Instructions: **Work in your breakout group. Task one group member with reading out the Learner Profiles. Using the Reading Continuum attachment, find the applicable Reading Strand, Sub-strand, Degree (Emerging/ Building/ Expanding) plus the actual skill descriptor in the Continuum. Have another member record your group's answers in the chat. It is a helpful strategy to use the Overview to identify the particular strand before diving into the Continuum! The first profile has been completed for you. If you finish up the profiles, think about some literacy supports to help Issam progress to the next skill level (Emerging/ Building/ Expanding).**

Issam is a 28-year-old man from Syria. He and his family have been in Canada for three years.

When Issam first arrived, he was placed in a 1L class, where he attended part-time. He has progressed to 2L and has recently been transferred to a mainstream CLB 3 class. He is a dedicated learner and is happy to be in a mainstream class. However, he is aware that there are certain skills he lacks and sometimes finds the pace overwhelmingly fast.

Issam works full-time as a night cleaner. Often, he has not slept between working his night shift, dropping his kids off at school, and arriving for English class at 9 a.m. His goal is to pass the citizenship test and become a Canadian citizen within the next two years.

Learner Profiles
1. Issam is a slow but careful reader. He first reads to identify sight words and decode new words, then re-reads to focus on the meaning of what he has read. He is adept at orally summarizing what he has read. **Reading Strand:** (8) Reading with Comprehension, Fluency and Expression, **Sub-strand:** *Uses and selects reading strategies,*   **Degree:** Building → **Skill:** • Follows explicit reading strategy instruction with a high degree of support (e.g., re-reads the text to understand and remember)
2. Issam is starting to recognize, substitute, and categorize onset and rime representations in familiar words (e.g., *sigh, high, thigh; spring, spray, sprain*). He can use first, medial, and final letters and their corresponding sounds when guessing unfamiliar longer words in context. **Reading Strand:** **Sub-strand:**   **Degree:** **Skill:** • **Sub-strand:**   **Degree:** **Skill:** •

3. Issam easily identifies and understands lower case letters written in both serif and sans- serif font.

When he first arrived in class he struggled with wrap-around text but now grasps the concept and, has transferred it to his own writing.

Reading Strand:
Sub-strand: **Degree:**
Skill: •
Sub-strand: **Degree:**
Skill: •

4. Issam is beginning to successfully skim and scan to interpret the purpose of the text. If the text is familiar, he will often be able to verbalize what parts of the text are important.

Reading Strand:
Sub-strand: **Degree:**
Skill: •