DEDICATED TO LITERACY: Insights from a Decade of Crafting Responsive Instruction to Literacy Needs

Lauren Hébert, PBLA Lead
Diana Agudelo, Academic Director

For the Love of Literacy Conference, Jan. 27th , 2024

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Land Acknowledgment

What traditional territory are you participating from?

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Goals For This Session

1. To share about ECSD LINC as a dedicated literacy program.

2. To explore key characteristics of what makes an instructor a *literacy* instructor.

3. To provide an overview of current professional opportunities.

4. To review our favourite adult-appropriate learning resources.

5. To show changes to our programming throughout a decade of LINC literacy.

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ECSD LINC – Literacy Program

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ECSD LINC

- Not-for-profit organization funded by the Government of Canada
- Started in 1992 and currently second-largest LINC program in Edmonton
- 94 staff who serve 1600 students per year
- 3 schools in the city; CLB 1 - 4 daytime (FD-4L) and CLB 1 - 5 evening

St. Basil (new)

Clareview Rec. Centre

St. Francis Women's Only

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- Dedicate literacy centre in Edmonton since 2014
- 85% of our classes are for literacy learners
- F2F and blended literacy classes
- Online and blended mainstream classes

Anatomy of a Literacy Instructor

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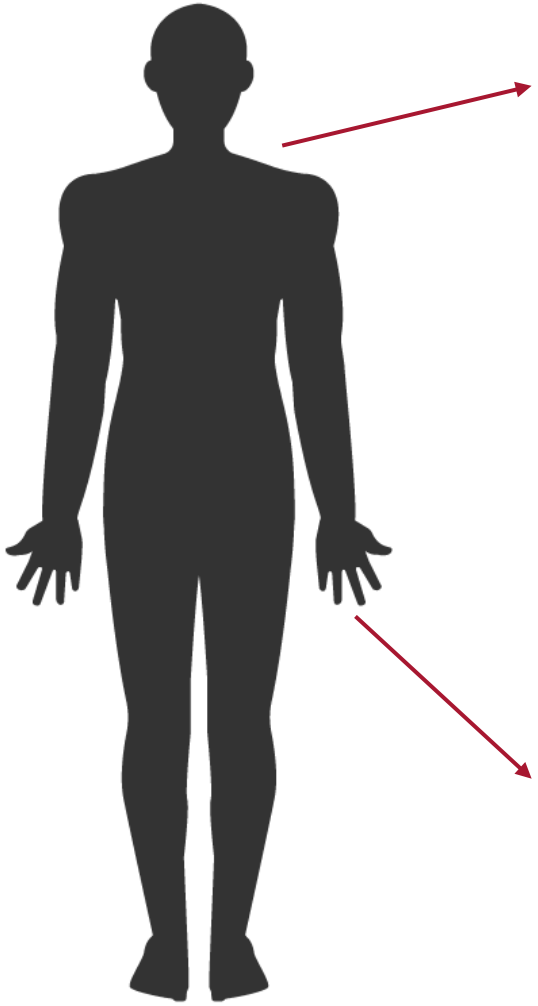
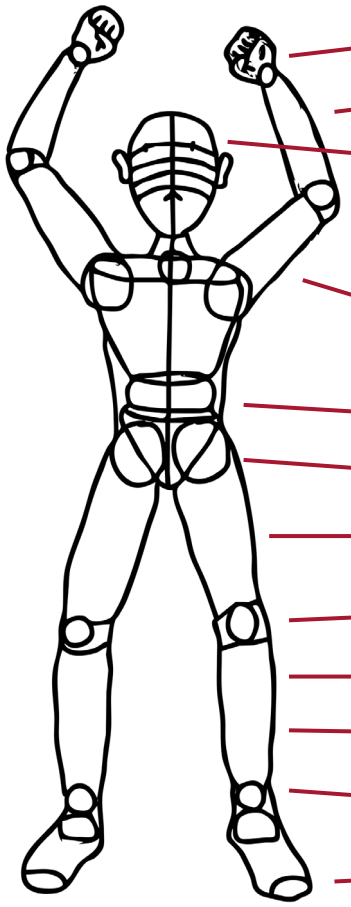
Literacy instructors …



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.
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**.

CLB: ESL for Adult Literacy Learners (ALL), p. 2

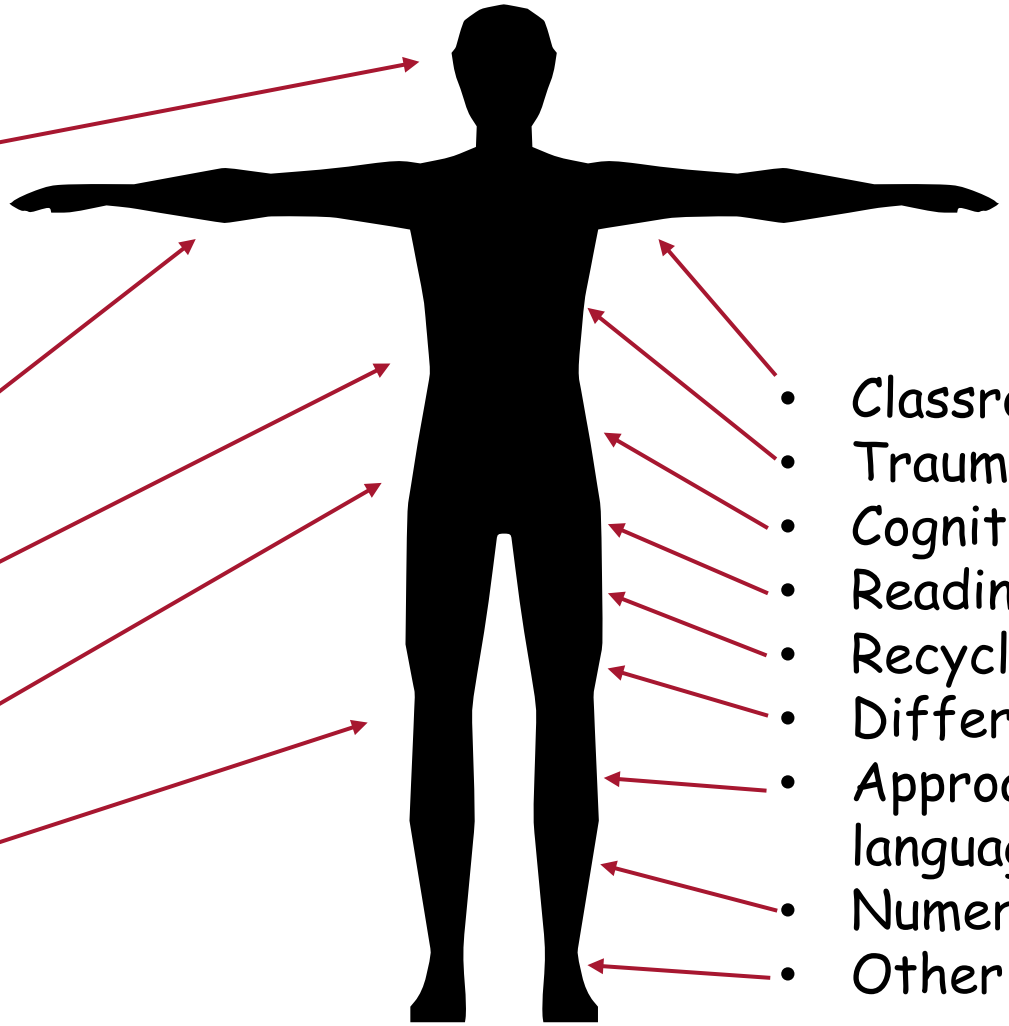
Literacy instructors need to be…



- adaptable,
- supportive,
- knowledgeable,
- aware of the various challenges learners may face in the real world,
- patient,
- creative,
- flexible,
- compassionate,
- team player,
- life-long learner,
- curious,
- reflective,
- fun, resilient, dedicated, detail oriented, …

Literacy instructors are knowledgeable in…

- Principles for teaching adults,
- Development of language and literacy,
- Canadian Language Benchmarks,
- Learning strategies and skills,
- Material design and Universal Design for Learning,
- Assessments,



- Classroom management,
- Trauma-informed practices,
- Cognitive load,
- Reading levels,
- Recycling and spiraling,
- Differentiating instruction,
- Approaches to teaching oral language and literacy skills,
- Numeracy and digital literacy,
- Other …

Professional Development for Literacy Instructors

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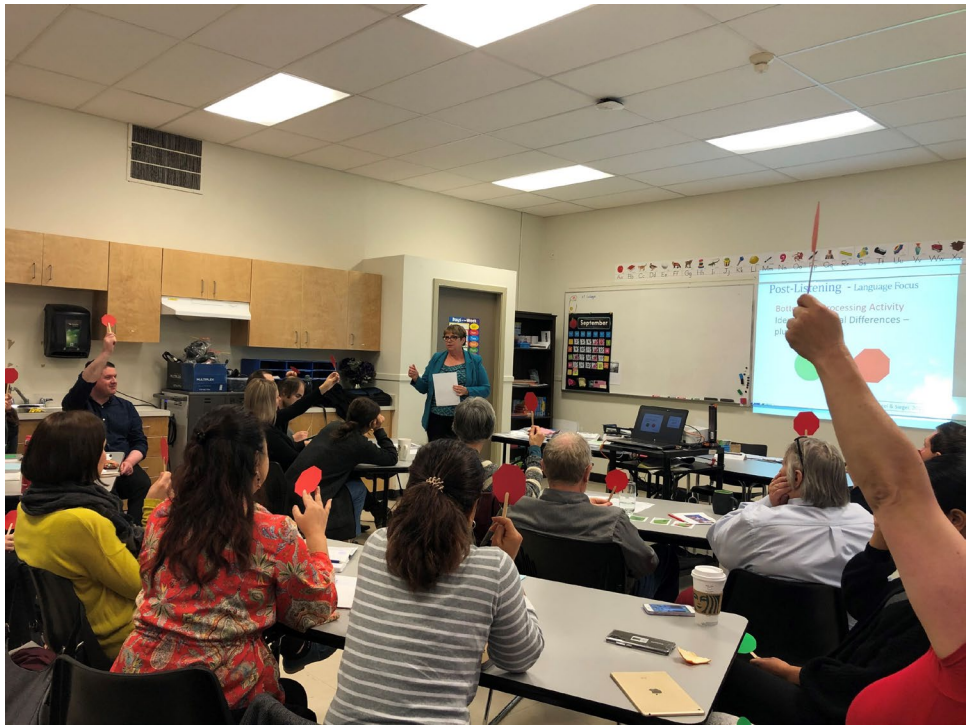
PD for Literacy Instructors

- Centre for Canadian Language Benchmarks
- Bow Valley College$
- Literacy Minnesota
- EU – Speak Modules$
- For the Love of Literacy!
- Let's Talk About…
- LESLLA: Quebec City, 2025$



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PD for new or experienced instructors!

1. CENTRE FOR CANADIAN LANGUAGE BENCHMARKS

Centre for Canadian Language Benchmarks | Centre des niveaux de compétence linguistique canadiens

CLB Literacy Training Courses (4)

- An Orientation to the CLB: ESL for ALL
- CLB: ESL for ALL Support Kit Training
- Meeting the Needs of ESL Literacy Learners: Needs Assessment, Goal-setting and Learning Reflections
- Meeting the Needs of ESL Literacy Learners: Focus on Task

PBLA Literacy Training Courses (11)

- PBLA Professional Learning Sessions
  - 3 Literacy Sessions

https://learning.language.ca/

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PD for new or experienced instructors!

2. BOW VALLEY COLLEGE

Post TESL Courses / Certificate

Bow Valley College

TELL9202 Strategies for Teaching Refugees	• January
TELL9201 ESL Literacy Materials Design	• May
TELL9203 Teaching In Multilevel Contexts	• November

https://bowvalleycollege.ca/programs-courses/extended-education/post-tesl-certificate-advanced-teaching-strategies-for-diverse-classrooms

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PD for new or experienced instructors!

3. Literacy Minnesota

- Recorded video training: Understanding Adult Learners, Working with Learners, Working with Materials, Remote Instruction, UDL
- Live webinar training: Phonics, Alphabetics, Vocabulary, Comprehension Strategies, Zoom Skills, and others

https://www.literacymn.org/trainings-workshops

4. EU-Speak Modules

- 6 multi-week, online modules: Reading in a LESLLA Context, Acquisition and Assessment of Morphosyntax, Language and Literacy in their Social Contexts, Working with LESLLA Learners, Bilingualism, Vocabulary Acquisition

https://research.ncl.ac.uk/eu-speak/

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PD for new or experienced instructors!

5. LITERACY EDUCATION AND SECOND LANGUAGE LEARNING FOR ADULTS (LESLLA)

https://www.leslla.org/symposia

leslla_org 20th LESLLA Symposium Spring 2025 in Quebec City Canada

We are pleased to let you know that LESLLA's next face-to-face symposium is scheduled to be held in Quebec City, Canada, during the spring of 2025. The event will be co-hosted by Laval University and Université du Québec à Montréal. The francophone province of Quebec in Canada has been chosen as the venue for our 20th LESLLA Symposium. Until now, the Symposium has alternated between countries or regions where English is dominant and those where it is not. This alternation will now be broken.

https://www.instagram.com/p/C2aLWeCotf5/?igsh=enJ0a3piMnFnMXBk

LESLLA

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PD for new or experienced instructors!

6. LETS TALK ABOUT

ATESL LOCAL CHAPTER & TIES

Nov 16, 2023

Let's Talk About Addressing PBLA Competencies with Literacy Learners

Please join us and guest hosts Natalia and Patricia on Thursday, November 16th, at 4PM (MST). It can be very challenging to assess all the required PBLA competencies for each skill area in one semester. Nataliya and Patrica, who both teach a Literacy Foundation/Literacy 1 split class, will offer some ...

https://www.atesl.ca/membership/events/?chapter=0&state=past

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Our Favorite Literacy Resources

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Suggested Resources for Literacy Classes

- abc English $
- TIES modules and phonics stories
- CCLB multi-level modules
- BVC ESL Literacy Readers
- Eye on Literacy – Shadowing videos $
- New Readers Press (Life Goes On, What's Next?) $
- Adult ELL Pathway to Literacy photo banks and theme-based stories
- We Speak NYC
- CIWA Healthcare Access Curriculum
- This Reading Mama blog (for children)
- UFLI Foundations Toolbox (for children)

Links are included

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abc English

c c c c c

Letter names:

b	c	d	f	g	h

Letter sounds:

b	c	d	f	g	h

What sound?

Syllables

hap | py = | |

an | gry = | |

hun | gry = | |

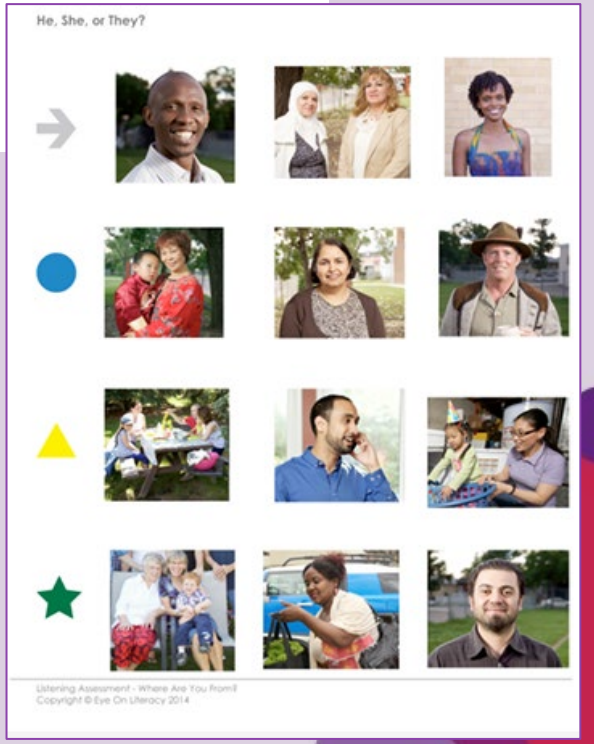
sor | ry = | |

Sight Words

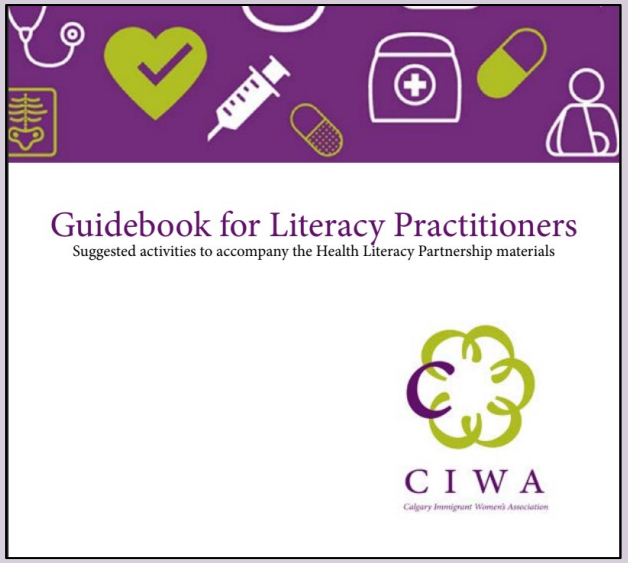
he	she	they
is	are	how
tired	OK	happy

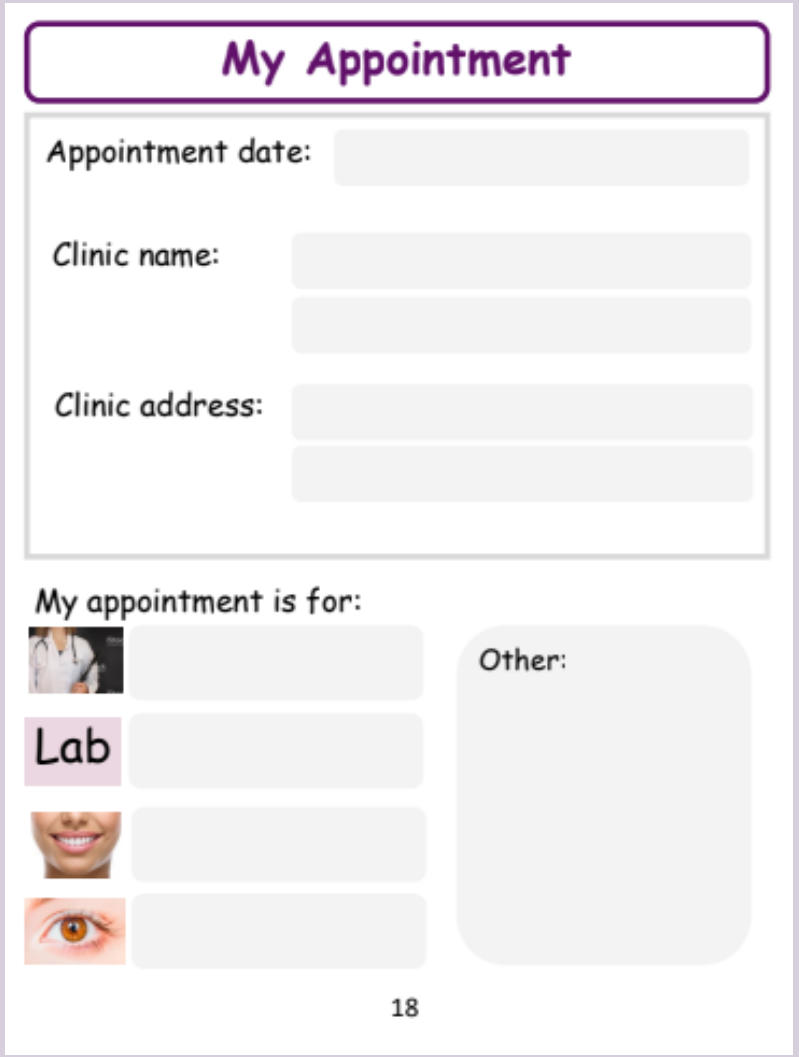
https://www.abceng.org/

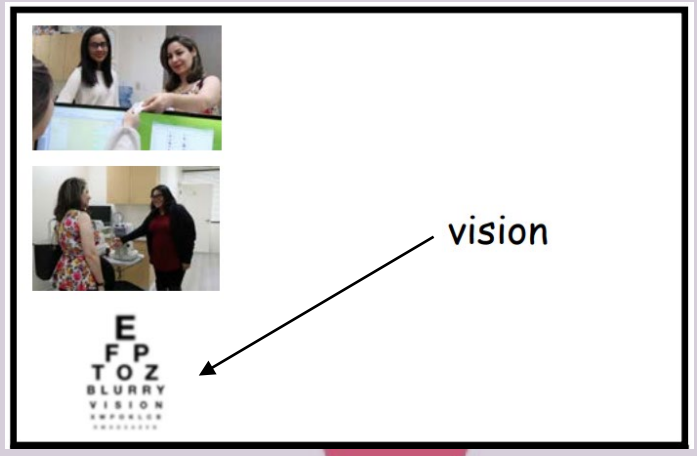
eyeonliteracy

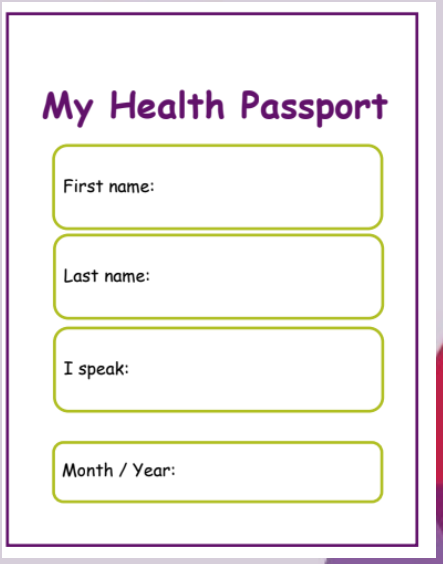


http://www.eyeonliteracy.com/









https://www.ciwaresources.com/ciwahlp/teaching-tools

Responsive Programming

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ATESL's Best Practices for EAL Literacy

1. Identifying and placing literacy students
2. Hiring, training, and supporting instructors
3. Addressing barriers through support
4. Literacy-friendly learning environment
5. Instruction in phonics and strategies
6. Digital literacy and numeracy
7. Integration into regular EAL classes

We are always working on how we address the best practices!

ATESL Best Practices for Adult EAL and LINC Programming in Alberta, pp. 163-180

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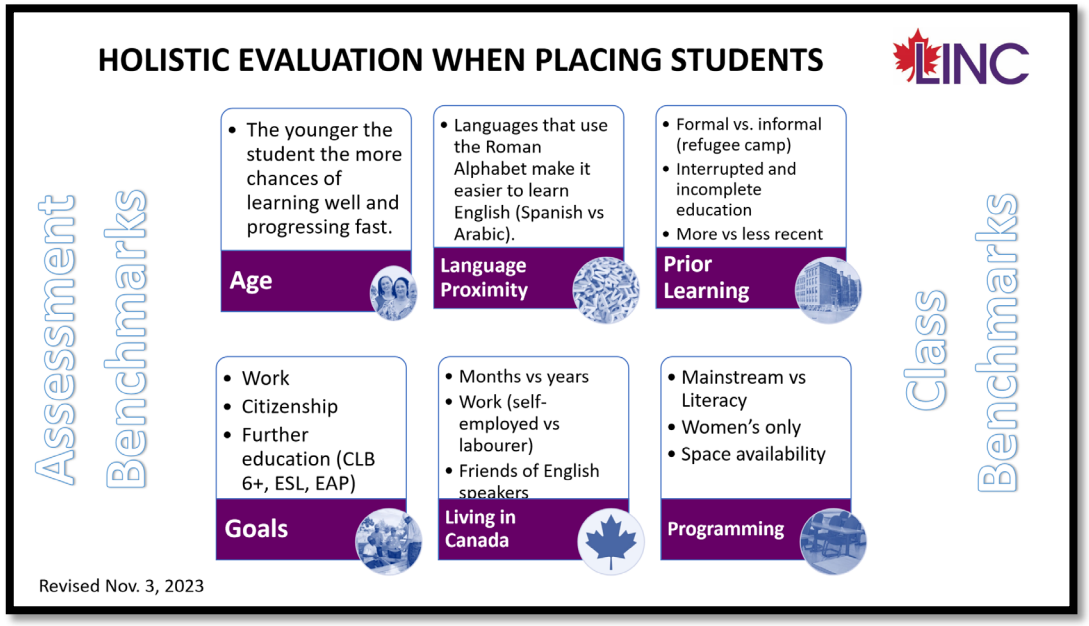
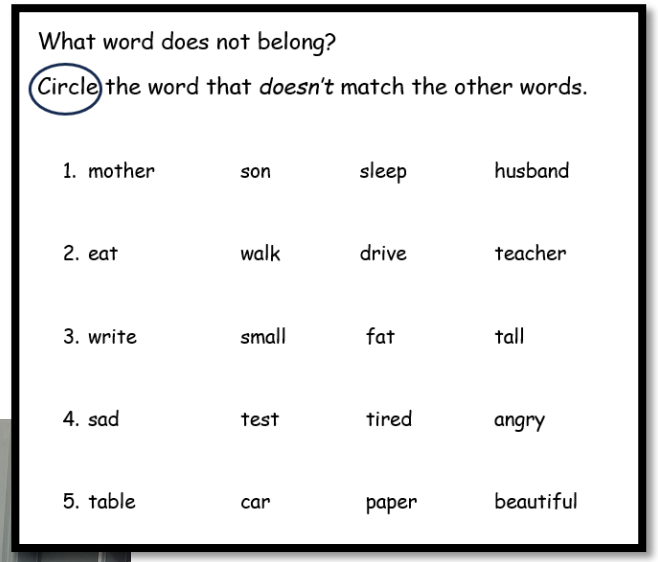
Identifying and Placing Literacy Students

- Internal placement guidelines
- Diagnostic classes
- Special considerations for changing streams (Lit → CLB) and semi-literate students




What word does not belong?

Circle the word that *doesn't* match the other words.

1. mother	son	sleep	husband
2. eat	walk	drive	teacher
3. write	small	fat	tall
4. sad	test	tired	angry
5. table	car	paper	beautiful

Training Instructors

-Collaborative

-Flipped classroom model

-Sessions:

- Introduction to literacy at ECSD LINC
- Instructional methods for literacy classes
- Learning strategies and skills
- Material design
- Deconstructing the task part 1 and 2
- Best practices for listening

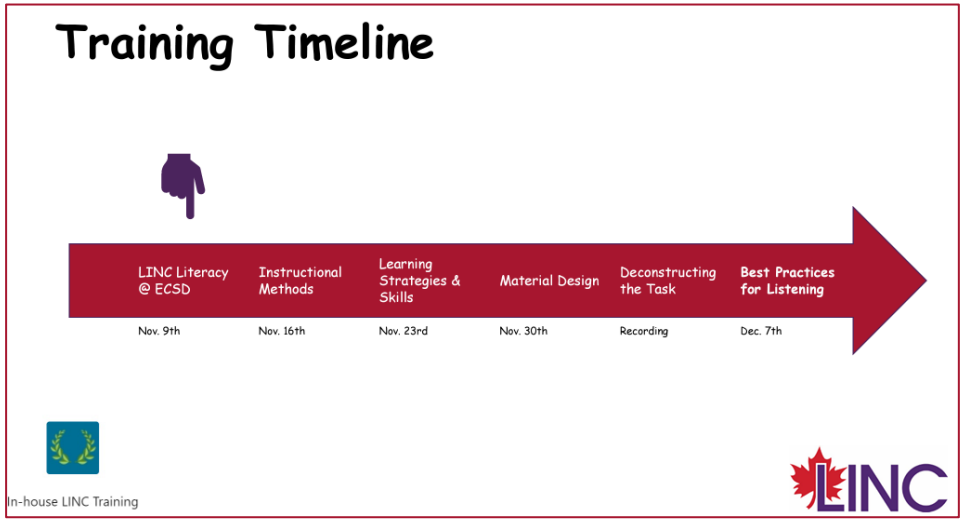
-Weekly assignments

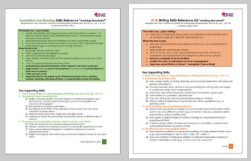
Session #2 Instructional Methods

1. You are preparing students for a writing task about Registering for a Class in a Community Centre. How would you get students ready using the Whole-Part-Whole Learning Cycle?
2. Opportunities for LEA can be present in your class at any time, reflect on previous experiences and recall a time when you could have implemented it either as a group or as a personal experience.
3. In terms of "reading instructional level", how successful have you been in providing *instructional level texts* to students? What can you do to avoid giving students reading materials at the frustration level?

Prepare any questions you have.

Assignment #2: https://forms.office.com/r/ev2EsauB9x



ECSD LINC LITERACY DOCUMENTS		PLANNING	TEACHING	ASSESSING
	Grammatical Knowledge Developed by cross-referencing the CLB Document and CLB: ESL for ALL	√	√	√
	Sight Words Teacher-produced out of 176 function words from the Essential Word Lists	√	√	
	**Reference Lists (R/W)** Extracted from the Continuum of Literacy Skills from CLB: ESL for ALL	√	√	*The overview of each list
	Overview of Decoding Skills Synopsis of the strand 4, Decoding Text and Recognizing Spelling Patterns, from the Reading Reference List	√	Strong skills in 2L are critical	
	Digital Literacy Progression List Extracted from CLB: ESL for ALL pp. 24-28	√	√	
	Benchmark Profiles Reflect the CLB Document and CLB: ESL for ALL	√	√	√

Search online:
LINC Literacy @ ECSD

ut | **Teaching & Assessing** | L

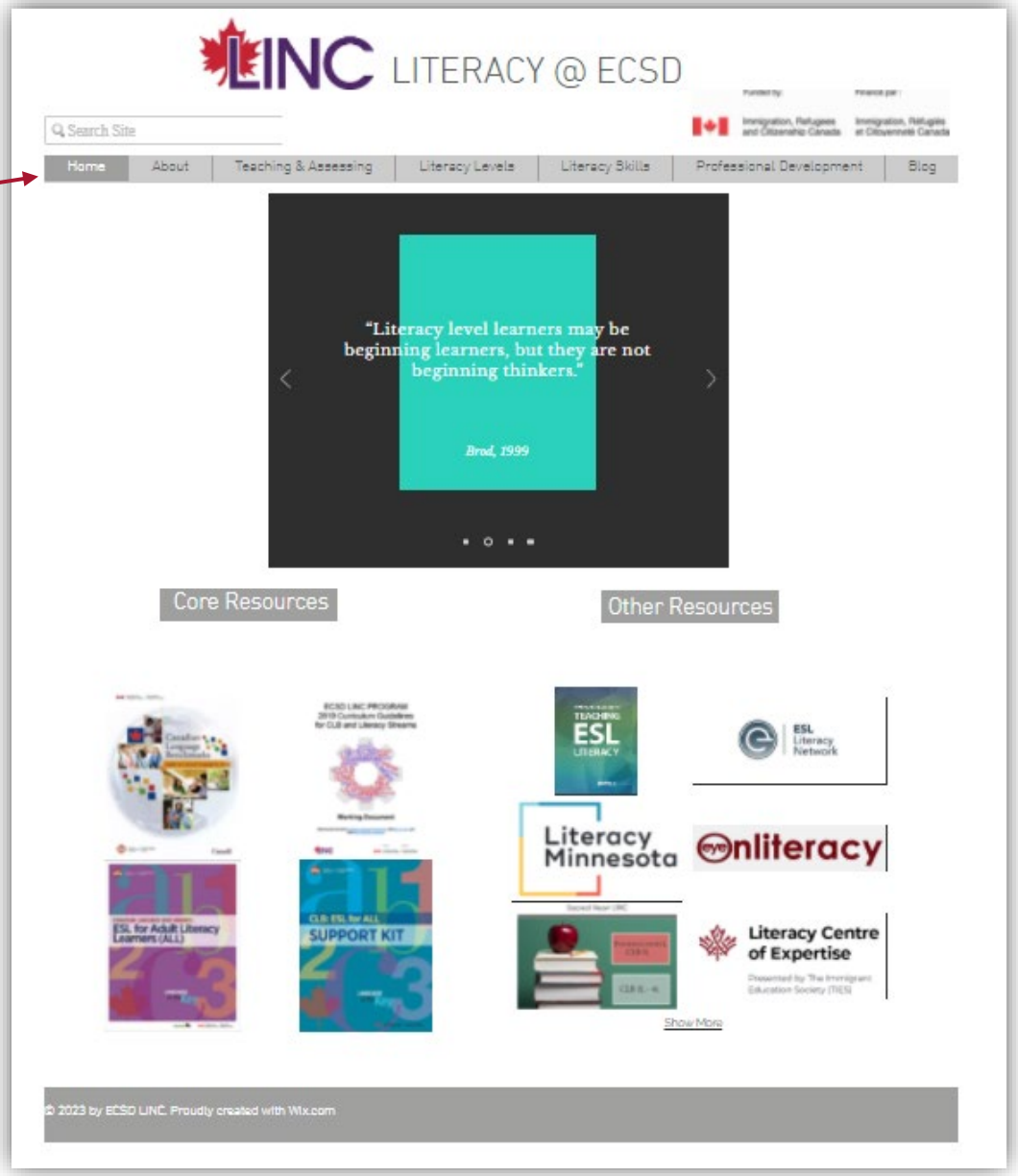
- Grammatical Knowledge
- Literacy Documents
- Language Experience Approach
- Portfolio Based Language Assessment
- Task Based Language Teaching
- Whole Part Whole

Literacy Levels

- Foundation L
- 1L
- 2L
- 3L
- 4L

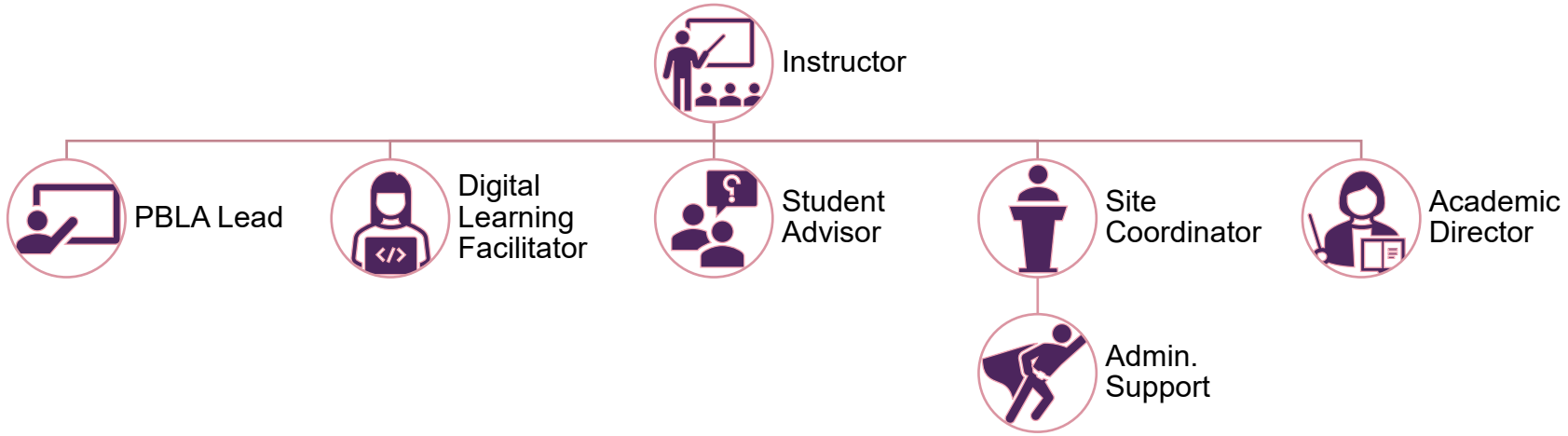
s | **Literacy Skills** | F

- Digital Literacy
- Listening Best Practices
- Overview of Decoding Skills
- Sight Words



https://ecsdlinc.wixsite.com/lincliteracyatecsd

Supporting Instructors



Admin Days
Binder Review
Reports/Conf.
PBLA/Collaboration
Planning/Clean Up
PBLA Prep. Days
1st Day of Classes
Breaks

Nov. 23 Collab. Topic 6-7pm

Onboarding Students to Use Digital Literacy

After a short general meeting, instructors will join either the WhatsApp and Teams Channel OR the Avenue Users Channel to accomplish the task(s) below by the end of the collaboration session.

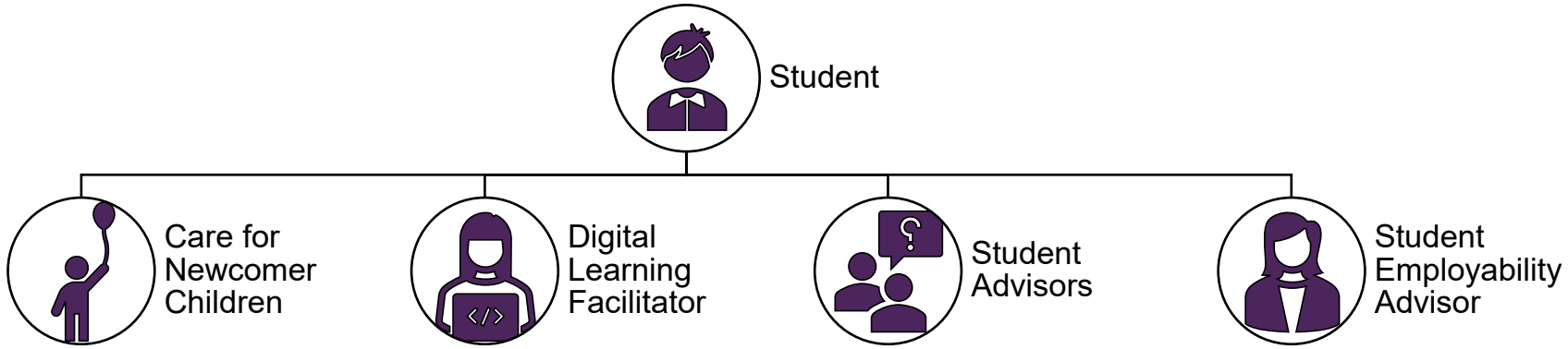
- St. Basil and Clareview will collaborate together, instructors will join the private channels mentioned above after the general meeting.
- Diana and Amanda will chair the **WhatsApp and Teams meeting (Fd L, 1/1L, 2/2L, and 1/2)**
- Desy and Eman will chair the **Avenue Users meeting (3/3L, 4/4L and 5)**
- Citizenship instructors feel free to choose between the Avenue users meeting or collaborate among yourselves

Topic 1: share how to effectively prepare students for using level appropriate technology (see levels above) + a tentative completion timeline.
Topic 2: if time allows, what would you like to collaborate on next month? Leave individual replies to this post!

2:15 - 2:45 PM
Admin Hours

8:45 - 9:00 PM
Admin. Hours

Addressing Barriers Through Support



Support Programs for Students

- Seniors class
- Decoding skills class
- Citizenship class

Image by rawpixel.com on Freepik

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Addressing Barriers Through Support Cont'd

PBLA Accommodation

- PBLA Envelopes
- Inventories completed by instructors (FdL-2L)
- Timing of Needs Assessment/Goals
- Dividing literacy classes into Low and High

About Me Inventory

Date	Title
March 4	Needs Assessment
May 17	Find a Job Module - Self Reflection
May 27	CLB Levels
May 27	Goals
August 9	Banking Module - Self Reflection

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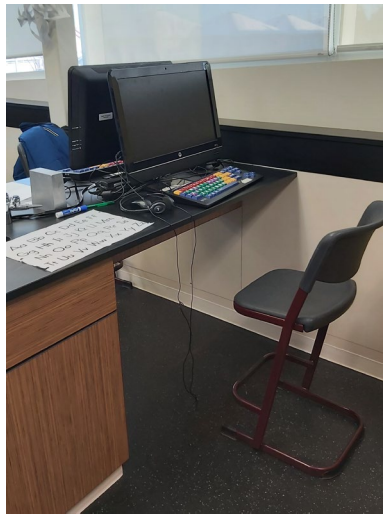
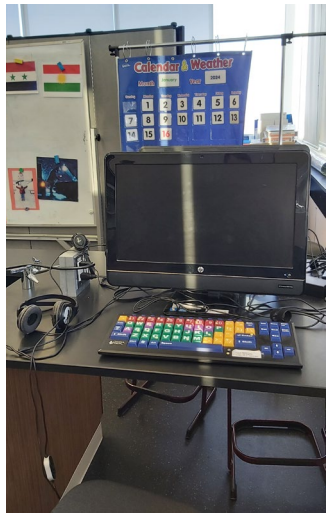
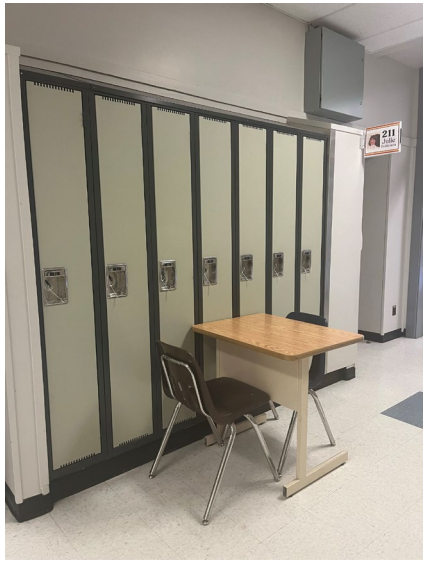
Literacy-Friendly Learning Environment







Instruction in Phonics and Strategies

Foundation low
- rhythm of oral vocabulary and names
- first consonant sound
- letters have individual sounds and names

Foundation high
- single syllable sight words
- onset (cap, cat, cab) and rime (cat, bat, hat) isolation in single syllable words

1L low
- first and last consonant sound
- first vowel sound (in, on, at) and medial short vowel (big, bag) sound
- onset (cab, cat, cap) or rime (cat, bat, rat) in single syllable words
- phoneme isolation

1L high
- rime in single syllable words (make, take; day, may)
- onset (clap, clip) or rime (spring, bring) in more complex familiar single syllable words
- medial short vowel sounds (hat, hot)
- inflectional verb endings (-ed, -ing, -es, -s)

2L low
- long (bead) and short vowel (bed) sounds
- digraphs in initial and final position (fish, church, thank, duck)
- consonant blends in first or last position (trip, last)
- final silent e (date)
- two letter vowel combination with long vowel sound (coat, sleep)
- first, medial, final sounds in familiar longer words

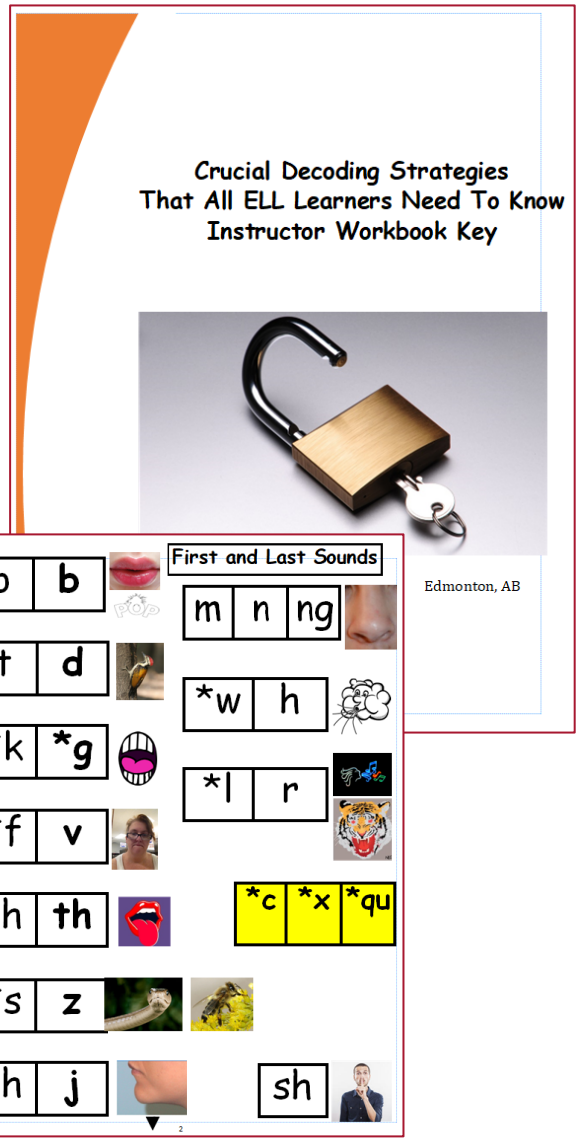
2L high
- segment two syllable sight words while reading
- more complex onset (three, throw) and rime (right, night)
- common silent letter combinations (know, walk)

3L
- segment two and three syllable sight words while reading
- complex consonant blends in first and final position (shr, str, scr, spr, spl, thr, dge)
- first, medial, final sounds in unfamiliar longer words
- contractions (don't, can't)
- suffixes (-tion, -er, -ment, -ly) and prefixes (un-, on-, pre-)

4L
- segment unfamiliar multisyllabic words while reading
- comparative and superlative inflection endings
- suffixes (-cian, -ous, -ness) and prefixes (re-, dis-)
- root words (electric, electrician, electricity)

- Regular decoding/encoding instruction
- Reading class
- Embedded strategy instruction

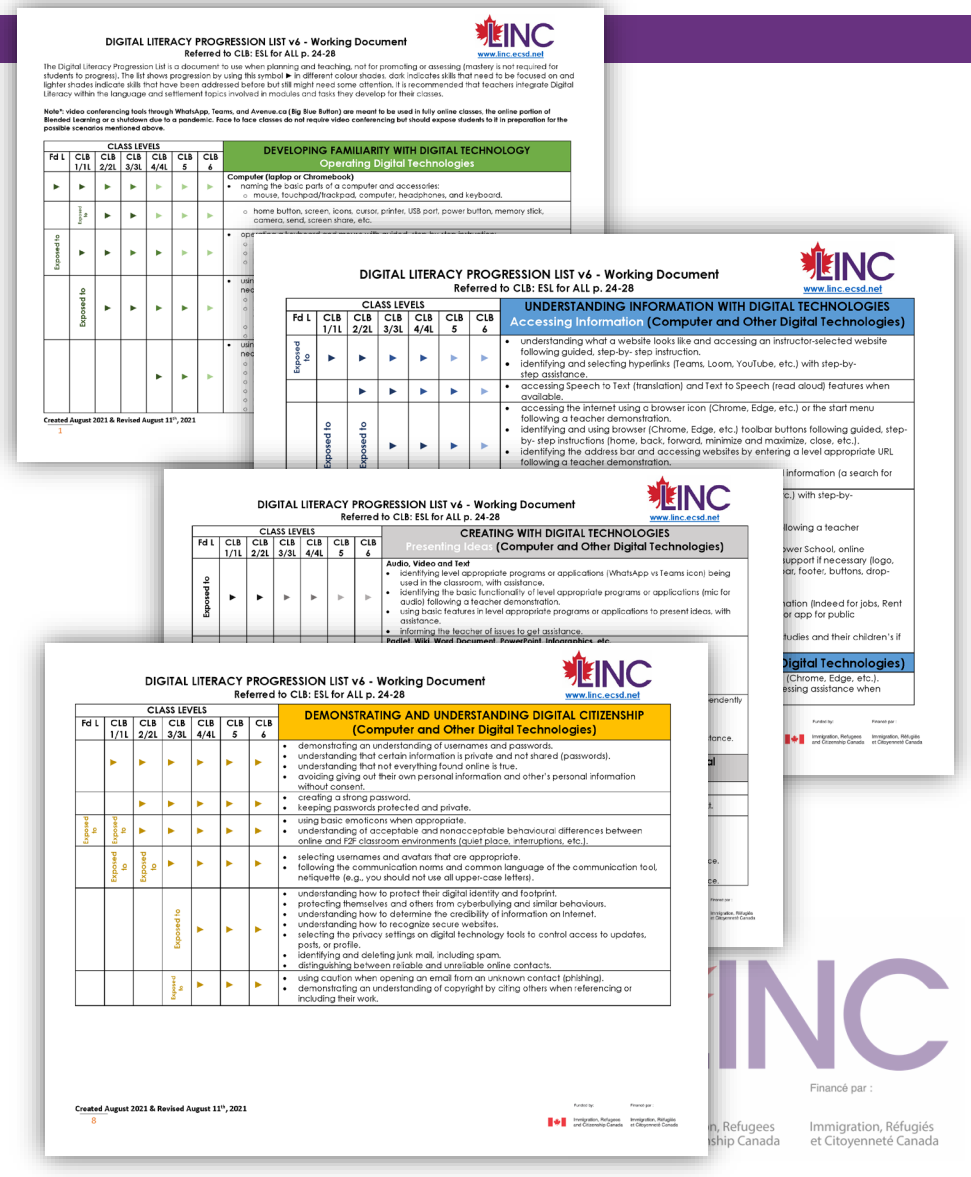
CLB Level 3L	Theme: Education	Module: Studying Online
	Listening	
Real World Task Goal(s) *Start with an imperative form of a communicative action verb.*	Follow teacher's instructions in BigBlueButton.	
CLB Competency(ies) *Include the **Competency Statement** and applicable **Indicators of Ability** from the CLB Document.*	L.II. Comprehending Instructions Understand instructions related to familiar, everyday situations of immediate personal relevance. (2-4 steps) • Identifies words and phrases that indicate location. • Simple and compound structures • Responds with correct actions	--Select--
Language Focus *Refer to **Knowledge and Strategies** pages in the CLB Document.*	Vocab: icon, ellipsis, top/bottom, box/window, link, type, choose, forum, reply, public chat, message Grammar: simple and compound instructions	
Learning Strategies *List strategies that indicate problems in understanding, memorizing vocab., or managing interactions.*	Asking for repetition, confirmation, clarification	



Digital Literacy

DL Progression List

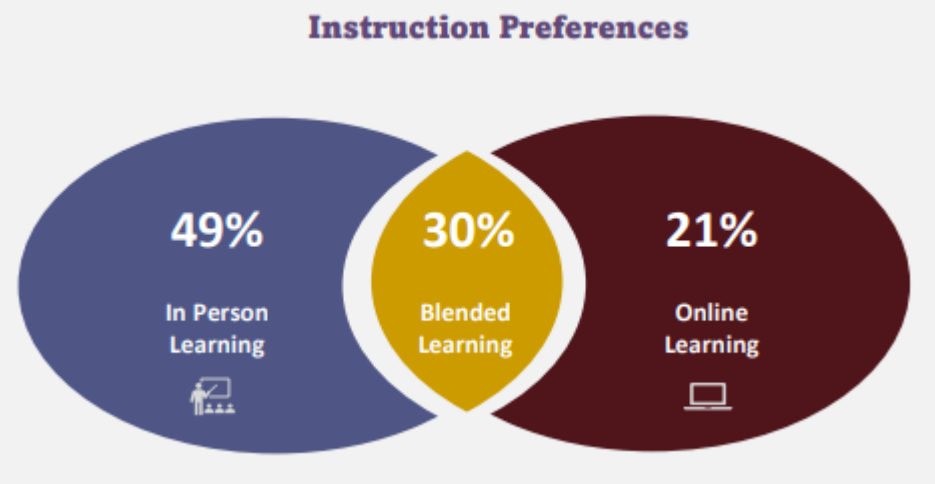
- Created in August 2020
- Based on CLB: ESL for ALL pp.
- For **planning** and **teaching**. Mastery not required for progression.
- Skill progression ▶ the darker the colour shade, the more focus needed.
- Four categories:
  1. Developing Familiarity
  2. Understanding Info.
  3. Creating with
  4. Digital Citizenship



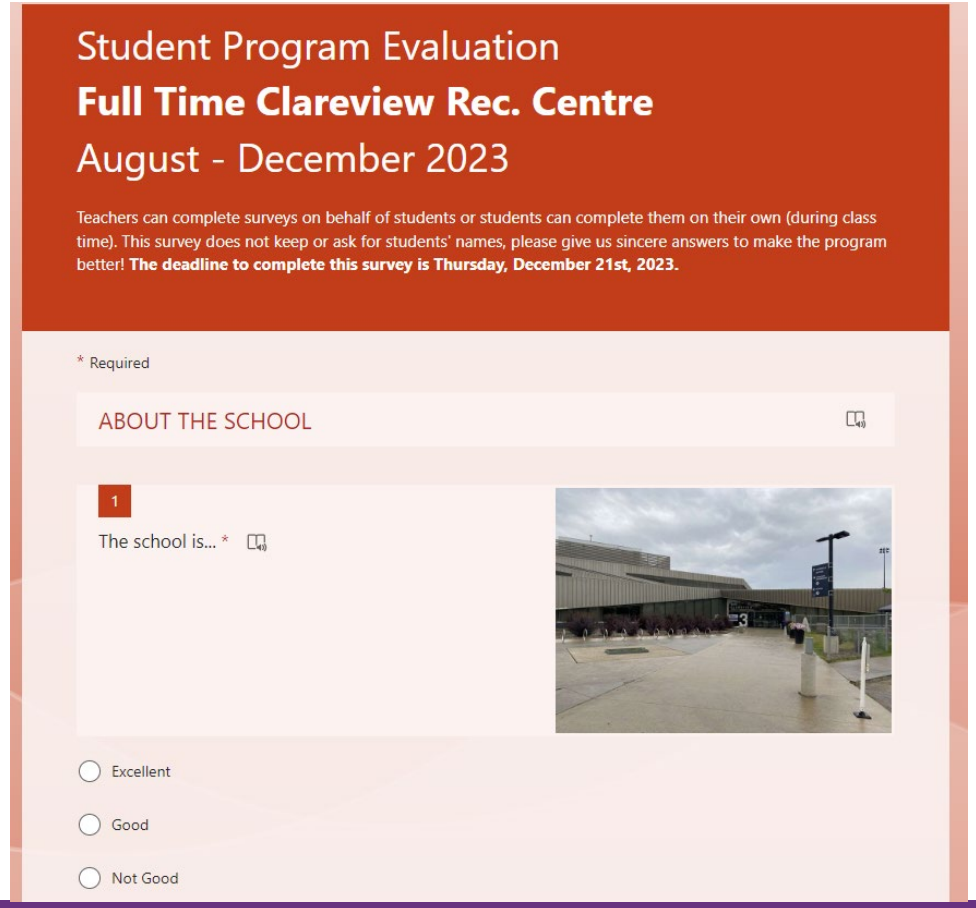
https://ecsdlinc.wixsite.com/lincliteracyatecsd/digital-literacy

Digital Literacy Continued

- Program evaluation completed by all students each term
- Results impact programming decisions



St. Patrick Sept-Dec 2021 Student Evaluations Summary



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