

FORWARD TOGETHER

CESBA Conference 2024

December 4-5

CELEBRATING 25 YEARS

AVANCER ENSEMBLE

Conférence de CESBA 2024

4-5 décembre

CÉLÉBRONS NOS 25 ANS



**FORWARD
TOGETHER**

CESBA Conference 2024

December 4-5

CELEBRATING 25 YEARS

**AVANCER
ENSEMBLE**

Conférence de CESBA 2024

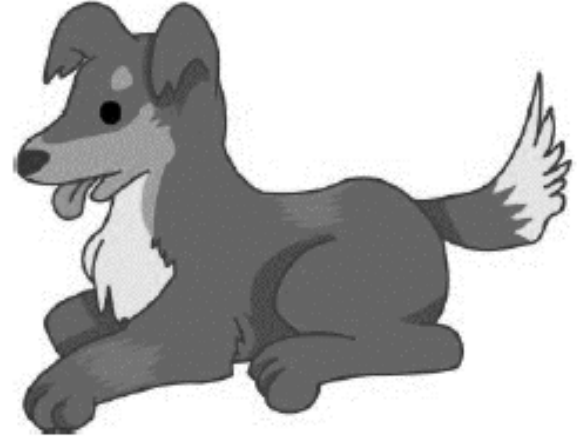
4-5 décembre

CÉLÉBRONS NOS 25 ANS

Equity for the Literacy Learner

Presenter: Sam Banks (she, her)

ይቅዱ



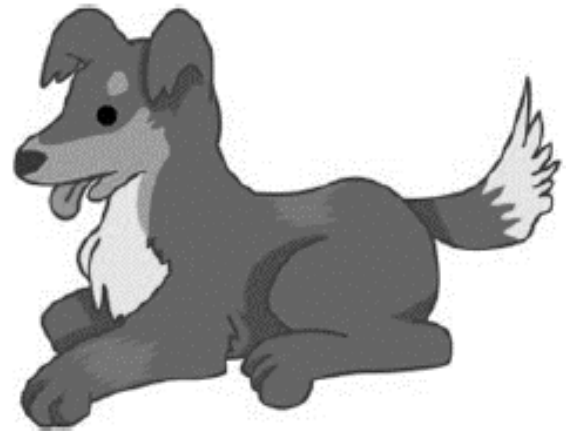
ዑሻ



ጎም



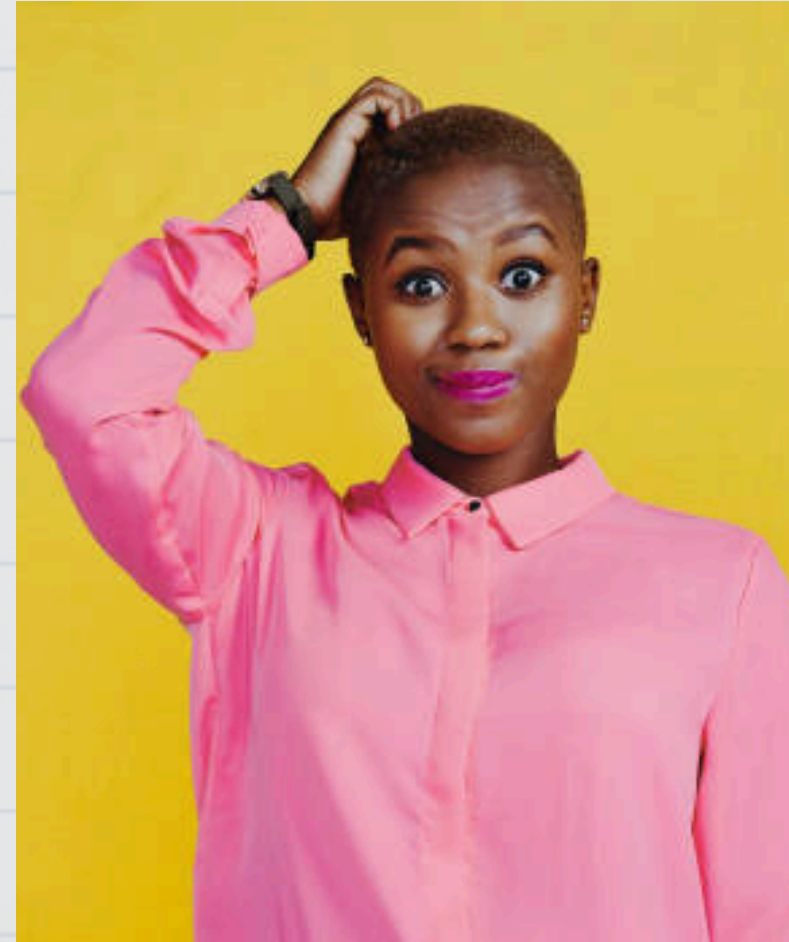
መጽሐፍ



I knew...

I assumed...

I felt....



What is your Reading and Writing level of Ethiopian Language Benchmarks (ELB)?



PFL
FL

1L

2L

3L

4L

Pre-ELB

ELB 1

ELB 2

ELB 3

ELB 4

What is Literacy?

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 their goals, to develop their knowledge and potential, and to participate fully in the wider society.

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



What is Literacy?






In the Classroom

- disorganization
- clutter
- distraction
- avoidance
- arriving/leaving



What is Literacy?

In HARTS

 HAD [REDACTED] 1108755	HAGA [REDACTED] [REDACTED]	[REDACTED]	1, 1, Pre-CLB, 1
 ISRA [REDACTED] 1079081	ISRAA	[REDACTED]	1, 1, 1L, 1L
 KH [REDACTED] AHM1038128	KHATER [REDACTED]	[REDACTED]	1, 1, 2, 2
 KH [REDACTED] AHM1083465	KADIR	[REDACTED]	1, 1, 1L, 1L
 MUHAM [REDACTED] M1083423	MUHAMMED	[REDACTED]	1, 1, 1L, 1L

What is Literacy?

- less than 10 years
- come from countries of unrest
& other factors that interrupt/restrict
learning/access to education
- from PFL to 4L
- ★ • **same English language learning outcomes**
- **working on language and literacy**
- **need support, strategies, guided practice**



Listen to the appointment times.

Circle what you hear.

1. Thursday 12:00pm

Monday 10:00am

Wednesday 9:00am

2. Tuesday 9:00am

Wednesday 9:00am

Tuesday 8:00am

3. May 11 3:00pm

Monday, 11:00am

Monday 3:00pm

4. Thursday 12:00pm

Tuesday 9:00am

Wednesday 9:00am

5. Tuesday 10:00am

May 11 3:00pm

Monday 3:00pm

Answers:

1. Thurs. 12 pm

2. Wed. 9 am

3. Mon. 3 pm

4. Tues. 9 am

5. Tues. 10 am

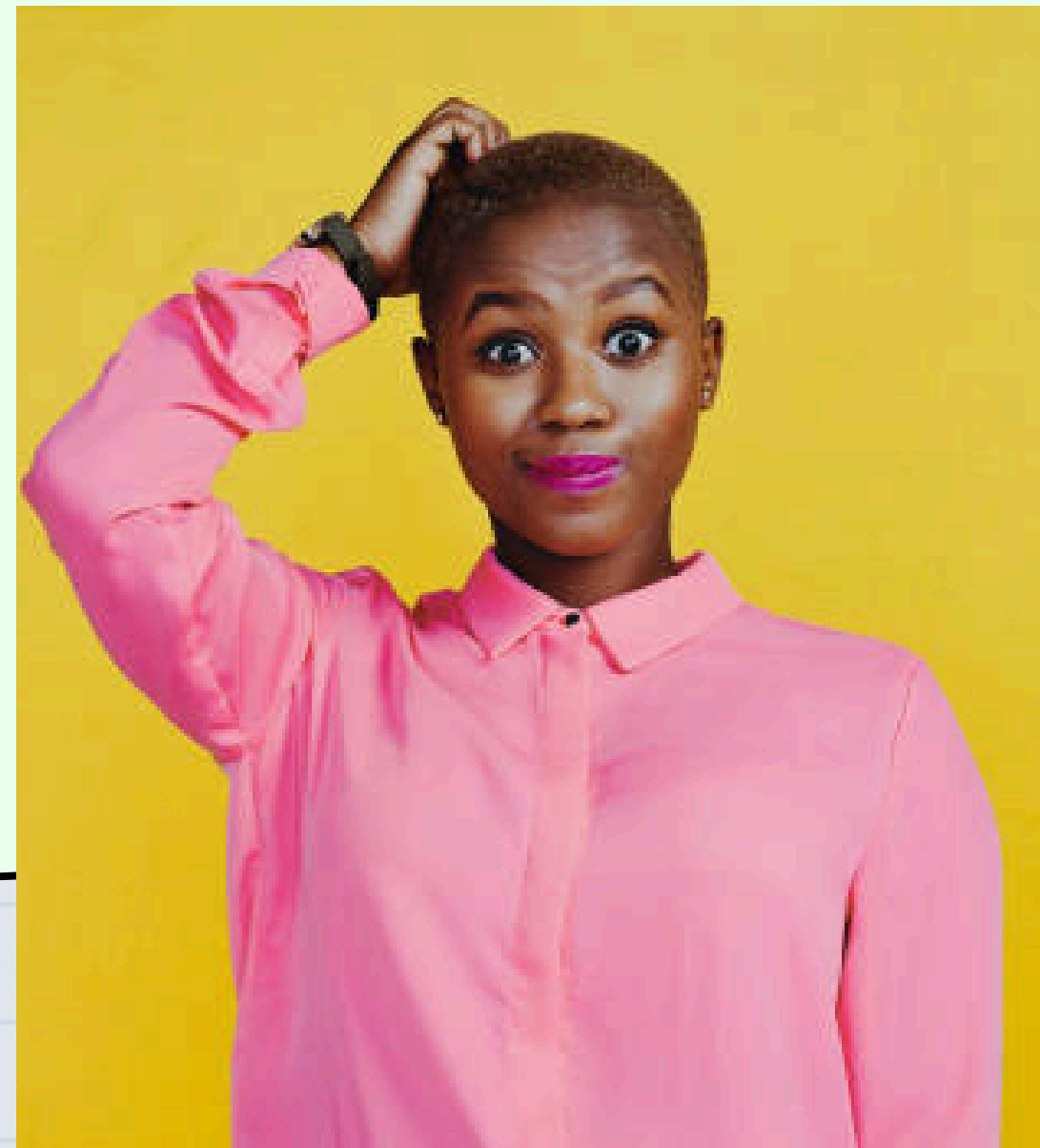
I knew...

I assumed...

I felt.....



*MAKE NO ASSUMPTIONS,
LEAVE NOTHING TO CHANCE*



Some Alphabet letters in upper and lower case	Numbers 1-10	Own name and name of a few others	A number of illustrated sight words	One or two rote phrases	A few <u>school</u> and <u>community based</u> symbols	Track realia and other <u>manipulatives</u> top down, left right	Know 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
---	--------------	-----------------------------------	-------------------------------------	-------------------------	--	--	-------------------------	--	---



Reading Foundation L



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:

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.

Begin to recognize the connection between oral language and print

Begin to recognize the value placed by society on reading and writing

WRITING PFL to FL Indicators

Show familiarity with the basic mechanics of print at the letter and word level	Form some upper and lower case letters correctly	Sequence a very short picture story	Show ability to place text correctly on the lines most of the times	Show 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
---	--	-------------------------------------	---	---	--	--	---

 **Writing Foundation L**

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





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

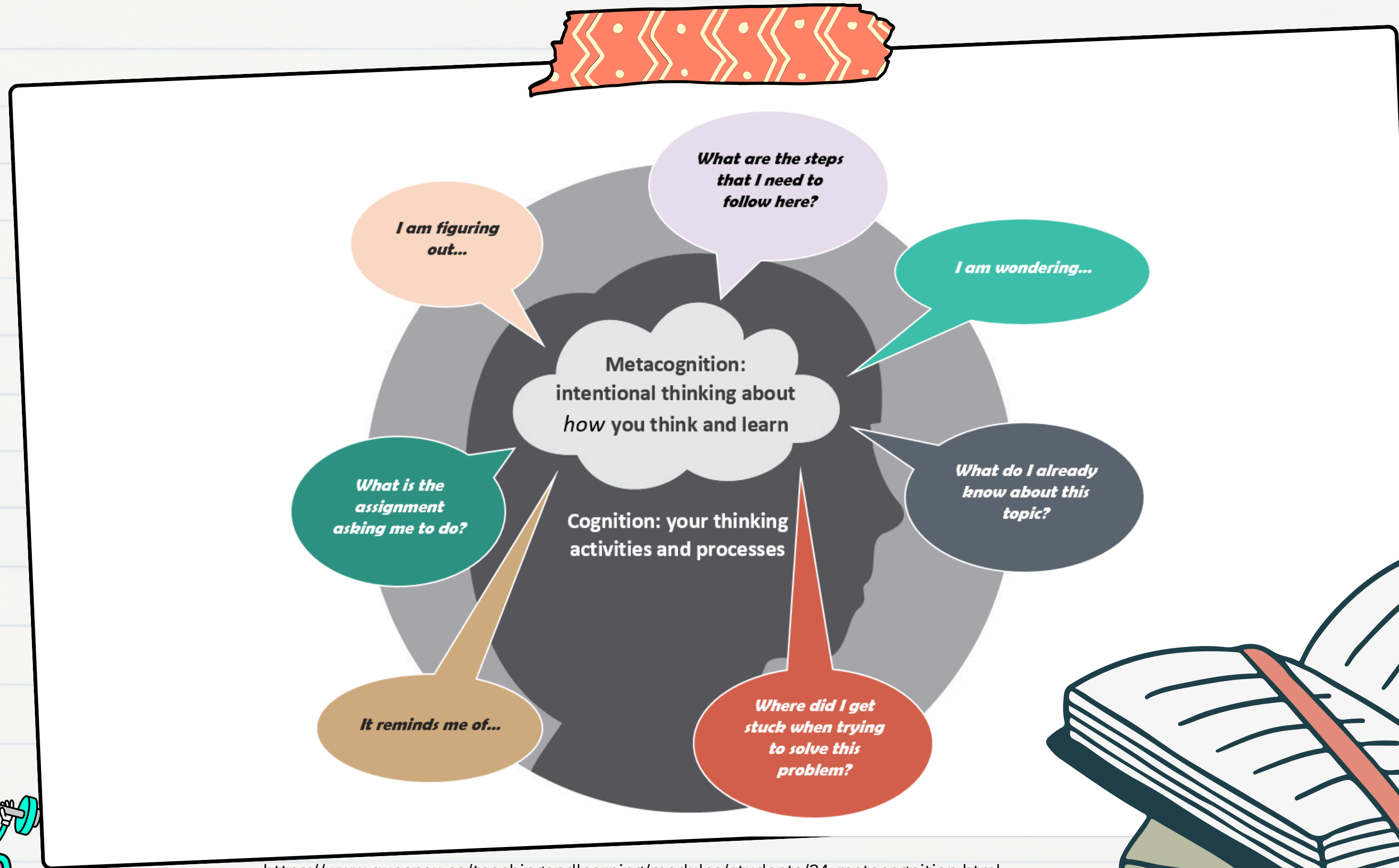
Types of skill-building activities that support literacy development toward this level of ability:

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.



https://www.queensu.ca/teachingandlearning/modules/students/24_metacognition.html



Meta-Cognitive Strategies All Learners Need:

Self-questioning

Self-questioning involves pausing throughout a task to consciously check your own actions.

name nam

How many letters
for the word?
Do I have 4 letters?

Mnemonic Aids

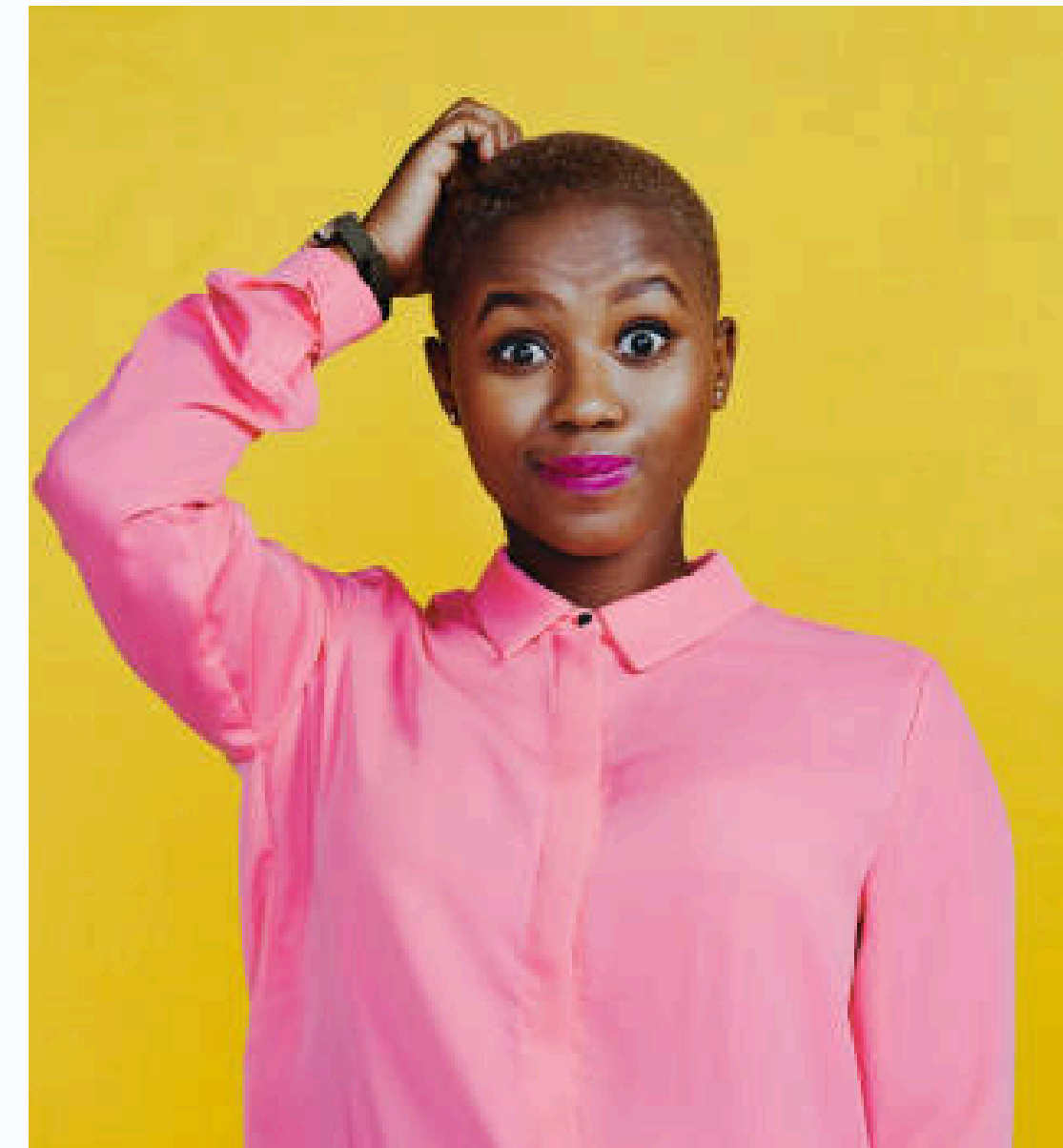
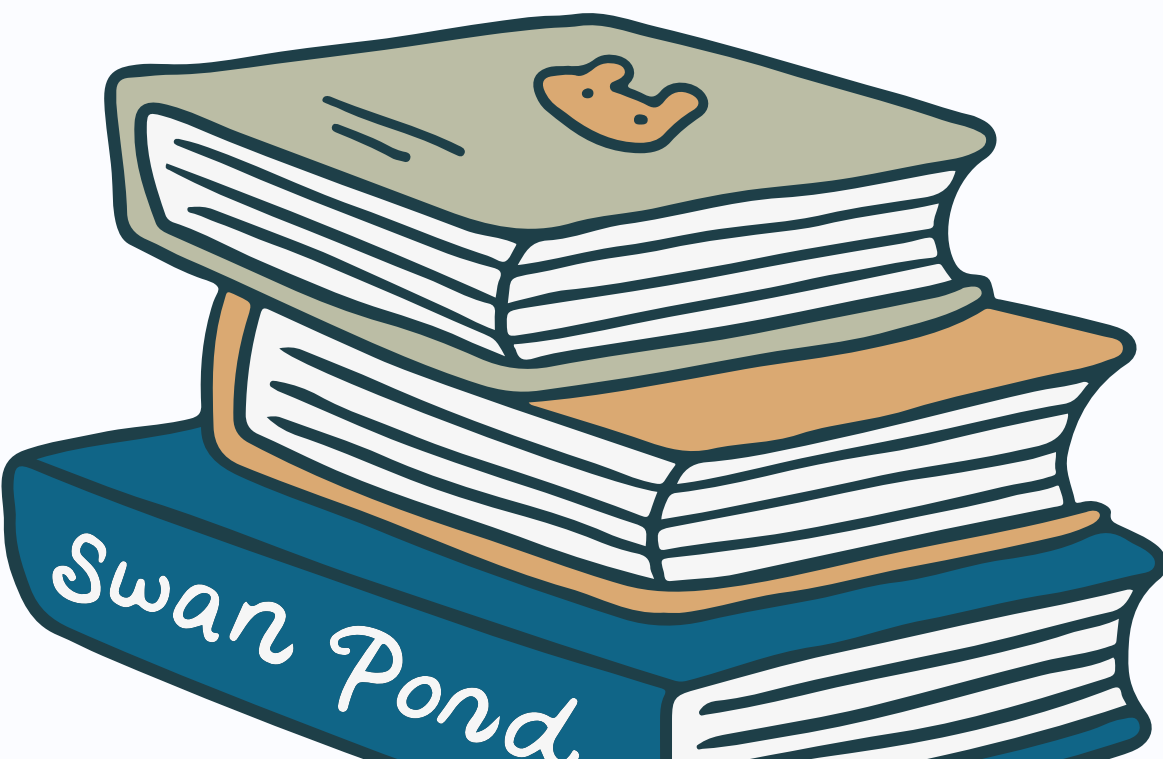
Mnemonic aids are strategies you can use to improve your information retention. They involve using rhymes, patterns, and associations to remember.



Meta-Cognitive Strategies All Learners Need:

Awareness Of Learning Styles

- Visual
- Auditory
- Kinesthetic
- Logical-Mathematical
- Interpersonal
- Intrapersonal



Meta-Cognitive Strategies All Learners Need:

Thinking Aloud

You have to talk through what your brain is doing, making those thinking processes explicit.

Graphic Organizers

Graphic organizers help us to consciously improve our thinking processes.

Examples of graphic organizers include:

- Mind maps.
- Flow charts.
- Spider diagrams.

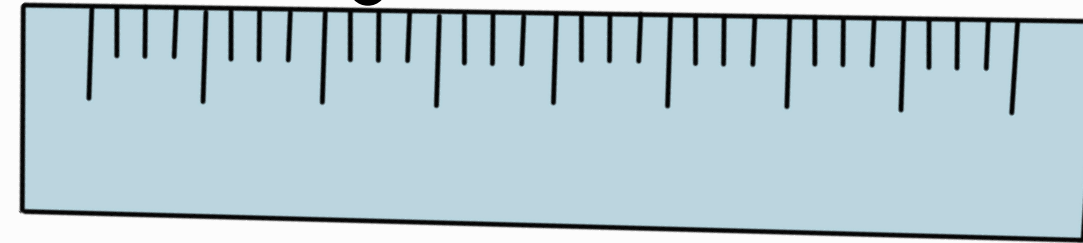


Meta-Cog Strategies Cont'd:



Active Reading Strategies

- Underlining text
- Using a ruler to read



- Scan for the main ideas
- Questioning
- Summarizing
- Predicting
- Clarifying

Active Listening Strategies

- Turning your body to directly face the speaker.
- Making eye contact.
- Asking questions.
- Nodding when appropriate.
- Repeating what was said to you.

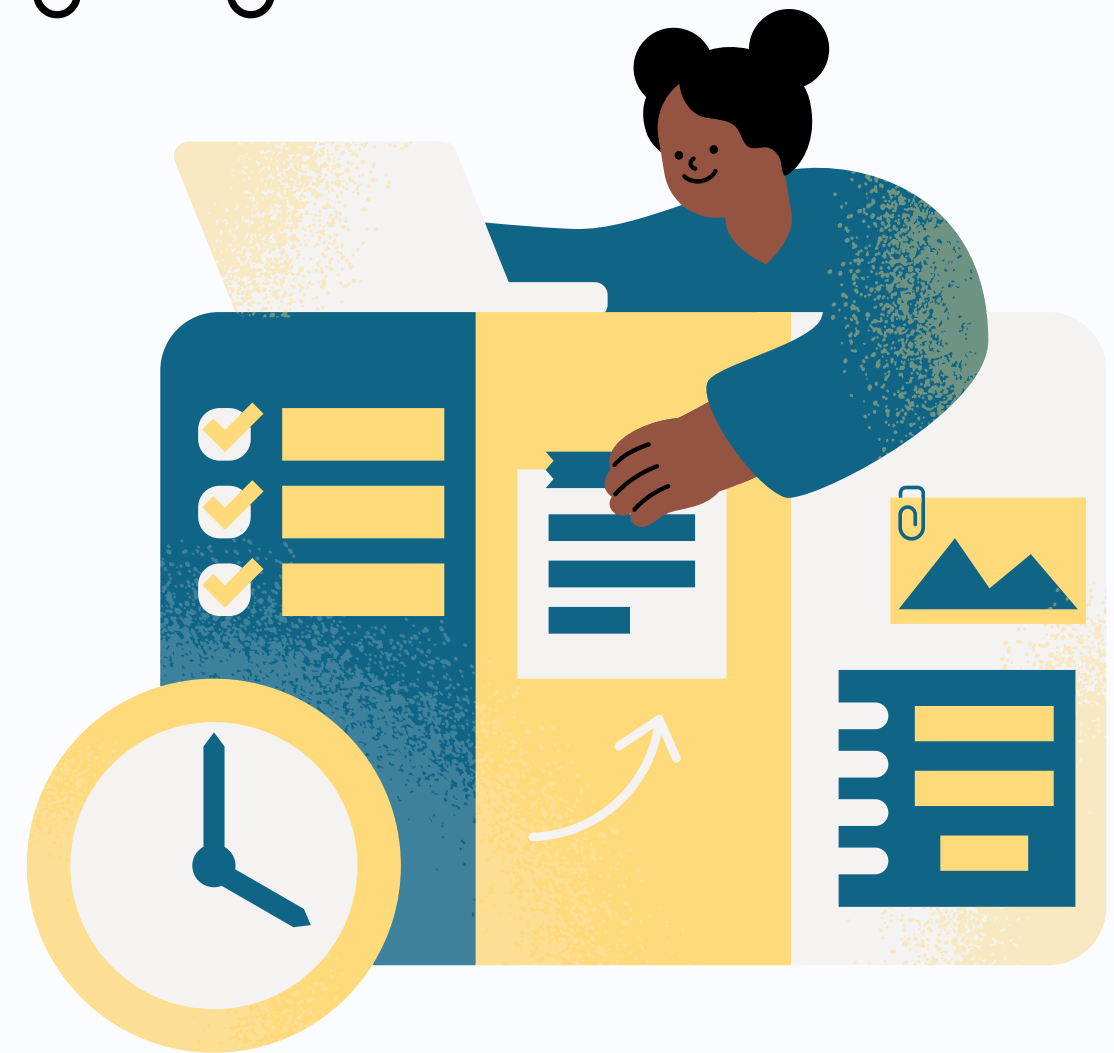
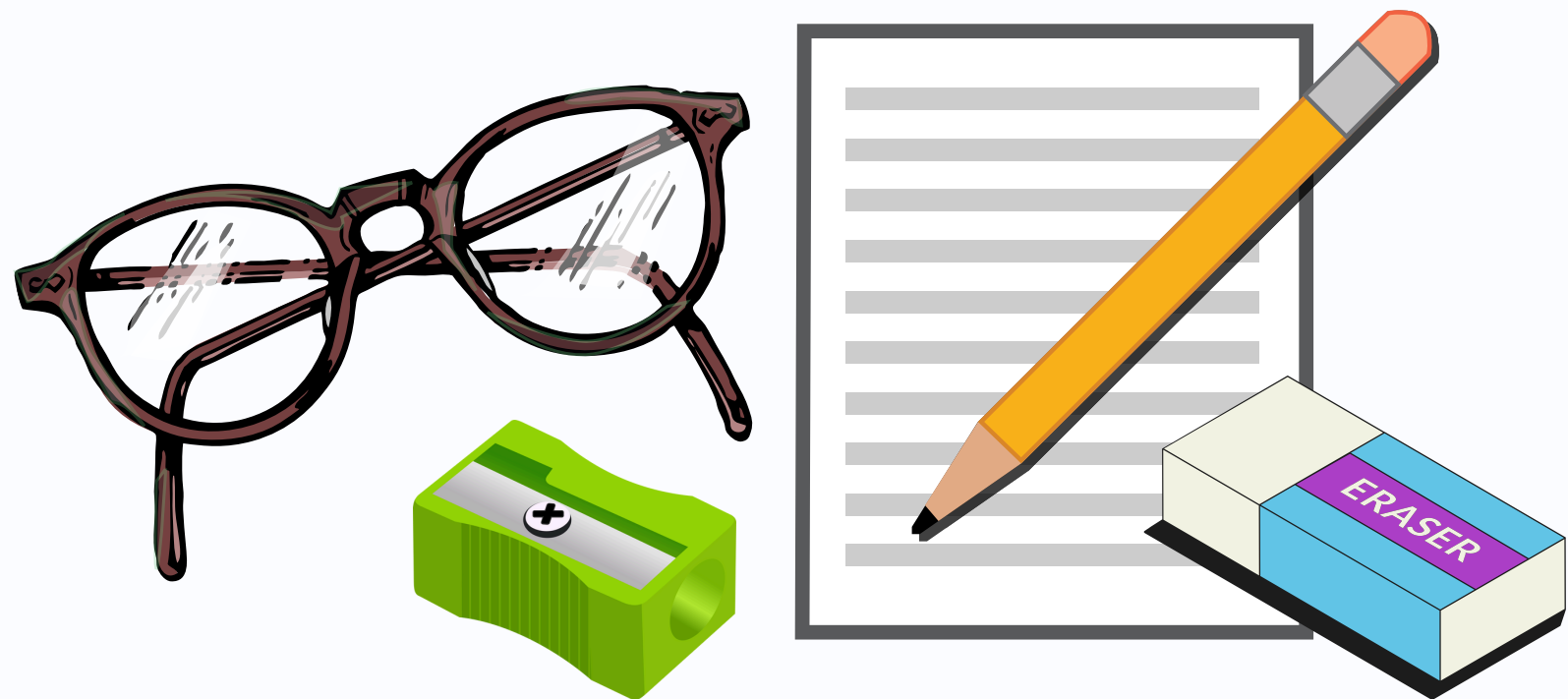


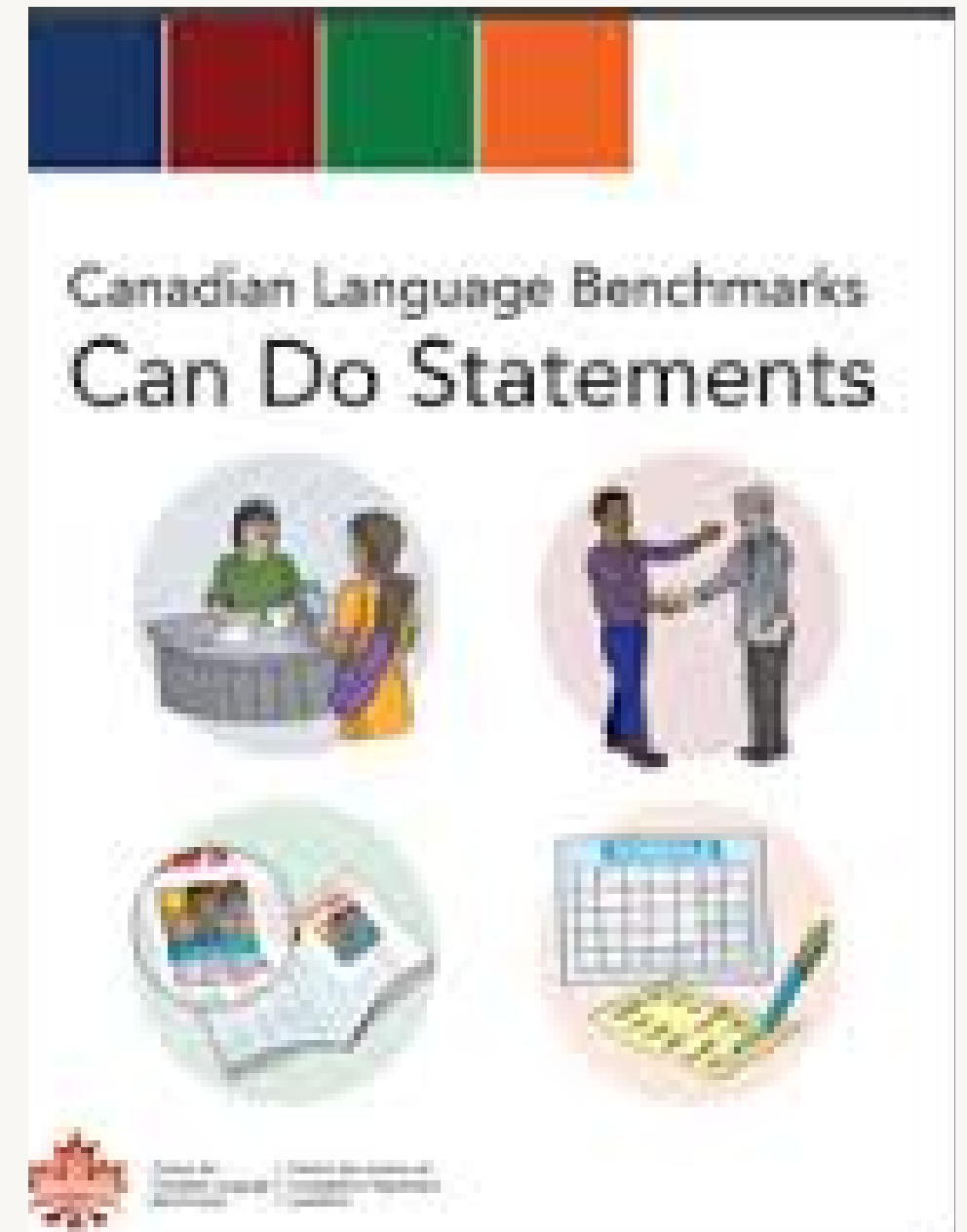
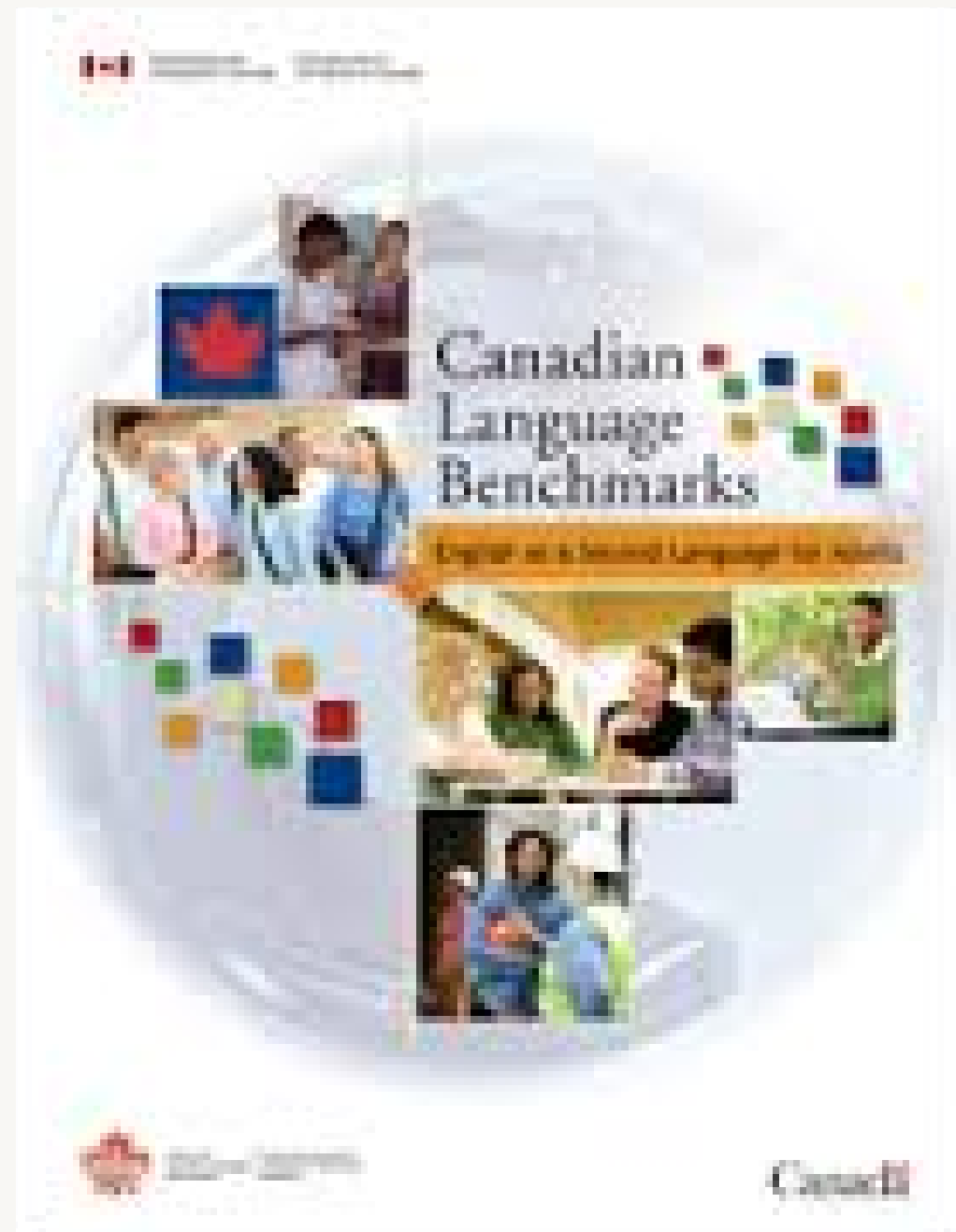
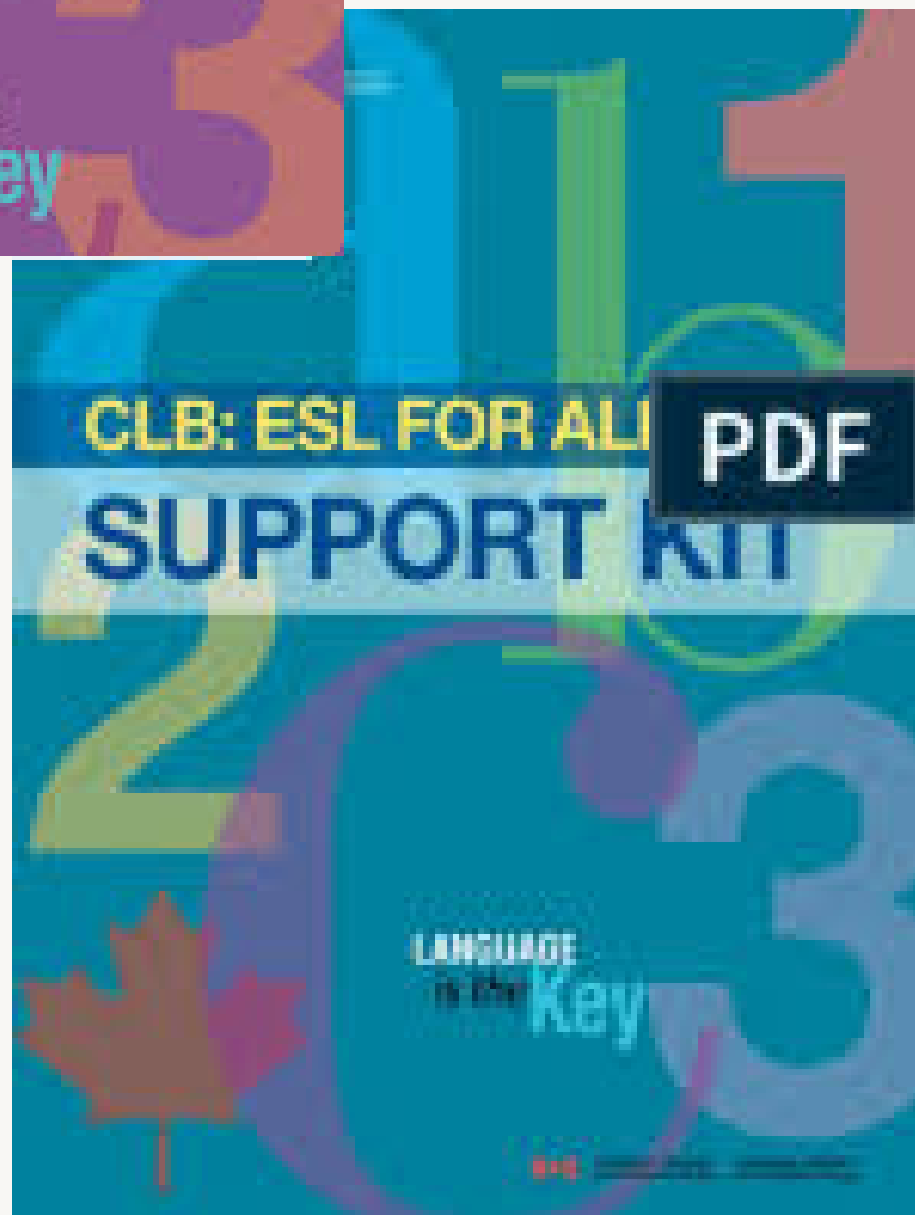
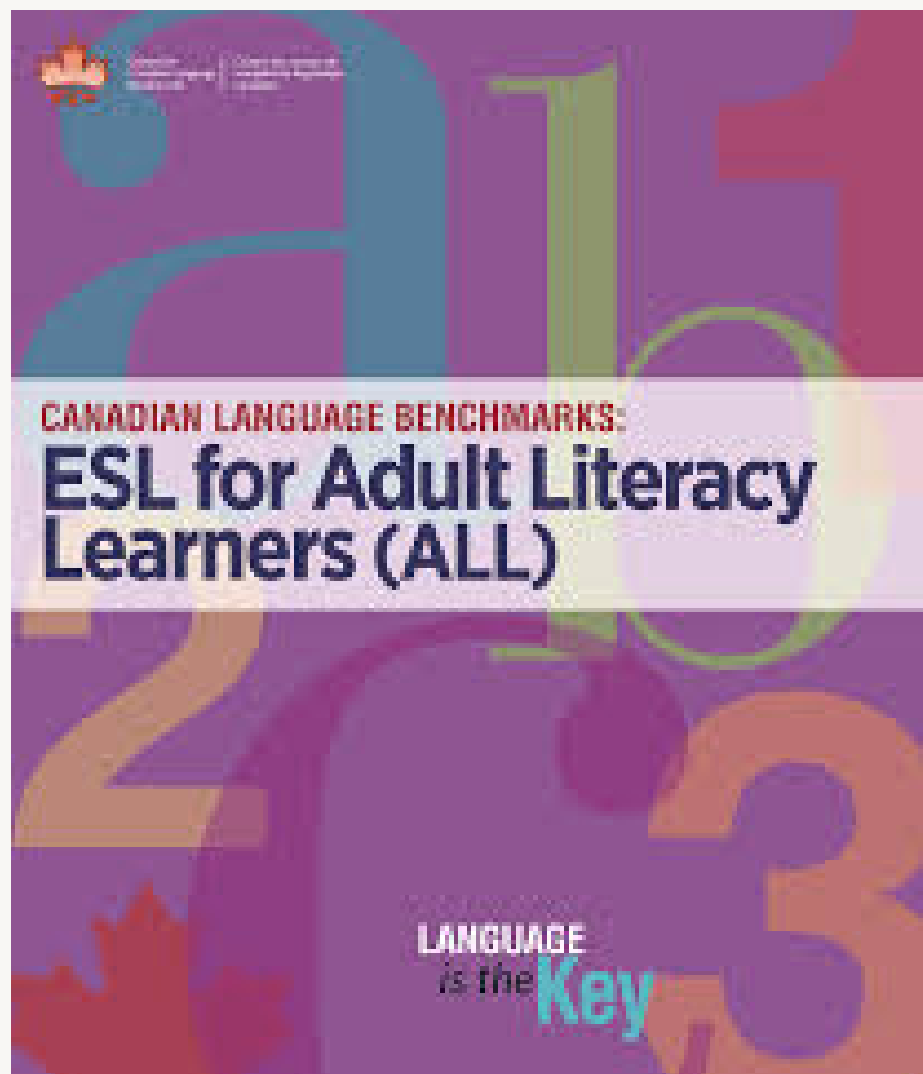
Meta-Cognitive Strategies All Learners Need:

Planning Ahead

When we plan ahead, we often have to think about how we'll go about a task. We might call it our "plan of attack".

Planning ahead involves thinking about what we're going to do in order to complete a task.





In Tutela:

CCLB collections

OCDSB collections

*both show modifications for literacy learners
in blended classes*

**Adult ELL Pathway
to Literacy**

**Literacy Centre
for Expertise**

Changing Lanes ESL

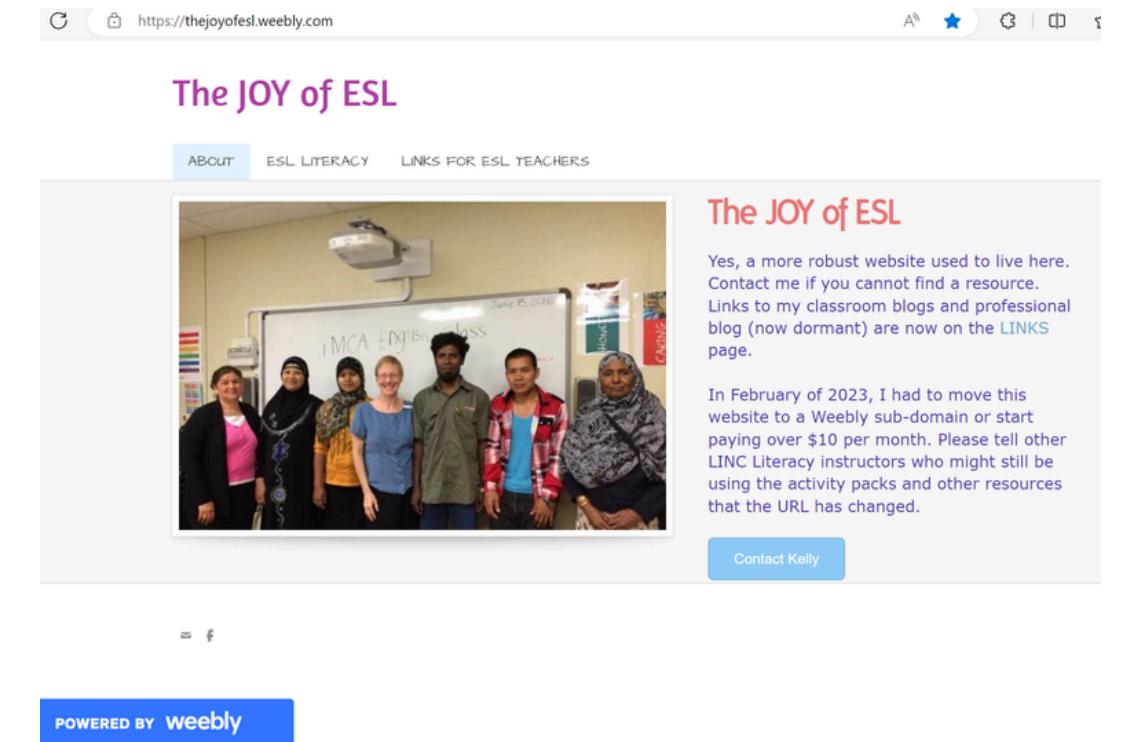
Making It Real:
Teaching Pre-literate Adult Refugee Students



Tacoma Community House Training Project

**Bow Valley Literacy
Readers**

thejoyofesl.weebly.com





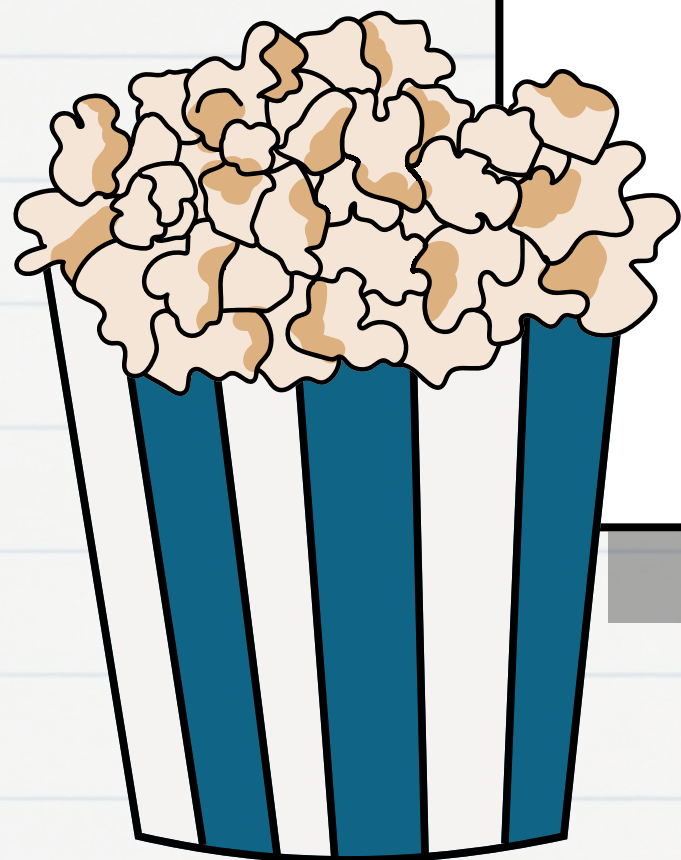
Differentiated Instruction

TO HELP WITH LITERACY AND LITERATE LEARNERS TOGETHER



[HTTPS://WWW.YOUTUBE.COM/WATCH?V=H7-D3GI2LL8](https://www.youtube.com/watch?v=H7-D3GI2LL8)

[HTTPS://WWW.NEWAMERICANHORIZONS.ORG/TRAINING-VIDEOS](https://www.newamericanhorizons.org/training-videos)



**Make NO
assumptions,
leave nothing
to chance.**



sbanks@hwdsb.on.ca



Tell us what you think!

Visit:

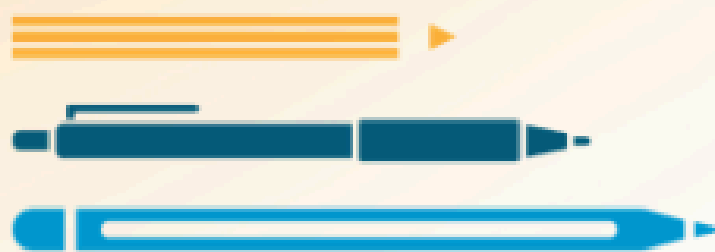
www.cesba.com/2024surveys

or use the QR code to share
feedback on this workshop.



Thank you

Merci



FORWARD
TOGETHER

AVANCER
ENSEMBLE

cesba 

cesba.com