition and songs to reinforce word order. • Begins to group like objects together (e.g., 	<ul style="list-style-type: none"> • Sings songs and chants to reinforce word order. • Categorizes words and pictures on word wall or word bank and 3D 	<ul style="list-style-type: none"> • Sings songs and chants to reinforce word order. • Categorizes words and pictures on word wall or word bank and 2D 	<ul style="list-style-type: none"> • Sings songs and chants to reinforce word order. • Categorizes words and pictures and 2D manipulatives into 	<ul style="list-style-type: none"> • Sings songs and chants to reinforce word order. • Begins to classify parts of speech (e.g., nouns,



Continuum: Reading Skills Development

Work Order & Sentence Patterns

Emerging	→	Building	→	Expanding
<p>realia, picture cards, coloured items).</p> <ul style="list-style-type: none"> • Uses picture cards to express meaning (e.g., adjective card + noun card). 	<p>manipulatives into types of words (e.g., all things, all colour words).</p>	<p>manipulatives into types of words (e.g., all things, all colour words).</p>	<p>types of words (e.g., all things, all colour words) and word order (e.g., adjective word order).</p>	<p>verbs, adjectives) in sentences.</p>
<p><i>Demonstrates understanding of meaning</i></p>				
<ul style="list-style-type: none"> • Begins to demonstrate understanding of very basic affirmative and negative statements, prepositions and prepositional phrases by using kinesthetic activities, and/or using 3D manipulatives (e.g., the pencil is on the desk). 	<ul style="list-style-type: none"> • Demonstrates understanding of affirmative and negative statements, prepositional phrases (prepositions of location), and familiar commands by answering oral questions, giving a physical response, and using 3D manipulatives. • Begins to recognize parts of sentences that indicate who and what (e.g., subject and verb). 	<ul style="list-style-type: none"> • Demonstrates understanding of affirmative and negative statements, prepositional phrases (prepositions of location and time), and commands by answering oral questions, giving a physical response, and using 2D manipulatives. • Recognizes parts of sentences that indicate who, what, how often (e.g., frequency adverbs). • Begins to recognize parts of sentences that indicate when and where. 	<ul style="list-style-type: none"> • Demonstrates understanding of affirmative and negative statements, prepositional phrases (prepositions of location, time, and movement), commands, and questions by answering oral questions, pointing to parts of a sentence, or by looking at pictures or maps, and giving a physical response. • Recognizes parts of sentences that indicate who, what (subject, verb, direct and indirect objects), when, where, and how much. 	<ul style="list-style-type: none"> • Demonstrates understanding of a variety of simple sentences by answering oral questions, pointing to parts of a sentence, or by looking at pictures or maps and giving a physical response. • Recognizes parts of sentences that indicate who, what, when, where, how much, why, and how. • Begins to scan for key words in text using knowledge of the text (e.g., scan for who, when, where, how).
<p><i>Uses knowledge of connecting words and clauses to understand longer and more complicated sentences</i></p>				
<ul style="list-style-type: none"> • Uses oral knowledge to sequence picture cards from left to right to indicate very simple word order (e.g., adjective-noun). 	<ul style="list-style-type: none"> • Uses oral knowledge to sequence word cards into phrases from left to right with connecting words (e.g., and, but). 	<ul style="list-style-type: none"> • Uses oral knowledge to sequence word cards into phrases and sentences from left to right. • Begins to recognize basic conjunctions (e.g., and, or, but, because). 	<ul style="list-style-type: none"> • Uses oral knowledge to sequence word cards into sentences from left to right. • Begins to recognize more basic conjunctions (e.g., and, or, but, so, because, that, which). 	<ul style="list-style-type: none"> • Begins to sequence sentence cards into a paragraph from top to bottom. • Recognizes an expanding range of basic conjunctions (e.g., and, or, but, that, which, who, where, when) and transition words (e.g., then, next).

Continuum: Reading Skills Development



7 Navigating & Understanding Text Conventions, Formats, Layouts

Text conventions encompass the presentation of text using various elements, such as titles, sub-titles, charts, and design elements. Instructors may need to consider and offer explicit guidance to help ESL Literacy learners acquire the following skills, abilities, and strategies.

Text Conventions, Formats, Layouts				
Emerging	→	Building	→	Expanding
<i>Recognizes formats and layouts</i>				
<ul style="list-style-type: none"> Recognizes documents relevant to community, home, school and workplace needs by color, graphics, size, etc. 	<ul style="list-style-type: none"> Follows a model to organize and categorize word cards and sentence strips according to a variety of criteria. Recognizes ordering conventions in names, addresses, and dates (e.g., first name, middle name, family/last/surname). 	<ul style="list-style-type: none"> Follows modeled use of guidelines to organize and categorize new words, sentence strips, and personal documents according to a variety of criteria (e.g., alphabetical, chronological, numerical). Begins to recognize common written formats (e.g., stories, application forms, ads, flyers). 	<ul style="list-style-type: none"> Understands that information can be grouped and presented in different formats (e.g., tables, charts, graphs, maps, directories). Understands and locates where to write or find specific information on simple authentic forms, schedules, directories, graphs, and charts. 	<ul style="list-style-type: none"> Recognizes the set-up of a formatted text by scanning and identifying its features. Recognizes patterns in layout and design used to identify the purpose of part of the text. Locates information in sources using a variety of organizational patterns (e.g., alphabetical, chronological, numerical). Locates and analyzes textual information according to a variety of criteria (e.g., reading a map for direction; reading a schedule for time).
<i>Recognizes organizational elements (e.g., tables and charts)</i>				
<ul style="list-style-type: none"> Begins to understand that information can be represented in a picture chart. 	<ul style="list-style-type: none"> Demonstrates understanding of rows and columns in a simple instructor-made chart and the information they represent. 	<ul style="list-style-type: none"> Begins to understand table conventions (e.g., schedules). 	<ul style="list-style-type: none"> Uses columns to understand information (e.g., schedules, data related to surveys, data related to numeracy topics). 	<ul style="list-style-type: none"> Understands and develops text when presented in columns and when presented in columns interrupted by pictures etc.
<i>Recognizes placement and design elements (e.g., envelope, identification cards)</i>				
<ul style="list-style-type: none"> Understands and uses the concept of left-right, top-down directionality to locate information. Attends to the middle, top, and bottom of the page to locate information on a few cards (e.g., greeting card, ID). 	<ul style="list-style-type: none"> Understands and uses the concept of left-right, top-down directionality to identify sentence delineations. Begins to follow and use the layout and the format of the text to locate specific information (e.g., envelopes, invitations, thank-you notes, emails), with support. 	<ul style="list-style-type: none"> Attends to familiar layout of the text to locate necessary information on a variety of items (e.g., ID cards, pay stubs, appointment memos, flyers, receipts). 	<ul style="list-style-type: none"> Notices elements in design and recognizes that these are related to the purpose. 	<ul style="list-style-type: none"> Recognizes most elements in design and the purposes to which they are related. Adjusts rate of reading depending on text and purpose.



Continuum: Reading Skills Development

Text Conventions, Formats, Layouts

Emerging	→	Building	→	Expanding
<i>Uses elements to guide the reader through the text (e.g., titles, sub-titles)</i>				
	<ul style="list-style-type: none">Begins to understand and use some book components with support: cover, illustrations, and page numbering.	<ul style="list-style-type: none">Begins to understand and use more book components: cover, table of contents, illustrations, page numbering, and chapters.Begins to locate information in simple texts with alphabetical organizational patterns.	<ul style="list-style-type: none">Understands and uses book components: cover, table of contents, illustrations, page numbering, and chapters.Locates information in texts with alphabetical organizational patterns (e.g. directories, weather tables, map legends, dictionaries).	<ul style="list-style-type: none">Understands and uses an expanding range of book components: cover, table of contents, illustrations, page numbering, chapters, and indexes.

Continuum: Reading Skills Development



8 Reading with Comprehension, Fluency and Expression

Instructors may need to consider and offer explicit guidance to help ESL Literacy learners acquire the following skills, abilities, and strategies:

Reading with Comprehension, Fluency & Expression				
Emerging	→	Building	→	Expanding
<i>Demonstrates print awareness</i>				
<ul style="list-style-type: none"> • Uses the proximity of realia to pictures, and pictures to words to demonstrate print awareness. • Understands the concept that print can convey personal information words (e.g., recognizes first name, last name and address). 	<ul style="list-style-type: none"> • Understands the concept that print contains personal meaning (e.g., you can learn about someone or something through reading). 	<ul style="list-style-type: none"> • Understands the concept that print contains personal meaning. • Begins to use context clues appropriately. 	<ul style="list-style-type: none"> • Begins to compare the differences between text and personal understanding. • Usually uses context clues appropriately. 	<ul style="list-style-type: none"> • Looks for how the text relates to current personal knowledge and concepts. • Uses context clues appropriately.
<i>Activates background knowledge</i>				
<ul style="list-style-type: none"> • Activates and develops immediate shared experiences to guess answers from oral questions. 	<ul style="list-style-type: none"> • Activates and develops shared experience to connect oral language and print. • Shares orally what is known about the topic. 	<ul style="list-style-type: none"> • Activates and develops background knowledge using instructor-guided pre-reading discussion or scaffolding. • Is able to write a few phrases or sentences about what is known about a topic and what they think the topic is about. 	<ul style="list-style-type: none"> • Activates and develops background knowledge using instructor-guided pre-reading discussion or scaffolding that presents cultural knowledge needed to understand the text. • Shares orally or in print what they know about the topic, what they think the text is about, what they want to learn about the topic, and finally, what they learned after reading the text. 	<ul style="list-style-type: none"> • Activates and develops background knowledge that relates new information in the text to prior knowledge of the topic and keeps in mind the WH questions throughout the reading. • Shares, orally or in print, what they know about the topic, questions they'd like answered from the text, and what they learned about the topic; can reflect on ideas and remaining questions they have and how they might research the answers.
<i>Uses and selects reading strategies</i>				
<ul style="list-style-type: none"> • Appeals to authority to check comprehension (e.g., asks instructor if picture to word matching is correct). 	<ul style="list-style-type: none"> • Follows explicit reading strategy instruction with a high degree of support (e.g., uses pictures to support comprehension). • Begins to anticipate or predict the next word in a sentence by looking at the first letter and getting meaning from the rest of the sentence. 	<ul style="list-style-type: none"> • Follows explicit reading strategy instruction with a high degree of support (e.g., re-reads the text to understand and remember), though still needs some strategy scaling. • Anticipates and uses word identification skills to continue with the reading, with some ambiguities. 	<ul style="list-style-type: none"> • Names and uses explicitly guided reading strategies (e.g., re-reading the text to understand and remember better), though still needs some strategy scaling. • If a word cannot be read, reads the whole sentence over and then makes a guess about what the word might be. (This only 	<ul style="list-style-type: none"> • Determines strategies to use when reading the text (e.g., highlighting new words). • Uses a variety of strategies to monitor and aid comprehension (e.g., self-monitoring, re-reading, making, checking predictions).



Continuum: Reading Skills Development

Reading with Comprehension, Fluency & Expression

Emerging	→	Building	→	Expanding
		<ul style="list-style-type: none"> • Begins to recognize miscues. • Makes predictions based on experiences with text and life. 	<p>works if the word is in oral vocabulary.)</p> <ul style="list-style-type: none"> • Recognizes miscues. • Asks questions when reading. 	
<i>Focuses on meaning of what is being read / recognizes that print carries meaning</i>				
<ul style="list-style-type: none"> • Begins to recognize that photographs of people convey emotions (e.g., happy and sad). 	<ul style="list-style-type: none"> • Recognizes that print carries meaning. • Memorizes a short text and tracks it while reading aloud (i.e., pretends to read by memorizing the words on the page). 	<ul style="list-style-type: none"> • Recognizes that print carries meaning. • Begins to read in short chunks of rote phrases when possible, rather than word by word. 	<ul style="list-style-type: none"> • Begins to focus on the meaning of what is being read. • Re-reads sentences to monitor for meaning. • Can usually summarize what has been read. 	<ul style="list-style-type: none"> • Focuses on the meaning of what is being read. • Re-reads to monitor comprehension. • Self-corrects when necessary. • Recognizes miscues and goes back to re-read until the text makes sense. • Confirms and cross-checks information. • Can summarize what has been read.
<i>Reads accurately and with speed</i>				
<ul style="list-style-type: none"> • Reads aloud own name and familiar concrete nouns. • Orally reads letters in very familiar and personally relevant words accurately (e.g., own name). • Orally reads digits in phone number. 	<ul style="list-style-type: none"> • Reads slowly and out loud. • Adds expression to a memorized sentence. • Increases oral reading speed of a sentence level text after instructor modelling, individual, pair, and group practice. 	<ul style="list-style-type: none"> • Reads slowly and often out loud. • Adds expression to memorized texts. • Increases oral reading speed of sentence level texts after instructor modelling, individual, pair, and group practice. • Begins to change tone and voice quality and pauses according to periods and question marks, with support. 	<ul style="list-style-type: none"> • Reads slowly and sometimes out loud. • Adds expression to practiced texts. • Increases oral reading speed of sentence and paragraph level texts after instructor modelling, individual, pair, and group practice. • May change tone and voice quality and pauses according to punctuation and all-caps (e.g., exclamation point, period, question mark). • Often demonstrates smooth, clear oral reading of simple connected text. 	<ul style="list-style-type: none"> • Reads silently and a little more quickly. • Begins to add expression to a below level text. • Increases oral reading speed of paragraphs after instructor modelling, individual, pair, and group practice. • When reading orally, changes tone and voice quality and pauses according to punctuation, all-caps, and italicization. • Demonstrates smooth, clear oral reading of simple connected text.



9 Reading with Social and Critical Awareness

Developing a social and critical awareness of the purpose of various texts means that ESL Literacy learners understand the main reason that they were written, the intent, and the ways they direct the reader to respond.

Instructors may need to consider and offer explicit guidance to help ESL Literacy learners acquire the following skills, abilities, and strategies.

Reading with Social & Critical Awareness				
Emerging	→	Building	→	Expanding
<i>Recognizes the purpose and intentions of various texts</i>				
<ul style="list-style-type: none"> Interprets the purpose of the text by recognizing an illustrated word or short phrase (e.g., a warning sign, a greeting card). 	<ul style="list-style-type: none"> Differentiates between and understands the purpose of reading a few different types of documents related to everyday experiences (e.g., checkout receipts, floor plans, pay stubs). Attends to some textual and contextual clues (e.g., illustrations, symbols). Differentiates between a few message genres (e.g., emails, invitations, notes). 	<ul style="list-style-type: none"> Recognizes textual and contextual clues (e.g., illustrations, familiar words and phrases, context) to interpret purposes of the text on a variety of formatted items (e.g., invitations, thank-you notes, greeting cards, appointment reminders). 	<ul style="list-style-type: none"> Understands that a reader can select texts based on purpose and interest. Understands whether the text is prescriptive or informational. Skims and scans to identify the purpose of the text. Begins to distinguish argument, narrative, description, requests, opinions, and facts. Begins to understand that reading for enjoyment or interest builds language skills. Often adjusts rate of reading depending on text and purpose. 	<ul style="list-style-type: none"> Begins to recognize some styles of discourse language based on word choices (e.g., formal, informal, business). Distinguishes between fact, fiction, and opinion texts based on word choice and format. Understands that texts can be selected according to personal interests and used to build language skills and enjoyment. Uses textual and contextual clues to identify purpose of text: sell, entertain, teach, convince, inform, warn etc. Adjusts rate of reading depending on text and purpose.
<i>Identifies how the text is designed to direct a response</i>				
	<ul style="list-style-type: none"> Understands that there are many reasons for reading (e.g., instructions, prices, appointment cards). Understands whether a text (e.g., invitation, envelope, email, note, signage, poster) provides or requires information or action. 	<ul style="list-style-type: none"> Begins to recognize format and then reads for a specific purpose (e.g., grocery store flyer). Understands whether the text is a warning, recommendation, tip, or advisory. Understands whether a text is being used to express personal opinion or preference. 	<ul style="list-style-type: none"> Recognizes more formats and reads for their specific purposes (e.g., bill, rent receipt, pay stub, junk mail, political advertisement). Understands that information in texts can be useful (e.g., contracts, brochures, signs, and labels convey important information, and maps can be used for directions to find places). Understands whether a text is providing or requesting information 	<ul style="list-style-type: none"> Recognizes formats and determines whether to read or not based on their specific purpose (e.g., legal document is important, junk mail can be thrown out). Evaluates the importance and immediacy of a text based on its purpose or personal relevance (e.g., immigration documents, eviction notice, credit card statements). Verifies ideas from text.



Continuum: Reading Skills Development

Reading with Social & Critical Awareness

Emerging	→	Building	→	Expanding
			and is being used to sell, entertain, teach, convince, warn, etc.	
<i>Questions the intentions and evaluating response options</i>				
		<ul style="list-style-type: none"> • Begins to look at some text (flyers, junk mail) and determines that it is of no personal use. 	<ul style="list-style-type: none"> • Understands that information should be evaluated based on the reader's purpose, the relevance/irrelevance of the information. • Reads and interprets written, personal opinions. 	<ul style="list-style-type: none"> • Distinguishes argument, narrative, description, requests, opinions, and facts. • Reads and understands language used to express opinions or editorials, persuasion, agreement or disagreement, complaints, advice, and frustration.



1 Oral Communication to Support Reading and Writing (See page 108)

2 Developing Visual/Motor Skills

ESL Literacy learners need to coordinate fine motor movement with an ability to see at close range. They may not be accustomed to devoting long stretches of time to activities that rely on visual acuity and fine motor skills. Instructors need to be aware of fatigue, and intersperse print-based activities with activities that involve movement (i.e., providing breaks from print-based activities). Instructors may need to consider and offer explicit guidance to help ESL Literacy learners with the abilities and strategies charted below.

There are additional fine motor skills that ESL Literacy learners develop over time, including manipulating digital interfaces, and using classroom manipulatives and tools (e.g., mouse, keyboard, touch screen, stapler, hole punch, thumb tacks). These fine motor skills will be transferable to their working lives in Canada.

Developing Visual/Motor Skills

Emerging	→	Building	→	Expanding
<i>Develops writing postures and uses writing implements</i>				
<ul style="list-style-type: none"> Requires a fixed stable surface like a table, desk, or whiteboard to attempt writing. Uses a variety of mark-making implements with a beginning grasp including a five-finger grip. 	<ul style="list-style-type: none"> Requires a fixed stable surface like a table, desk, or whiteboard to write with a measure of control. Attempts to use pencils with a mature grasp. Uses standard pencils for most writing tasks. 	<ul style="list-style-type: none"> Begins to write in a notebook or booklet on own lap. Uses writing implements with a mature grasp. Begins to use pens to copy information into simple forms or sign own name. Applies more consistent and appropriate pressure on writing implements. 	<ul style="list-style-type: none"> Begins to write in a notebook or booklet using non-dominant forearm as the stabilizing surface. Uses writing implements with a consistent, mature grasp. Begins to use pens to copy final drafts of writing. 	<ul style="list-style-type: none"> Writes with control on various horizontal and vertical surfaces. Uses a large variety of writing, drawing, and colouring implements with ease and greater automaticity. Chooses between pens, pencils or word processing for writing tasks and begins to understand when each is appropriate.
<i>Forms letters, numbers, and spaces</i>				
<ul style="list-style-type: none"> Forms the letters of own name legibly. Forms all upper case letters and most lower case letters from a model, for interpretation by a familiar supportive reader. Forms most of the numbers from 1 to 10 from a model, for interpretation by a familiar supportive reader. Forms letters and numbers in large, inconsistent sizes. Forms words with mixture of upper and lower case letters. Attempts to use a guideline to guide 	<ul style="list-style-type: none"> Forms all upper and lower case letters in recognizable form. Forms all of the numbers from 1 to 10 in a recognizable form. Forms letters and numbers in large, more consistent sizes and with more consistent order of formation. Forms words mainly in lower case letters, but with some mixture of upper case. Uses a line to guide writing, with errors for hanging letters. Writes with inconsistent spacing between words. 	<ul style="list-style-type: none"> Forms letters and numbers in a recognizable form. Forms letters in a more consistent and more adult-like size. Uses lower case letters exclusively, unless there is a need for upper case . Forms elements in a more adult-like size. Begins to use guidelines, boxes and other devices to contain writing. Begins to write words or short phrases in a straight line without guidelines. Writes with consistent but larger than normal spacing between words. 	<ul style="list-style-type: none"> Forms letters and numbers with greater automaticity. Uses lower case letters exclusively, unless there is a need for upper case. Forms letters in a consistent, adult-like size. Begins to develop own writing style. Uses guidelines, boxes and other devices to contain writing, with some attention to adjusting size for the space allotted. Begins to write single sentences in a straight line without guidelines (e.g., a sentence-level greeting). 	<ul style="list-style-type: none"> Forms letters and numbers with automaticity. Uses lower case letters exclusively, unless there is a need for upper case. Forms letters in a consistent, adult-like size. Develops own handwriting style and may begin slanting or connecting letters. Can vary writing size and line spacing depending on context. Begins to write multiple straight lines of connected text without guidelines (e.g., a greeting card).



Continuum: Writing Skills Development

Developing Visual/Motor Skills

Emerging	→	Building	→	Expanding
<p>name or familiar word formation.</p> <ul style="list-style-type: none">Writes with inconsistent spacing between letters.			<ul style="list-style-type: none">Begins to write with regular and normal-sized spacing between words and sentences.Can write on single-spaced lines.	<ul style="list-style-type: none">Writes with regular and normal-sized spaces between words and sentences.Begins to use spaces to show paragraph breaks.



3 Communicating Using Visual Representations

The use of a variety of figurative, symbolic, and colour-coding elements helps support the growing understanding that abstractions on the page convey meaning. They can be a bridge between meaning-making grounded in experience and meaning-making using print. Visual representations are also used to support and enhance print-based meanings, and are also useful in their own right to help communicate ideas and information.

Instructors may need to consider and offer explicit guidance to ESL Literacy learners in relation to the abilities, skills, and strategies below.

Emerging	→	Building	→	Expanding
<i>Uses photographs and images with text to convey meaning</i>				
<ul style="list-style-type: none"> Copies word labels onto a personal poster or diagram to create a learning resource (e.g., label body parts). Associates a series of pictures of concrete nouns with thematic vocabulary and/or classroom activities. Selects a photograph or simple image appropriate to an occasion (e.g., a heart shape for love). 	<ul style="list-style-type: none"> Selects and uses photos or realistic drawings to communicate ideas and illustrate guided writing about workplace, community, and school experiences. 	<ul style="list-style-type: none"> Selects and labels photos and realistic drawings to aid retention of new vocabulary. Selects and uses photos or realistic drawings to communicate ideas and illustrate guided writing about workplace, community, and school experiences. 	<ul style="list-style-type: none"> Selects and uses photos or images to communicate ideas and illustrate written work (e.g., messages, brochures, digital presentations). Uses paper or digital images to create a collage for visual brainstorming in pre-writing activities. 	<ul style="list-style-type: none"> Selects and uses photos or images to communicate ideas and illustrate written work in new and different contexts (e.g., instruction manuals, workplace safety presentations, online classified ads).
<i>Forms and uses lines, shapes, symbols and marks</i>				
<ul style="list-style-type: none"> Creates shaky, short, and continuous line styles including horizontal and vertical matching lines, with difficulty. Forms circles in a recognizable form. 	<ul style="list-style-type: none"> Creates shaky but accurate lines (cross-outs, underlines). Forms a small number of basic shapes (circles, squares and triangles). Attempts to form basic symbols (e.g., number sign, dollar sign). Creates more controlled small marks with inconsistencies (e.g., dots, check marks). Attempts to form periods, commas, question marks, and dashes. 	<ul style="list-style-type: none"> Creates more consistent, controlled lines. Forms a number of basic shapes (e.g., diamond, triangle-based star, ovals) to convey meaning. Forms a number of basic symbols in recognizable form (e.g., @ sign, \$, %) when writing. Forms a number of punctuation marks (e.g., period, comma, question mark) when writing. 	<ul style="list-style-type: none"> Forms a variety of continuous line styles. Forms a number of more complex shapes (e.g., diamond, triangle-based star, ovals) to support writing. Creates a variety of marks and symbols in a controlled and consistent manner. 	<ul style="list-style-type: none"> Begins to recreate and use unfamiliar line styles from observation. Begins to recreate and use unfamiliar shapes from observation. Creates a large variety of marks and symbols in a controlled, consistent, and automatized manner to support writing.



Continuum: Writing Skills Development

4 Encoding Text and Using Spelling Patterns

Encoding is the ability to recall sound-symbol correspondence and spelling convention patterns in order to write known words. Encoding includes understanding and using the following features of language sound systems, in ascending level of cognitive load: syllables, onsets-rimes, and individual sound-symbol correspondence. (One sign that ESL Literacy learners are beginning to use encoding strategies is when they begin using invented spellings.) Encoding also includes awareness and recollection of how morphological features are attached to words in the following types of affixes: inflections, prefixes, and suffixes. It also involves using explicit spelling rules and conventions, and is related to the skill of alphabetizing text.

Instructors may need to consider and offer explicit guidance to ESL Literacy learners in relation to the activities, skills, and strategies in the continuum below.

Encoding Text and Using Spelling Patterns

Emerging	→	Building	→	Expanding
<i>Uses syllables</i>				
<ul style="list-style-type: none"> Develops oral vocabulary that includes both single and multisyllabic words and names. Claps to recall the rhythm of new oral vocabulary or names. Differentiates between long words and short words when copying or using a copying model. 	<ul style="list-style-type: none"> Begins to combine two syllables to create familiar words using copying models (e.g., af + ter = after). 	<ul style="list-style-type: none"> Combines two or three syllables to create familiar words using copying models (e.g., com + pu + ter = computer). 	<ul style="list-style-type: none"> Uses oral recitation of individual syllables to attempt independent spelling of familiar two- or three-syllable words (e.g., ham-ber-gar for “hamburger”). 	<ul style="list-style-type: none"> Uses oral recitation of individual syllables to attempt independent spelling of familiar multisyllabic words (e.g., mack-a-ron-y for macaroni). Uses knowledge of single-syllable words within multisyllabic words to attempt writing new words independently (e.g., <u>investment</u>, <u>industry</u>).
<i>Uses onsets-rimes</i>				
<ul style="list-style-type: none"> Attends to first sound when learning new oral vocabulary. Attends to familiar words that rhyme while singing or chanting short phrases. 	<ul style="list-style-type: none"> Combines onsets and rimes to create familiar single-syllable c-v-c words using copying models (e.g., h + at = hat). Begins doing onset substitutions in single-syllable c-v-c words e.g., h-at, c-at, r-at). 	<ul style="list-style-type: none"> Combines onsets and rimes to create familiar single-syllable words using copying models (e.g., br + ain = brain). Substitutes onsets in familiar single-syllable words (e.g., ch-ain, br-ain, tr-ain). Begins substituting rimes in familiar single-syllable words (e.g., tr-ain, tr-ip, tr-ack). 	<ul style="list-style-type: none"> Uses onset/rime patterns to hypothesize spellings of single-syllable familiar words (e.g., uses knowledge of -ain to write “crain” for “crane”). 	<ul style="list-style-type: none"> Uses onset-rime knowledge to attempt writing new words or root words independently (e.g., <u>cr-ust</u>, <u>en-cr-ust-ed</u>).
<i>Uses sound-symbol correspondence</i>				
<ul style="list-style-type: none"> Recognizes that different sounds have different letter representations. Fills in missing first letter of a dictated familiar name or familiar concrete noun, using first sound for recall. Writes most consonants based on a 	<ul style="list-style-type: none"> Fills in missing first and last consonants of dictated familiar words based on sound. Adds or substitutes short vowels at the beginning of two-letter words with regular spellings (e.g., <u>an</u>, <u>in</u>, <u>on</u>; <u>it</u>, <u>at</u>). Begins to fill in medial short vowels in dictated 	<ul style="list-style-type: none"> Fills in digraphs and some two letter blends in first and last position (e.g., <u>sh</u>ip, <u>ch</u>ip, <u>tr</u>ip; <u>wash</u>, <u>watch</u>, <u>want</u>). 	<ul style="list-style-type: none"> Fills in missing medial letters using sound-symbol knowledge in familiar, regularly-spelled vocabulary (e.g., water<u>m</u>elon). 	<ul style="list-style-type: none"> Begins using oral recitation of individual sounds or sound clusters to aid in writing new vocabulary independently (e.g., <u>sequel</u>). Begins transferring long vowel conventions to new oral vocabulary (e.g., <u>coat</u> to <u>afloat</u>).



Encoding Text and Using Spelling Patterns

Emerging	→	Building	→	Expanding
dictation of their individual sounds or familiar vocabulary beginning with those sounds.	single-syllable words based on sound (e.g., <u>cat</u>).			
<i>Uses inflections, prefixes and suffixes</i>				
<ul style="list-style-type: none"> Associates a few familiar concrete noun words with realia to begin developing a base form repertoire. 	<ul style="list-style-type: none"> Copies words that include inflectional endings at the end of simple sentence stems (e.g., I am <u>walking</u>. I am <u>running</u>). Copies a very short word that includes a prefix or suffix (e.g., undo, redo). 	<ul style="list-style-type: none"> Begins to add a few common inflectional endings to verbs and nouns (e.g., -ing, -ed, plural -s). Adds one or two prefixes or suffixes (e.g., un-, re-) using a copying model. Adds a few suffixes (e.g. -er, -y, -ly) using a copying model. 	<ul style="list-style-type: none"> Adds an expanded number of inflectional endings, with minor spelling errors (e.g., -ing, -ed, 3rd person -s, comparative -er and superlative -est). Adds a few prefixes and suffixes with accuracy (e.g., pre-, non-, dis-). Adds a number of suffixes with accuracy (e.g., -ful, -tion, -ness). 	<ul style="list-style-type: none"> Applies spelling rules for adding inflectional endings with more accuracy. Attempts to add or substitute suffixes to change part of speech in writing (e.g., “electricitor” for “electrician”). Adds a large array of prefixes and suffixes with only minor vowel errors (e.g., sub-, com-, dis-, -ible, -able, -ous).
<i>Spells</i>				
<ul style="list-style-type: none"> Orally spells own first name from memory. Rearranges scrambled letters to recreate own first name. Uses letter counting and oral spelling to compose and check accuracy, while copying a familiar short word or name from a model. 	<ul style="list-style-type: none"> Spells own first and last name and a small set of short familiar function words from memory (e.g., Sarah Amin, my, is). Attempts to spell a few single-syllable sight words from memory within rote phrases (e.g., My nam is Sarah; I lik scool). Uses letter counting, oral spelling, and attention to first and last letter sound to check accuracy while copying longer words from a model (e.g., a word bank). 	<ul style="list-style-type: none"> Spells a number of irregular small function words from memory (e.g., the, they, who). Begins to develop a large rote spelling repertoire of single-syllable words. Uses some long vowel conventions in spelling (e.g., <u>coat</u>, <u>boat</u>, <u>make</u>). Attempts to use combined knowledge of sound-symbol correspondence, blends, diagraphs and some syllabication to invent spellings of longer words. Uses a class-made reference or picture dictionary to locate, check, and copy longer words. 	<ul style="list-style-type: none"> Develops a larger rote spelling repertoire that expands into multisyllabic words. Uses combined knowledge of sound-symbol correspondence, blends, diagraphs, syllables, inflections, and other spelling patterns to invent spellings of longer words. Uses an expanded number of long vowel conventions in spelling (e.g., <u>high</u>, <u>quite</u>, <u>try</u>). Begins to use a few explicit spelling rules. Uses a picture dictionary or class-made reference to locate spellings for own compositions. 	<ul style="list-style-type: none"> Develops a large rote spelling repertoire that includes both regular and irregular spelling patterns. Applies an expanded number of explicit spelling rules while composing (e.g., changing “y” to “i” when adding -ed). Uses a learner dictionary or class-created reference to locate and edit word spellings for own compositions. Creates categorized lists of words or word components for personal spelling reference. Uses a spell checker and understands its limitations.
<i>Alphabetizes</i>				
<ul style="list-style-type: none"> Arranges letters of the alphabet using a model. 	<ul style="list-style-type: none"> Arranges people with name tags alphabetically. Arranges letters of the alphabet from memory. 	<ul style="list-style-type: none"> Sorts a list of words with different initial letters into alphabetical order. 	<ul style="list-style-type: none"> Sorts a list of words which includes some items with the same initial letters into alphabetical order. 	<ul style="list-style-type: none"> Creates alphabetized lists of words or word components for reference.



Continuum: Writing Skills Development

5 Vocabulary and Sight Word Development

The development of vocabulary along with a good range of sight words supports writing. Instructors may need to consider and offer explicit guidance to ESL Literacy learners in relation to the activities, skills, and strategies in the continuum below.

Emerging	→	Building	→	Expanding
<i>Uses vocabulary and phrases to convey the intended meaning and to express emotions and opinions</i>				
<ul style="list-style-type: none"> Copies own first name and a few concrete nouns to convey information (e.g., makes a name card for own coat hook). Writes own first name to label personal belongings. 	<ul style="list-style-type: none"> Writes own name and names of familiar people to convey information (e.g., writes a recipient's name on a card). Copies common, familiar words to describe people, feelings, foods, actions, likes and dislikes. Begins to learn common words with irregular spelling patterns (e.g., are, have, and you, by rote). 	<ul style="list-style-type: none"> Uses common, familiar vocabulary to write short, basic sentences to describe people, places, feelings, preferences, and personal opinions. Begins to have an awareness of the accuracy of own spelling attempts. Begins to use picture dictionaries to check spelling attempts. 	<ul style="list-style-type: none"> Uses a wide range of common, familiar, concrete vocabulary to write sentences and basic paragraphs for a variety of concrete and relevant purposes. Usually aware of the accuracy of spelling attempts. Uses picture dictionaries to check spelling attempts. 	<ul style="list-style-type: none"> Uses a wide range of common, familiar, concrete vocabulary, and some abstract vocabulary to write sentences and full paragraphs for a variety of relevant purposes. Recognizes that word choices convey specific meanings and emotions. Aware of the accuracy of spelling attempts. Uses an online or learning dictionary to check spelling attempts.
<i>Uses vocabulary and phrases to express emotions and opinions</i>				
<ul style="list-style-type: none"> Embellishes drawings to express observations (e.g., colouring a cloud symbol darker grey on a cloudy day). 	<ul style="list-style-type: none"> Writes words to express likes and dislikes. 	<ul style="list-style-type: none"> Writes words and short sentences to express likes and dislikes, emotions, and preferences. 	<ul style="list-style-type: none"> Writes sentences and basic paragraphs to express likes and dislikes, preferences, and emotions. Uses some idioms to express emotions and mood. 	<ul style="list-style-type: none"> Writes sentences and full paragraphs to express likes and dislikes, preferences, emotions, and opinions. Uses common idioms to express emotions and mood. Understands that a text can affect the reader's mood and chooses vocabulary and phrases deliberately to create mood.
<i>Records sight words to support vocabulary development</i>				
<ul style="list-style-type: none"> Copies and records basic personal information for future use. 	<ul style="list-style-type: none"> Records new words related to everyday, personally relevant topics (e.g., family, coming to Canada, housing, work) and a few common rote phrases (e.g., My name is, I am from) in word banks or picture dictionaries for future use. 	<ul style="list-style-type: none"> Records new words and phrases related to everyday, personally relevant topics in word banks, word lists or personal dictionaries for future use. 	<ul style="list-style-type: none"> Records new words and phrases in word banks (with word used in context), lists, or personal dictionaries for future use. 	<ul style="list-style-type: none"> Records new words and phrases, with example sentences and context used, in personal dictionaries for future use. Uses resources (dictionaries, peers, instructors) to improve writing.



6 Using Word Order and Sentence Patterns to Produce Text

Instructors may need to consider and offer explicit guidance to help ESL Literacy learners with the abilities, skills, and strategies in the continuum below, in order to use word order, and sentence patterns to write.

Using Word Order and Sentence Patterns

Emerging	→	Building	→	Expanding
<i>Uses parts of speech</i>				
<ul style="list-style-type: none"> Develops oral vocabulary for basic, familiar concrete nouns (e.g., food, classroom items, clothes, animals), classroom action verbs (write, read, circle, point, copy), and primary colour adjectives (red, yellow, blue). Begins to recognize through repetition that the instructor organizes words through colour-coding (e.g., all words on pink flashcards are actions). 	<ul style="list-style-type: none"> Develops oral vocabulary for common concrete nouns, action verbs, prepositions of place, and descriptive adjectives. Recognizes that the instructor organizes words through colour-coding of flash cards (e.g., blue for concrete nouns, pink for verbs, green for descriptive adjectives) and notices that words of the same colour are used the same way. Uses experience with colour-coding for parts of speech to assist in arranging flash cards to make a simple sentence. 	<ul style="list-style-type: none"> Develops an expanding range of oral vocabulary for concrete nouns, action verbs, prepositions, and descriptive adjectives. Begins to understand rules for categorization of flashcards that are colour-coded based on parts of speech, and can add a few examples (e.g., recognizes that blue flashcards are for concrete nouns and can add house, chair, and book to the category). Begins to use “names,” “action words,” and “describing words” to identify different parts of speech. Begins to notice common suffixes in sight words (e.g., -tion in education, vacation, and location). 	<ul style="list-style-type: none"> Develops a wide range of concrete oral vocabulary, including concrete nouns, common verbs, adjectives (including comparatives and superlatives), most prepositions, articles, common adverbs, and some idiomatic phrases. Uses “names,” “action words,” and “describing words” to identify different parts of speech and categorizes highly familiar flashcards based on part of speech. Recognizes that different parts of speech have different roles in a sentence. Begins to recognize word stems and to use knowledge of parts of speech to guess at the meaning of an unfamiliar word in a familiar word family (e.g., using “thought” to guess at meaning of “thoughtful”). Begins to add endings to familiar words to create a different part of speech (e.g., adding -er to bake to make “baker”). Begins to recognize common suffixes for nouns (-tion, -ity, -er). 	<ul style="list-style-type: none"> Develops a very wide range of concrete oral vocabulary, and some abstract vocabulary and idiomatic phrases. Begins to use the words noun, verb, and adjective to describe parts of speech. Begins to categorize new vocabulary by part of speech. Uses knowledge of familiar word stems, word families, and parts of speech to guess at meanings and create other forms of a word. Recognizes common suffixes that signify nouns (e.g., -tion, -ity, -er, -or), adjectives (e.g., -ful), verbs (e.g., -ing, -ed, -ize), or adverbs (e.g., -ly). Recognizes that verbs must agree with their subjects, and begins to use inflectional endings for third person singular verbs.
<i>Uses modals and auxiliary verbs</i>				
<ul style="list-style-type: none"> Develops oral vocabulary for simple sentences using have and don’t have. 	<ul style="list-style-type: none"> Develops oral vocabulary for simple sentences using don’t, can, and can’t. 	<ul style="list-style-type: none"> Develops oral vocabulary for simple sentences using don’t, can, can’t, will, won’t, and must. 	<ul style="list-style-type: none"> Develops oral vocabulary for sentences using positive and negative 	<ul style="list-style-type: none"> Develops oral vocabulary for sentences using positive and negative forms of can, will, may,



Continuum: Writing Skills Development

Using Word Order and Sentence Patterns

Emerging	→	Building	→	Expanding
	<ul style="list-style-type: none"> Selects and arranges flash cards to make short, repetitive sentences about preference and ability (e.g., I like broccoli. I don't like pizza. I can swim.). 	<ul style="list-style-type: none"> Relies on oral language to begin to use be and do as auxiliary verbs in the present continuous and present and past simple. Following a model, writes personally relevant simple sentences expressing preference, ability, intention, and obligation. 	<ul style="list-style-type: none"> forms of can, will, may, and must. Uses could, would, should, and might to indicate possibility, obligation, or for polite requests. Relies on oral language to use be and do as auxiliary verbs in the present and past continuous and the present and past simple. Writes personally relevant sentences expressing preference, ability, intention, obligation, and possibility. 	<ul style="list-style-type: none"> must, shall, could, would, and should. Uses could, would, should, and might to indicate possibility, obligation, for polite requests, and as the past tense. Relies on oral language to use be, do, and have as auxiliary verbs in the present and past continuous, simple, and perfect. With support, begins to apply grammar rules for use of auxiliary verbs. Writes a wide variety of personally relevant sentences using modal and auxiliary verbs.
<i>Uses word order</i>				
<ul style="list-style-type: none"> Begins to develop oral vocabulary for expressing noun phrases by “pretend reading” similar repetitive phrases in photographically illustrated picture books with familiar vocabulary (e.g., red shirt, red shoes, red hat; or blue hat, red hat, yellow hat; or one hat, two hats, three hats). Begins to develop the ability to follow oral commands physically. 	<ul style="list-style-type: none"> Develops oral vocabulary for expressing short verb phrases about daily routine, prepositions of place at the end of instructions, and noun phrases including descriptive adjectives. Develops oral vocabulary for forming negatives in the simple present. Begins to develop oral vocabulary for asking yes/no and WH questions. Begins to develop an understanding of SVO word order in short, simple, repetitive statements. 	<ul style="list-style-type: none"> Develops oral vocabulary for expressing short verb phrases, noun phrases, and prepositions of place. Develops oral vocabulary for affirmative and negative statements in the present simple and continuous and the past simple, asking yes/no and WH questions, and giving commands. Develops an understanding of SVO word order in short, simple statements and is beginning to write from own ideas. 	<ul style="list-style-type: none"> Develops oral vocabulary for expressing verb phrases, noun phrases, prepositional phrases, adverb phrases, statements and negatives in the present and past simple and continuous, questions, and commands. Uses correct word order in a variety of simple sentences and questions. Writes personally relevant statements, questions, and commands using supports, such as models and word banks. 	<ul style="list-style-type: none"> Develops oral vocabulary for expressing a wide range of verb phrases, noun phrases, prepositional phrases, adverb phrases, and increasingly complicated statements in the simple, continuous, and perfect tenses, questions, and commands. Uses correct word order in a variety of simple sentences and questions. Writes personally relevant statements, questions, and commands from own ideas.
<i>Users connecting words and clauses</i>				
<ul style="list-style-type: none"> Develops oral vocabulary for connecting thoughts using and. 	<ul style="list-style-type: none"> Develops oral vocabulary for connecting thoughts using and or but. 	<ul style="list-style-type: none"> Develops oral vocabulary for connecting thoughts using and, or, but, and because. Connects two short, familiar, simple clauses with and, or, but, and because. 	<ul style="list-style-type: none"> Develops oral vocabulary for connecting thoughts using and, or, but, so, because, that, and which. Begins to recognize that writing sounds more fluent when it is connected. 	<ul style="list-style-type: none"> Develops oral vocabulary for connecting thoughts using and, or, but, so, because, that, which, who, where, and when. Recognizes that writing sounds more fluent when it is connected and attempts to write

Continuum: Writing Skills Development



Using Word Order and Sentence Patterns

Emerging	→	Building	→	Expanding
		<ul style="list-style-type: none"> Follows a model to write a very simple two-clause sentence using and. 	<ul style="list-style-type: none"> Follows a model to write simple two-clause sentences using and, or, but, so, because, that, which. Begins to write two-clause sentences from own ideas. 	<ul style="list-style-type: none"> using shorter and longer sentences. Creates adjective clauses using which, who, where, and when. Writes a variety of two-clause sentences from own ideas.



Continuum: Writing Skills Development

7 Using Text Conventions

Text conventions encompass the presentation of text using the various elements. Instructors may need to consider and offer explicit guidance to help ESL Literacy learners with the abilities, skills, and strategies in the continuum below, in order to use text conventions to write effectively.

Using Text Conventions				
Emerging	→	Building	→	Expanding
<i>Uses format (e.g., paragraphs and lists)</i>				
<ul style="list-style-type: none"> Begins to sequence sentence strips to create a logical order to tell a story. 	<ul style="list-style-type: none"> Begins to make lists from a model. 	<ul style="list-style-type: none"> Makes lists in a variety of personally relevant contexts. Addresses an envelope. 	<ul style="list-style-type: none"> Fills in a simple instructor-made chart to plan writing: introduction, body, and conclusion. Sequences sentence strips to create a logical order to tell a story. 	<ul style="list-style-type: none"> Follows most conventions for formatted texts, forms and applications.
<i>Uses organizational elements (e.g., tables and charts)</i>				
<ul style="list-style-type: none"> Uses colour-coded charts and visuals to begin to categorize. 	<ul style="list-style-type: none"> Reproduces information onto a simple table or chart (e.g., names, phone numbers). 	<ul style="list-style-type: none"> Reproduces information onto a table, chart and map (e.g., names, phone numbers, locations). Copies important personal dates in a calendar to record birthdays, anniversaries, weddings, etc. 	<ul style="list-style-type: none"> Creates and completes simple tables, charts, diagrams, maps, and plans to classify and categorize information, with support. Uses background knowledge and previous experience to create simple forms or bar graphs. Writes important personal dates in a calendar to record birthdays, anniversaries, weddings, etc. 	<ul style="list-style-type: none"> Creates and completes simple tables, maps, charts, and diagrams to assist learning.
<i>Uses placement and design elements (e.g., addressing an envelope)</i>				
<ul style="list-style-type: none"> Copies a sequence pattern by printing the correct items when given a sequence model. Copies personal information to the immediate right of form cue words (e.g., name, phone number, address). Uses a model to lay out information on goodwill cards (e.g., a simple single-sided greeting card with recipient's name at the top; a greeting 	<ul style="list-style-type: none"> Uses guidelines and boxes to copy and complete information (e.g., personal information on invitations, envelopes, emails, and application forms). Uses text placement conventions when completing date and time on an invitation, address and subject in an email, and when copying personal information onto a simple form (e.g., library application). 	<ul style="list-style-type: none"> Uses guidelines, boxes and checkboxes to copy or fill in information on a short message, envelope, email, or form. Uses background knowledge and previous experience to fill in forms, with support. Understands whether signature is required and where to sign a document, as well as the importance of a signature. 	<ul style="list-style-type: none"> Follows most text placement conventions for letters and envelopes (e.g., writes date at the top right, name of recipient at the top left, and signature at the bottom). Uses text placement conventions in a variety of contexts (e.g., letters, applications, production reports, time cards). 	<ul style="list-style-type: none"> Uses guidelines, boxes etc. to fill in information. Understands the value and legality of a signed document and knows the responsibilities invested in the signature. Knows where writing is required by using textual clues (lines, boxes, headings).

Continuum: Writing Skills Development



Using Text Conventions

Emerging	→	Building	→	Expanding
<p>and word/picture elements in the middle, and the sender's name at the bottom).</p> <ul style="list-style-type: none"> • Attends to the top of the board/a page to complete information (e.g., date). • Uses a model or a supplied borderline to copy information and enter/confine an illustration (e.g., own name). 		<ul style="list-style-type: none"> • Uses N/A for not applicable information. • Uses text placement conventions when completing address, subject, and short message in an email and when copying information onto an application form. 		
<p><i>Recognizes elements guiding the reader through the text</i></p>				
<ul style="list-style-type: none"> • Notes the placement of letter, word, or numeral on the page or line (e.g., uses letter spaces or letter boxes to guide copying). • Generates a title by placing a one or two-word label above a drawing (e.g., the title "My family" above an illustration or photograph of own family). 	<ul style="list-style-type: none"> • Looks back at a model when copying and notes the placement on a page or line. • Understands page numbering conventions. 	<ul style="list-style-type: none"> • Develops an understanding of some basic text and document conventions to guide writing. • Understands title conventions (e.g., use of capitalization, location at the top of the text). • Produces page numbers at the top or bottom of the page. 	<ul style="list-style-type: none"> • Applies some basic page formatting conventions to guide writing. • Understands and uses title conventions to provide a heading for a text (e.g., chart, table, presentation, story). 	<ul style="list-style-type: none"> • Applies basic page formatting conventions to produce simple written texts.



Continuum: Writing Skills Development

8 Writing Clearly, Expressively and Fluently

Instructors may need to consider and offer explicit guidance to ESL Literacy learners in relation to the activities, skills, and strategies in the continuum below.

Writing Clearly, Expressively and Fluently				
Emerging	→	Building	→	Expanding
<i>Uses models, supports and planning tools to organize and sequence the writing in a logical order</i>				
<ul style="list-style-type: none"> Copies own name or a few names of familiar people from a model. Sorts people, realia, or pictures into categories (e.g., males and females). 	<ul style="list-style-type: none"> Chooses model to copy words to convey intended meaning (e.g., identification documents, model texts, photograph-supported word banks, basic sentence stems, picture dictionaries). Writes several sentences using the same sentence stem on the same topic (e.g., I am... I am...). Brainstorms vocabulary for writing as a class, with the instructor acting as scribe. Writes single words and simple phrases to convey information in a readable draft. 	<ul style="list-style-type: none"> Copies and modifies models and supports to write sentences to convey intended meaning (e.g., identification documents, sentence stems, model texts, word banks, picture dictionaries). Writes a few different sentence types on the same topic. Brainstorms vocabulary and sentence stems, with the instructor acting as a scribe. Writes short, comprehensible text using a few simple sentences, with support if necessary. 	<ul style="list-style-type: none"> Modifies and selectively copies models and supports to write sentences and basic paragraphs (e.g., model texts, word banks, sentence stems, picture dictionaries, simple learner dictionaries). Generates a topic and examples. Uses a variety of planning tools to brainstorm and organize ideas (e.g., class discussions, brainstorms, check-lists, graphic organizers). Uses simple planning strategies. Uses knowledge of text structure to identify and organize a limited number of ideas around a familiar topic. 	<ul style="list-style-type: none"> Reads a model text and writes a similar text. Uses supports to write paragraphs and basic multi-paragraph texts (e.g., model texts, word banks, simple learner dictionaries). Generates main ideas and supporting details. Gives examples to illustrate main ideas. Uses transition words to show connections between ideas. Creates an outline that shows main ideas and supporting details. Writes a good topic sentence. Organizes paragraph writing into an introduction, main body, and conclusion. Uses a variety of planning tools to brainstorm and organize ideas (e.g., class discussions, brainstorms, check-lists, graphic organizers, basic outlines). Types relatively fluently and uses a word processor to compose.
<i>Writes expressively from own ideas</i>				
<ul style="list-style-type: none"> Chooses a photograph to express an emotion. 	<ul style="list-style-type: none"> Chooses words from a word bank to express an emotion. Chooses and fills in sentence stems to express an emotion or an idea or to tell a personal story. 	<ul style="list-style-type: none"> Writes journal entries of a few simple sentences to express an idea or emotion. 	<ul style="list-style-type: none"> Writes journal entries of several connected sentences to express ideas and emotions and to tell about past experiences, ideas, and hopes for the future. 	<ul style="list-style-type: none"> Writes journal entries of a full paragraph to express ideas and emotions and to tell about past experiences, ideas, and hopes for the future.

Continuum: Writing Skills Development



Writing Clearly, Expressively and Fluently

Emerging	→	Building	→	Expanding
				<ul style="list-style-type: none"> Writes speculatively or imaginatively in a journal (e.g., “If I won the lottery...”).
<i>Uses revising and editing strategies</i>				
<ul style="list-style-type: none"> Checks letters of first name and highly familiar single words against a model for accuracy. 	<ul style="list-style-type: none"> Checks names and familiar words against a model for accuracy in spelling, capitalization, and spacing. 	<ul style="list-style-type: none"> Checks sentences against a model for accuracy in spelling, capitalization, word order, and punctuation. 	<ul style="list-style-type: none"> Begins to revise instructor-highlighted usage errors to ensure text conveys the intended meaning. Edits instructor-highlighted errors for spelling, capitalization, and final punctuation. Tries out sentences orally before writing them on paper. 	<ul style="list-style-type: none"> Begins to revise ideas to ensure they convey the intended meaning. Revises writing to clarify main ideas, details, examples, and transitions. Edits instructor-highlighted errors for spelling, capitalization, punctuation, word order, and grammatical inflections. Begins to review ideas and sequence them in order.



Continuum: Writing Skills Development

9 Writing with Social and Critical Awareness

By being aware of the reason for writing, learners can more directly focus on the kind of information to write about, the point of view, and how to express it. To help ESL Literacy learners develop writing with social and critical awareness, instructors may need to offer explicit guidance with the skills and strategies in the continuum below.

Emerging	→	Building	→	Expanding
<i>Establishes purposes and intentions for writing</i>				
<ul style="list-style-type: none"> Recognizes that writing can be a way to communicate inside and outside the classroom. 	<ul style="list-style-type: none"> Understands that writing can be used for a variety of communication purposes as well as for learning. 	<ul style="list-style-type: none"> Understands the importance of writing in communication and learning. 	<ul style="list-style-type: none"> Recognizes that writing has a variety of purposes and can be effectively used for communication, learning, and planning. 	<ul style="list-style-type: none"> Writes a simple, comprehensible text that conforms to an appropriate purpose.
<i>Uses textual supports to emphasize purpose and intentions</i>				
	<ul style="list-style-type: none"> Communicates in a few familiar personal message genres, with support (e.g., greeting cards, note for the instructor). Copies a variety of text genres to use as a model, future reference, or clarification. 	<ul style="list-style-type: none"> Communicates in more genres, with support. 	<ul style="list-style-type: none"> Communicates in more genres. 	<ul style="list-style-type: none"> Communicates in a variety of text genres (e.g., labels, signs, memos), charts, graphs, lists etc. Writes a simple, comprehensible text that conforms to an appropriate text type.
<i>Understands and evaluates the impact of own writing</i>				
		<ul style="list-style-type: none"> Begins to develop an awareness of audience and how the reader would react to the story. 	<ul style="list-style-type: none"> Develops an awareness of audience and the reader's emotional reaction to the story: entertainment, surprise, fear, curiosity, pleasure. 	<ul style="list-style-type: none"> Recognizes that word choices convey specific meanings and emotions and has some basic understanding of register. Develops an awareness of the connection between the purpose of the communication and the tone of the communication.





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Glossary

Benchmark	A reference point; a statement describing what a person can do at a given level of ability.
Communicative competence	<i>See Language ability.</i>
Competency areas	Competency areas refer to a broad, universally relevant purpose of language use. The competency areas in this document include: Interacting with others; Comprehending or giving instructions; Getting things done; Reproducing information (in writing only), and Comprehending or sharing information.
Conceptual development	Provides the scaffolding or graduated assistance so that learning can take place in a contextualized and supportive environment (to help ensure successful learning experiences).
Conceptual language	Language related to concepts, opinions and ideas formed in the mind (i.e., conceptualized); language that involves complex intellectual processing.
Concrete language	Language that refers to things that have a physical existence and can be experienced by the senses.
Contextual clues	Hints in a text and in the physical and sociolinguistic elements surrounding an interaction that help a person to comprehend meaning; may appear within the same sentence as the word to which they refer, or may be in a preceding or subsequent sentence; may also include physical cues like body language and tone, or visual clues such as pictures.
Decode	Refers to the ability to isolate and consciously manipulate the sounds of the language, including chunks of sound (words and syllables), with rhythm, stress, and intonation.
Digital literacy	Includes the skills and knowledge to access and use software and hardware applications, to understand the content and applications, and to create with digital technology.
Encode	Sound out or spell known sight words to write text.
ESL	English as a Second Language: English used by non-native speakers in an environment where English is the dominant language. In some Canadian jurisdictions, such as Manitoba, ESL is referred to as EAL (English as an Additional Language).
ESL Literacy	ESL Literacy is a complicated field aimed at addressing the needs of individuals who face the difficult challenge of learning literacy concepts in a language other than their mother tongue.

Glossary



Features of communication	Detailed information about features of tasks/texts at each benchmark level in a particular skill. These include test/task length, complexity levels, types of topics, etc.
Fluency in speaking	Ability to express oral ideas or thoughts with little or no hesitation.
Fluency in reading	Ability to decode quickly and accurately and to read easily without getting distracted by unknown words.
Formatted texts	<p>Words, numbers or sentences displayed in graphical and structured formats (e.g., within a table, chart, graph, form, or list).</p> <ul style="list-style-type: none"> • Simple formatted texts: feature information used for common and everyday basic personal and social needs; everyday vocabulary; visually clear and uncomplicated, with clear labels and information that requires little inference, if any; contain white space and a limited amount of information. • Moderately complex formatted texts: feature information and vocabulary used for common and everyday needs related to daily personal, social, and work situations; can be visually complex or lengthy. • Complex formatted texts: feature information related to specialized fields of knowledge or activities; can be visually complex and lengthy.
Formulaic expressions	Set words and phrases used in everyday language.
Interactive approach	An interactive instructional approach combines the 'whole' and 'parts' aspects of literacy learning, often referred to as "whole-part-whole". In this approach, an authentic task is presented in its entirety and then broken down into individual components or parts that the learners work through systematically before the whole is again addressed.
Language ability	The ability to understand and communicate effectively and appropriately in a given community. The Canadian Language Benchmarks represent one schema of describing language ability, but there are other ways to describe, define, and operationalize language ability.
Learning strategies	Strategies for learning can involve cognitive, metacognitive, task based, and problem-solving skills. They also stem from prior knowledge, organizational skills, imagination, and the way one accesses information. Cognitive skills involve learning how to use our memory and reasoning to gain new knowledge and apply existing knowledge. Metacognitive skills involve gaining an awareness of how learning occurs in order to create personally appropriate learning strategies. They are also often active, and involve social skills to derive new knowledge and concepts by collaborating with others.
Plain language texts	Clear, straightforward expression of language, including the avoidance of jargon and wordiness; designed to help the reader understand the message easily. Features of plain language texts typically include the use of short sentences, common everyday words, clear and logical organization of



	necessary information, and design features (e.g., white space, headings and sub-headings, bulleted lists) that help readers understand the message easily.
Numeracy	The knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.
Onset-Rime	The onset is the part of the word before the vowel; not all words have onsets. The rime is the part of the word including the vowel and what follows it (e.g., say, pray, day, tray).
Oral communication	In this document, oral communication refers to the speaking and vocabulary skills and abilities that support the development of reading and writing.
Predictable contexts	<p>Context refers to all the elements that surround written text or spoken discourse. A text is said to be predictable if the occasion and/or situation that prompts it (e.g., birthday, graduation, dinner party) is familiar and the form of the text or discourse (e.g., greeting card or typical expressions for congratulating and thanking) is known. Elements of a predictable context can include:</p> <ul style="list-style-type: none"> • Words and pictures surrounding a written text. For example, <i>this is a fish</i>, accompanied by a picture of a fish, has a highly predictable context and can be said to strongly support the text (which is an important text feature in CLB 1). • The relationship and circumstances between the writer/speaker and receiver (e.g., a letter that arrives with flowers after a quarrel between friends). • Familiarity, or lack of familiarity, with the sociolinguistic norms of behaviour and communication (e.g., a handshake is preferable to a hug and kiss when greeting an acquaintance). <p><i>Also see Contextual clues.</i></p>
Profile of ability	Provides an overall picture of a person’s language ability in one CLB skill (i.e., Listening, Speaking, Reading, or Writing) at a benchmark level. It includes an overall statement of ability, some characteristic features of the text or communication, and sample behaviours a person typically exhibits when proficient at that level.
Reading comprehension	Ability to construct meaning from written text, involving understanding the meaning, the grammar and usage conventions, and the structural and organizational features of the texts.
Realia	Items from real life used in classroom instruction (e.g., clothing, vegetables).
Routine	Simple, repetitive, and predictable.
Sample indicators of ability	Sample indicators of ability appear under CLB competency statements and provide examples of behaviours and skills that a person typically exhibits to demonstrate proficiency of a competency statement. These are termed <i>sample</i> because actual indicators of proficiency will depend on the communication task and its purpose.

Glossary



Sample tasks	Sample tasks are offered to illustrate a competency statement in an authentic real-life task in work, community, or study contexts.
Sentence patterns	Sentence patterns refer to processing the syntactic or the language components of English. Processing of sentence patterns involves understanding the structures of the language and making connections among words in a sentence or sentences in a text.
Sequence	An ordered set of objects or events.
Settings	The physical environment in which language occurs (e.g., in the community, at work, in the classroom).
Simple sentences	Expressing a complete thought, usually with only one clause.
Simple structures	Grammatical structures in short sentences that are typically limited to: <ul style="list-style-type: none"> • Basic single-clause sentence construction • Basic verb tenses (e.g., simple present, past or future) used with the continuous aspect, simple word order sequences (e.g., <i>The boy wiped the dirty table.</i>)
Simple texts	Texts that are short, clear, and not difficult. They feature: <ul style="list-style-type: none"> • mostly simple structures • short, simple and compound sentences • everyday vocabulary within familiar and predictable topics about basic personal and social needs • factual, concrete, and explicit information • limited reference to outside contexts or cultural traditions <p><i>Also see Simple structures.</i></p>
Simplified texts	Authentic texts that have been adapted to make them easier to read; can involve adapting a range of text elements, such as reducing text length, length or complexity, or limiting language to familiar and simple terms. They can serve as a bridge to reading authentic texts.
Situations	Environment in which communication takes place; situational factors (e.g., to whom a learner is talking, at what locale, for what purpose, about what topic) influence the level of difficulty and the choice of linguistic forms used in communication.
Skill development	Direct teaching of the necessary components of reading and writing through the integration of real-life tasks with skill development in a whole-part-whole approach. These skill components are included in Part 3.
Sociolinguistic knowledge	The ability to produce and understand utterances appropriate to a given social context: includes rules of politeness; sensitivity to register, dialect or variety; norms of stylistic appropriateness; sensitivity to "naturalness"; knowledge of idioms and figurative language; knowledge of culture, customs and institutions; knowledge of cultural references; and uses of language through interactional skills to establish and maintain social relationships.



Glossary

Sound-symbol relationship	The relationship between the letters of the alphabet and their corresponding sounds.
Strategy development	Provides learners with ways to use specific types of thinking, actions, behaviours, steps, or techniques to enhance their progress in understanding, internalizing, and using the second language.
Strategic competence	The ability to manage the integration and application of all other language competence components to the specific context and situation of language use. Involves: planning and assessing communication; avoiding potential or repairing actual difficulties in communication; coping with communication breakdown; and using effective devices to ensure the effectiveness of communication.
Tasks	Practical applications and demonstrations of language abilities; practical activities or actions that result from using language.
Text conventions	Text conventions encompass the presentation of text using formats and layouts, organizational elements (e.g., tables, charts), placement and design elements (e.g., envelope, identification cards), and elements guiding the reader through the text (e.g., titles, sub-titles).
Textual knowledge	The knowledge and application of cohesion and coherence rules and devices in building larger texts/discourse; refers to the connection of utterances and sentences into cohesive, logical, and functionally coherent texts and/or discourses.
Turns	Opportunities or invitations to speak at some point in a conversation; everything that one speaker says before another speaker begins to speak in an exchange is a turn.
Visual clues	Pictures, tables and text (in Reading), and gestures, tone, situation, etc. (in Listening) that provide support for comprehending a text or discourse. <i>Also see Contextual clues.</i>
Visual-motor skills	Visual-motor skills are the coordinating skills of fine motor movement with an ability to see at close range.
Visual perceptual skills	Visual perceptual skills are skills that help readers process what they see in order to assign meaning to it.
Visual representations	The use of a variety of figurative, symbolic, and colour-coding elements helps support the growing understanding that abstractions on the page convey meaning.