Continuum of Literacy Skills

Overview of Continuum Strands for Reading Skills Development

❶ 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

❷ Developing Visual/Perceptual Skills
- Uses photograph and picture discrimination
- Uses text discrimination

❸ Processing Visual Information (pictures, symbols, graphs, and charts)
- Uses personally relevant photos and pictures
- Recognizes symbols, signs, and colour coding

❹ 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

❺ Developing Vocabulary and Sight Words
- Recognizes common words
- Develops a sight word bank
- Uses a picture dictionary

❻ 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

❼ 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)

❽ 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

❾ 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 evaluates response options

Continuum of Literacy Skills

❶ 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 may need to offer explicit guidance to acquire and apply the following skills, abilities, and strategies.

Oral Communication to Support Reading & Writing

Emerging	→	Building	→	Expanding
Expresses and shares personal knowledge in relation to specific topics and activities				
• Uses prior personal experience and visual clues to answer questions about photographs, pictures, or realia (e.g., point, matching cards).	• Brainstorms for new vocabulary. • Generates and responds to new vocabulary through personal experiences (e.g., viewing photographs, pictures, realia).	• Makes predications based on context, next words in a sentence, or possible ending for sentence stems.	• Makes predictions and describes the purpose and direction of text.	• Uses more abstract images, icons, and symbols to activate background knowledge, to comprehend text, and to take action.
Acquires, develops and expands vocabulary to support reading and writing				
• 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	• 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.	• 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	• 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.	• 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

Continuum of Literacy Skills

Emerging	→	Building	→	Expanding
(e.g., labelling familiar items for reference).	• 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). • 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).	• 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).	classmates, consults a dictionary) in a video or a picture. • Uses highly developed oral vocabulary to support reading skills (e.g., reads aloud to activate listening and comprehension skills). • Uses own words to re-phrase or paraphrase a reading text. • Develops vocabulary through use of synonyms and antonyms.
Makes a connection between common spoken phrases and print				
• 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?).	• 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 a reading (e.g., picture story: What is called abuse in Canada but not in own country?).	• 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?).	• 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 him/herself.	• 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.

❷ Developing Visual/Perceptual Skills

Visual perceptual skills are skills that help readers process what they see 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
Uses photograph and picture discrimination				
• Locates specific concrete objects in familiar photographs and pictures (e.g., a pencil amongst a set of school supplies in a classroom photograph).	• Locates specific features in familiar photographs and realistic drawings (e.g., an eye colour in a face picture).	• Locates specific features and conventions in familiar line drawings (e.g., a speech bubble in a picture story).	• 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).	• 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).
Uses text discrimination				
• 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.	• 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).	• 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.	• 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.	• 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.

❸ 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 to help communicate information. Instructors may need to offer learners explicit guidance to acquire the following skills, abilities, and strategies.

Emerging	→	Building	→	Expanding
Uses personally relevant photos and pictures				
• 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.	• 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.	• 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.	• 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.	• Uses a single photo, realistic or stylized drawing or symbol to make predictions, make inferences, re-tell, explain or create texts.
Recognizes symbol, signs and colour coding				
• 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.	• 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.	• 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).	• 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).	• 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).

Glossary

❹ 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
Recognizes syllables				
• 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).	• Begins to show awareness of rime syllables in text through multiple finger taps on the same word while finger tracking longer sight words.	• Begins to segment familiar two-syllable sight words while reading out loud (e.g., let-tuce).	• Attempts to segment familiar two- and three-syllable words by syllable while reading.	• Attempts to segment unfamiliar multisyllabic words by syllable while reading in context.
Uses onset-rime				
• Attends to first sound when learning new oral vocabulary. • Attends to familiar words that rhyme while singing or chanting short phrases.	• 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>).	• 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).	• 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>; bl<u>ew</u>, ch<u>ew</u>, kn<u>ew</u>; <u>thr</u>-ow, <u>thr</u>-ee, <u>thr</u>-oat).	• Recognizes and categorizes similar-sounding rime-symbol representations in familiar single syllable words (e.g., bl<u>ew</u>, cr<u>ew</u> & bl<u>ue</u>, cl<u>ue</u>; pl<u>ay</u>, cl<u>ay</u> & gr<u>ey,</u> pr<u>ey</u>). • Applies onset and rime knowledge to decoding short unfamiliar words in context (e.g., bl-ight, shr-ew).

Emerging	→	Building	→	Expanding
Uses individual sound-symbol correspondence				
• 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.	• 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., an, in, on; it, at). • Uses medial short vowel sounds to differentiate a number of familiar c-v-c words (e.g., hat, hot; big, bag). • 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.	• Recognizes diagraphs as a single sound in the initial or final position while reading familiar words (e.g., fish, church, thank, with, duck, sing). • Begins to combine consonant blends in first or last position in familiar words (e.g., trip, last, queen). • Begins to distinguish long and short vowels in familiar single syllable sight words (e.g., bed vs bead). • Begins to associate final silent e and two-letter vowel combinations with long vowel sounds in familiar single syllable words (e.g., coat, sleep, make). • Attends to first, medial, and final letters and corresponding sounds when guessing familiar longer words in context.	• 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., chew, foot). • Attends to first, medial, and final letters and their corresponding sounds when guessing unfamiliar longer words in context.	• Recognizes and combines many sound-letter correspondences with automaticity in first, medial, and final positions.
Recognizes spelling conventions				
• Recognizes that the order of letters is important in own name (e.g., rearranges a group of letters to form own first name).	• 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., cat versus cab).	• Begins to recognize that there are irregularly spelled words that must be learned as a whole rather than decoded (e.g., the, was, of).	• Recognizes a few common silent letter combinations (know, knife, walk, talk). • Begins to recognize that sound/symbols may change in certain word positions (music vs police, year vs really). • 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.	• Begins to notice inconsistent but common spelling-sound correspondences (e.g., height, weight; although/through). • 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.

Glossary

Emerging	→	Building	→	Expanding
Uses inflections, prefixes and suffixes				
	• 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).	• Begins to recognize and isolate a few inflectional verb endings (e.g., -ing, -ed, plural -s).	• 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-).	• 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).

❺ 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
Recognizes common words				
• 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.	• 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).	• Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics. • Recognizes sight words and common symbols used to convey negative meaning.	• Recognizes a larger bank of sight words /high frequency words (and rote phrases related to everyday, familiar, personally relevant topics).	• Recognizes most high frequency sight words, function words and rote phrases when seen in a different context.
Develops a sight word bank				
• Develops a small bank of sight words (e.g., own name, and familiar words such as name, address, push, pull, exit).	• Develops a bank of sight words by reading aloud. • Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.	• Develops a broader range of sight words based on concrete, familiar, personally relevant experiences.	• Develops a bank of sight words by reading aloud.	• Develops a bank of sight words by reading aloud.
Uses a picture dictionary				
• Uses a picture wall to get oral words.	• Begins to use a picture dictionary and/or word wall with a lot of support.	• Uses a picture dictionary with support.	• Uses a picture dictionary or learner dictionary with support.	• Uses a learner dictionary with some support.

Glossary

❻ 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
Uses knowledge of oral language to recognize word breaks, spacing, capitalization, and punctuation				
• 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.	• 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.	• 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.	• Uses choral repetition and/or paired reading of simple sentences. • Understands simple punctuation, including capital letters, periods, question marks, and exclamation marks.	• Uses choral repetition and/or paired reading of simple sentences. • Understands a wider range of punctuation including commas, apostrophes in contractions, and possessives.
Recognizes and comprehends modals and auxiliary verbs				
• 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.	• 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.	• 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.	• 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.	• 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.

Continuum of Literacy Skills

Emerging	→	Building	→	Expanding
Uses knowledge of parts of speech and word order to comprehend sentences				
• Uses oral repetition and songs to reinforce word order. • Begins to group like objects together (e.g., realia, picture cards, coloured items). • Uses picture cards to express meaning (e.g., adjective card + noun card).	• Sings songs and chants to reinforce word order. • Categorizes words and pictures on word wall or word bank and 3D manipulatives into types of words (e.g., all things, all colour words).	• Sings songs and chants to reinforce word order. • Categorizes words and pictures on word wall or word bank and 2D manipulatives into types of words (e.g., all things, all colour words).	• Sings songs and chants to reinforce word order. • Categorizes words and pictures and 2D manipulatives into types of words (e.g., all things, all colour words) and word order (e.g., adjective word order).	• Sings songs and chants to reinforce word order. • Begins to classify parts of speech (e.g., nouns, verbs, adjectives) in sentences.
Demonstrates understanding of meaning				
• 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).	• 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).	• 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.	• 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.	• 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).
Uses knowledge of connecting words and clauses to understand longer and more complicated sentences				
• Uses oral knowledge to sequence picture cards from left to right to indicate very simple word order (e.g., adjective-noun).	• Uses oral knowledge to sequence word cards into phrases from left to right with connecting words (e.g., and, but).	• 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).	• 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).	• 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).

Glossary

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
Recognizes formats and layouts				
• Recognizes documents relevant to community, home, school and workplace needs by color, graphics, size, etc.	• 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).	• 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).	• 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.	• 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).
Recognizes organizational elements (e.g., tables and charts)				
• Begins to understand that information can be represented in a picture chart.	• Demonstrates understanding of rows and columns in a simple instructor-made chart and the information they represent.	• Begins to understand table conventions (e.g., schedules).	• Uses columns to understand information (e.g., schedules, data related to surveys, data related to numeracy topics).	• Understands and develops text when presented in columns and when presented in columns interrupted by pictures etc.
Recognizes placement and design elements (e.g., envelope, identification cards)				
• 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).	• 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.	• 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).	• Notices elements in design and recognizes that these are related to the purpose.	• Recognizes most elements in design and the purposes to which they are related. • Adjusts rate of reading depending on text and purpose.

Emerging	→	Building	→	Expanding
Uses elements to guide the reader through the text (e.g., titles, sub-titles)				
	• Begins to understand and use some book components with support: cover, illustrations, and page numbering.	• 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.	• 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).	• Understands and uses an expanding range of book components: cover, table of contents, illustrations, page numbering, chapters, and indexes.

Glossary

❽ 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
Demonstrates print awareness				
• 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).	• Understands the concept that print contains personal meaning (e.g., you can learn about someone or something through reading).	• Understands the concept that print contains personal meaning. • Begins to use context clues appropriately.	• Begins to compare the differences between text and personal understanding. • Usually uses context clues appropriately.	• Looks for how the text relates to current personal knowledge and concepts. • Uses context clues appropriately.
Activates background knowledge				
• Activates and develops immediate shared experiences to guess answers from oral questions.	• Activates and develops shared experience to connect oral language and print. • Shares orally what is known about the topic.	• 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.	• 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.	• 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.
Uses and selects reading strategies				
• Appeals to authority to check comprehension (e.g., asks instructor if picture to word matching is correct).	• 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.	• 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. • Begins to recognize miscues.	• 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 works if the word is in oral vocabulary.) • Recognizes miscues.	• 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).

Emerging	→	Building	→	Expanding
		• Makes predictions based on experiences with text and life.	• Asks questions when reading.	
Focuses on meaning of what is being read / recognizes that print carries meaning				
• Begins to recognize that photographs of people convey emotions (e.g., happy and sad).	• 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).	• Recognizes that print carries meaning. • Begins to read in short chunks of rote phrases when possible, rather than word by word.	• 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.	• 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.
Reads accurately and with speed				
• 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.	• 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.	• 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.	• 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.	• 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.

Glossary

❾ 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 why 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
Recognizes the purpose and intentions of various texts				
• Interprets the purpose of the text by recognizing an illustrated word or short phrase (e.g., a warning sign, a greeting card).	• 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).	• 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).	• 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.	• 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.
Identifies how the text is designed to direct a response				
	• 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.	• 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 opinion or preference.	• 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 and is being used to sell, entertain, teach, convince, warn, etc.	• 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.

Emerging	→	Building	→	Expanding
Questions the intentions and evaluating response options				
		• Begins to look at some text (flyers, junk mail) and determines that it is of no personal use.	• Understands that information should be evaluated based on the reader's purpose, the relevance/irrelevance of the information. • Reads and interprets written, personal opinions.	• 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.