

Support Document

Learning for LIFE: An ESL Literacy Curriculum Framework
READING PROFILE: PHASES I - III

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This reading profile provides a general summary of reading conditions and proficiencies from Phases I-III, according to the *Canadian Language Benchmarks 2000: ESL for Literacy Learners* (Canadian Language Benchmarks, 2000).

The purpose of the reading profile is to:

- provide instructors with a common reference point for discussing learners' reading proficiency
- help instructors understand the proficiency and conditions of previous and subsequent levels
- inform the development of effective and level-appropriate reading tasks and assessments

This tool can be used:

- by individual instructors
- in a course guide or curriculum package designed to support instructors as they implement the curriculum

This reading profile includes two parts:

- a general summary of reading characteristics for Phases I - III
- reading profile charts that provide an overview of reading conditions and proficiencies from Phases I – III

Reading Characteristics

In each of the three CLB Literacy Phases, learners generally demonstrate the following reading characteristics:

A Phase I reader....

- follows along with read-alouds
- participates in choral reading
- may pretend to read
- is developing awareness of the different purposes for text
- recognizes some sound/symbol correspondence
- begins to re-tell familiar, predictable text
- uses illustrations to tell stories
- is being introduced to reading strategies

A Phase II reader....

- uses sight words / phrases to decode
- can use some word families to decode
- can identify main idea of text
- begins to read silently?
- needs assistance in choosing appropriate texts
- uses a limited number of reading strategies

A Phase III reader.....

- relies more on print than illustrations
- is beginning to read for information
- is beginning to read authentic texts
- uses a variety of reading strategies
- begins to choose own texts for reading

Adapted from Centre for Canadian Language Benchmarks (2000) and O'Malley & Valdez Pierce (1990).

Reading Profile


These charts provide an overview of reading conditions and reading proficiencies across Phases I-III.

Reading Conditions

Conditions	Phase I			Phase II			Phase III		
	Initial	Developing	Adequate	Initial	Developing	Adequate	Initial	Developing	Adequate
Context	familiar, personally relevant					relevant			
Length of text	up to 5 lines with 1 new word per line			up to 10 sentences / lines			up to 1 page <i>or</i> 15 – 20 formatted lines		
Wrap around text	none			some			usually		
White Space	a lot			some			authentic		
Font Size / Style	simple: large and clear			large font with some variety			varied		
Type of text	teacher - made			teacher-adapted	teacher - adapted with some authentic text			authentic	
Guidance	pre-reading and scaffolding & extensive teacher guidance			pre-reading and scaffolding & teacher guidance			some pre-reading & guidance		teacher facilitation

Adapted from Centre for Canadian Language Benchmarks (2000).

Reading Proficiency

Proficiency	Phase I			Phase II			Phase III			
	Initial	Developing	Adequate	Initial	Developing	Adequate	Initial	Developing	Adequate	
identify purpose	not assessed			learning		with support		independently		
identify main idea	not assessed			learning		with support		independently		
locate specific details	learning			with support			independently			
recognize a bank of sight words	increasing bank 									
	recognized in context							recognized out of context		
decode using phonics (see strategy section for more details)	beginning to use for decoding: <ul style="list-style-type: none"> • initial & final consonants • medial vowels 			beginning to use for decoding: <ul style="list-style-type: none"> • initial & final consonant blends • silent e to decode long vowels • final suffixes 			beginning to use for decoding: <ul style="list-style-type: none"> • prefixes • consonant digraphs (<i>wr, kn, etc</i>) • vowel digraphs (<i>au, oa, etc</i>) 			

Adapted from Centre for Canadian Language Benchmarks (2000)

REFERENCES

Centre for Canadian Language Benchmarks. (2000). Canadian Language Benchmarks 2000: ESL for literacy learners. Ottawa: Centre for Canadian Language Benchmarks

O'Malley, J., & Valdez Pierce, L. (1996). Authentic assessment for English language learners: Practical approaches for teachers. Addison-Wesley.