

ANSWER KEYS

Learner Profile 1 (Slide 12)

Instructions: As a group, discuss what supports you think would help Maher progress to recognizing and writing an expanded range of sight words.

STRATEGY:

Have learners copy words at an increasing level of difficulty (with a lot of teacher support and over time): first, they copy directly underneath the word. Then they copy beside the word, next from a numbered list to a second numbered list and writing one letter per space. And finally, learners look at the word, cover it with their hand or book, and then attempt to re-create the letters from memory.

Learner Profile 2 (Slide 14)

Instructions: Can you think of any additional supports the teacher could provide? Discuss your ideas with others in the group.

Provide lots of scaffolding. Formatted texts are very challenging for literacy learners so it's important to start small and build skills incrementally. Start with a very simple, highly modified map of their local area, perhaps with the school, their home and perhaps one or two other easily recognizable landmarks...local grocery store, school, etc. and continue to make it more complex from there. Next, use a bigger map, still highly modified, of their city...then province... then Canada...but still simplified. Note that authentic realia would be challenging at a 2L.

Learner Profile 3: (Slide 17)

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 Profile

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: (4) Decoding Text and Recognizing Spelling Patterns Syllables,

Sub-strand: *Onset-rime* **Degree:** Building →

Skill: • Recognizes, substitutes, and categorizes more complex onset and rime representations in familiar words (e.g., right, sight, night, light; blew, chew, knew; thr-ow, thr-ee, thr-oat).

Sub-strand: *Individual sound-symbol correspondence* **Degree:** Building

Skill: • Attends to first, medial, and final letters and corresponding sounds when guessing familiar longer words in context

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: (2) Developing Visual/Perceptual Skills

Sub-strand: *Textual discrimination* **Degree:** Building

Skill: • Differentiates easily and immediately between similar lower-case letters. • Recognizes the same text in different Sans serif and serif block letter fonts.

Sub-strand: *Textual discrimination*

Degree: Building →

Skill: • Identifies periods and spaces between sentences to discriminate breaks in wrap-around text

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: (9) Reading with Social and Critical Awareness

Sub-strand: *Recognizes the purpose and intentions of various texts*

Degree: Building →

Skill: • Skims and scans to identify the purpose of the text.

5. Issam is adept at orally answering yes/no questions and is beginning to successfully answer some WH questions.

Reading Strand: (1) Oral Communication to Support Reading and Writing

Sub-strand: *Acquires, develops and expands vocabulary to support reading and writing*

Degree: Building →

Skill: • Answers orally more complex questions about a text (e.g., yes/no or WH questions) to show comprehension and expand vocabulary

2.

Reading Strand: (4) Decoding Text and Recognizing Spelling Patterns Syllables,

Sub-strand: *Onset-rime*

Degree: Building →

Skill: • Recognizes, substitutes, and categorizes more complex onset and rime representations in familiar words (e.g., right, sight, night, light; blew, chew, knew; thr-ow, thr-ee, thr-oat).

Sub-strand: *Individual sound-symbol correspondence* **Degree:** Building

Skill: • Attends to first, medial, and final letters and corresponding sounds when guessing familiar longer words in context

3.

Reading Strand: (2) Developing Visual/Perceptual Skills

Sub-strand: *Textual discrimination*

Degree: Building

Skill: • Differentiates easily and immediately between similar lower-case letters. • Recognizes the same text in different Sans serif and serif block letter fonts.

Sub-strand: *Textual discrimination*

Degree: Building →

Skill: • Identifies periods and spaces between sentences to discriminate breaks in wrap-around text

4.

Reading Strand: (9) Reading with Social and Critical Awareness

Sub-strand: *Recognizes the purpose and intentions of various texts*

Degree: Building →

Skill: • Skims and scans to identify the purpose of the text.

5.

Reading Strand: (1) Oral Communication to Support Reading and Writing

Sub-strand: *Acquires, develops and expands vocabulary to support reading and writing*

Degree: Building →

Skill: • Answers orally more complex questions about a text (e.g., yes/no or WH questions) to show comprehension and expand vocabulary