

# Tools to Aid Instruction – Beginning Literacy ESL

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# Objectives

- “ Discuss characteristics of a Beginning Literacy ESL learner
- “ Discuss specific skills that should be addressed at Beginning Literacy ESL level
- “ Review tools CASAS provides to aid teachers in lesson-planning
- “ View sites online that provide lesson plans or other tools that can be used to address specific CASAS competencies
- “ View sites online that students can use to build the skills they need for the CASAS tests

# Diverse Adult Learner Profiles

**Rosa is a young mother in an ESL class in a family literacy program.** She has three small children, whom she brings to the child care program. Rosa has been in the country for one year. Her ESL class has been running for a month, and the students are progressing slowly. Rosa wants to learn, but she attends class infrequently. She does not drive and so depends on family members for a ride, and she often is not able to bring one or more of the children because of illness. She understands no English, and another student translates for her. She has mentioned several times that she has no time to do any of the exercises outside of class.

**Mohammed is 17 years old and has been in the country for six months.** He is not enrolled in high school, because he needs to help his mother support their family of five, and he has two jobs. He finished elementary school in Iraq and can read and write in his native Arabic. He is learning to understand and speak a little English on the job, but he can read next to nothing in English.

**Ibrahim is 60 years old and has come to the United States from Somalia,** where he was a businessman and a tribal leader. He can read and write in his native language and in Italian. His refugee benefits have run out, and he has to work to help support his family. He is embarrassed about being in a beginning-level class, and he does not like to work in groups with women. When he speaks, he wants the teacher to correct everything he says.

Source: *Practitioner Toolkit: Working With Adult Language Learners*

**Q: What do Beginning Literacy ESL Level Students have in common?**

A: CASAS test scores below 180

**Q: What variables do we see in Literacy Level Students?**

A: Some cannot speak or understand English, or understand only isolated words or phrases

A: May speak some English, but have limited reading and writing skills in English

A: May have no or minimal reading or writing skills in any language – may have little or no comprehension of how print corresponds to spoken language – may have difficulty using a writing instrument

A: May have education in first language, but no previous instruction in English

# Levels of Literacy

## “ Pre-Literate

- “ Oral tradition, first language not written
- “ Holding a pen or opening a book are new exercises
- “ **Teaching: focus on oral skills, then transition into reading and writing**

## “ Non-Literate

- “ Written language in home country but the student has little or no exposure to literacy in their first or second language
- “ **Teaching: emphasize the connection between spoken and written language**

## “ Semi-Literate

- “ Limited schooling in their own language
- “ **Teaching: help students become confident in their literacy skills**

## “ Non-Roman Alphabet Literate

- “ Speak and are literate in a language that is written with a different script.
- “ Can transfer skills from one language to another even if the script is completely different.

## “ Roman Alphabet Language Literate

- “ Are literate in a language written in a Roman alphabet script
- “ Read from left to right and recognize letter shapes and font

# Different Strategies for Different Learners

<b>Literate Learners</b>	<b>Non-literate Learners</b>
<b>Learn from print</b>	<b>Learn by doing or watching</b>
<b>Tend to be visually-oriented</b>	<b>Tend to be aurally-oriented</b>
<b>Make lists to remember</b>	<b>Repeat to remember</b>
<b>Spend years learning to read</b>	<b>Have limited time for learning to read</b>
<b>Know they can learn</b>	<b>Lack confidence in their learning ability</b>
<b>Learn best when content is relevant to their lives</b>	<b>Learn best when content is relevant to their lives</b>
<b>Can distinguish between important and less important print</b>	<b>May accept all content as being of equal value</b>

# Strategies: A Beginning

1. Needs Assessment – Can students. . .
  - . Hold a pen?
  - . Write names in English?
  - . Make letter sounds?
  - . Identify basic sight words?
  - . Copy simple sentences?
  - . Read simple sentences?
2. Begin with listening and speaking
3. Start with real words (meaningful to students)
4. Teach word-attack skills (phonics)

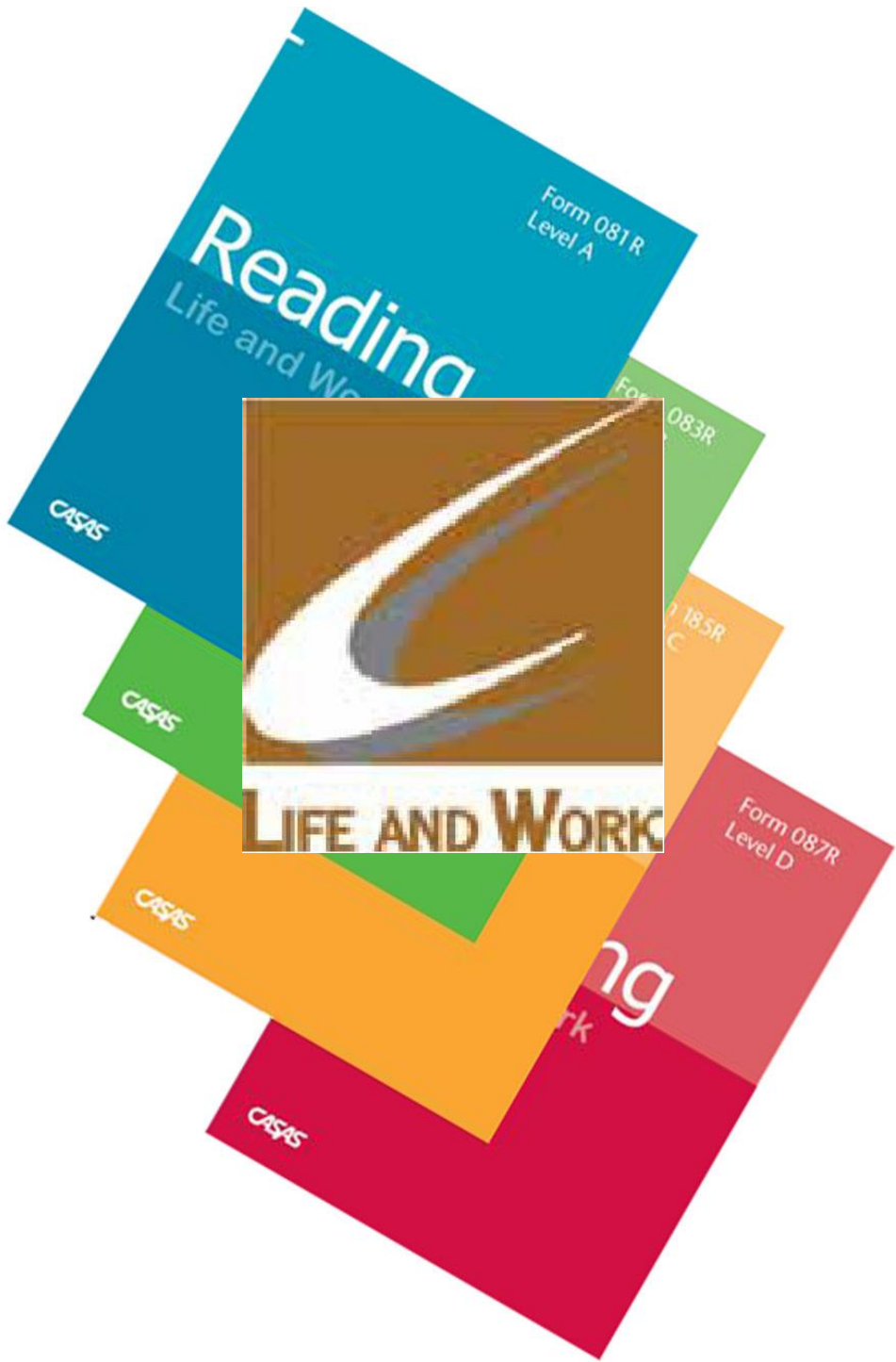
\*“A Taxonomy of Strategies for Adult Non-literate Learners”, Alysan Croydon

# Review of CASAS Tools

- “ Class Profile by Competency
- “ Test Review
- “ QuickSearch
- “ Linking Document (Links competencies in tests to lessons online)
- “ Sample Test Items – Level A (for use when transitioning from Forms 27/28 to 81/82)



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Quick Search by

- [Titles](#)
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Selected Competencies

4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application

Matches	Title	Publisher	Level
1	<a href="#">A Conversation Book - English in Everyday Life. Book 1 New Edition</a>	LONGMAN ESL/PEARSON ADULT	A
1	<a href="#">Downtown. Four. English for Work and Life.</a>	HEINLE/THOMSON	C
1	<a href="#">Downtown. One. English for Work and Life</a>	HEINLE/THOMSON	A
1	<a href="#">Downtown. Three. English for Work and Home</a>	HEINLE/THOMSON	B
1	<a href="#">Foundations Activity Workbook</a>	LONGMAN ESL/PEARSON ADULT	Pre -
1	<a href="#">Foundations. Second Edition</a>	LONGMAN ESL/PEARSON ADULT	Pre -
1	<a href="#">Grammar in Context. Basic.</a>	HEINLE/THOMSON	A
1	<a href="#">New Land, New Language</a>	NEW READERS PRESS	C/B
1	<a href="#">Picture This! Learning English through Pictures. Book One.</a>	LONGMAN ESL/PEARSON ADULT	A
1	<a href="#">Picture This! Learning English through Pictures. Book Two.</a>	LONGMAN ESL/PEARSON ADULT	A



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[www.casas.org](http://www.casas.org) >> Products and Services >> QuickSearch

COMP.	ITEM #	COMPETENCY DESCRIPTION	ONLINE/COMPUTER RESOURCES FOR STUDENT USE	ONLINE RESOURCES FOR LESSON PLANS
	1-5	Recognize and discriminate among lowercase and uppercase letters	<a href="http://www.pumarosa.com">www.pumarosa.com</a> <a href="http://www.starfall.com">www.starfall.com</a>	<a href="#">Multi-Cultural Educational Services</a> Alphabet and Numbers from 1 to 100 <a href="#">Reading for Life Volume One</a> Page 3 – Pre-literacy Activities
	6-8	Discriminate among sight words		<a href="#">Multi-Cultural Educational Services</a> Common Words Used on Forms <a href="#">Reading for Life Volume One</a> Page 3 – Pre-literacy Activities
	9	Recognize one-word signs		<a href="#">Reading for Life Volume One</a> Page 3 – Pre-literacy Activities
2.3.1	10	Interpret clock time	<a href="http://www.gcflearnfree.org/everydaylife">www.gcflearnfree.org/everydaylife</a> click on “Telling Time”	<a href="#">Multi-Cultural Educational Services</a> Time in Numbers and on Clocks <a href="#">Reading for Life Volume One</a> Page 128 – Unit 9 – Clock Time
2.3.2	11	Identify the months of the year and the days of the week		<a href="#">Multi-Cultural Educational Services</a> Calendar Flash Card Exercises <a href="#">North Carolina Curriculum Guide</a>
<a href="http://www.mnabeassessment.com/competency_links.html">http://www.mnabeassessment.com/competency_links.html</a>				
2.5.4	12	Read interpret, follow public signs, building directories	<a href="http://www.gcflearnfree.org/everydaylife">www.gcflearnfree.org/everydaylife</a> click on “Grocery List” or “Prescription”	<a href="#">Reading for Life Volume One</a> Page 69 – Unit 5 - Signs
1.2.1	13	Interpret ads, labels, charts, etc. to select goods and services		<a href="#">Reading for Life Volume One</a> Page 37 – Unit 3 – Labels: Product and Medicine <a href="#">Reading for Life Volume Two</a> Page 68 – Unit Pricing
1.1.9	14	Interpret clothing and pattern sizes and use height/weight tables		<a href="#">North Carolina Curriculum Guide</a> “The Department Store” <a href="#">Reading for Life Volume One</a> Page 3 – Pre-literacy Activities
2.2.2	15	Recognizes and use signs related to transportation		

# Review of CASAS Tools

- “ Class Profile by Competency
- “ Test Review
- “ QuickSearch
- “ Linking Document (Links competencies in tests to lessons online)
- “ Sample Test Items – Level A (for use when transitioning from Forms 27/28 to 81/82)

<https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=3229>

# Alphabet/Phonics – Free Printables

“ Lanternfish ESL ABCs

<http://bogglesworldesl.com/abcs.htm>

“ CVC Words Flashcards

[http://bogglesworldesl.com/phonics/cvc\\_wordcards.htm](http://bogglesworldesl.com/phonics/cvc_wordcards.htm)

“ Flashcards of High Frequency Words

<http://www.emteconline.com/rliteracy/alphabet/highFrequency/Yr1-2FlashComplete.pdf>

“ Phonics – We All Can Read

<http://www.weallcanread.com/English as a Second Language Phonics Instruction.html>

# Vocabulary-Building Activities

Vocabulary knowledge has been found to have a strong effect on reading comprehension

- “ Teach vocabulary that learners will need to use often (**high-frequency vocabulary**).
- “ Teach key **sight words** that learners will need, such as *emergency, 911, last name, first name, especially when learners are at beginning literacy levels.*
- “ Provide **multiple opportunities** for learners to read and use specific words in different texts and activities that are thematically related, such as the following:
  - o Brainstorm vocabulary on a specific topic, such as food shopping.
  - o Practice food vocabulary with flash cards.
  - o Practice dialogues in which food vocabulary is used (e.g. “I am going shopping.” “What do you need?” “I need bread, beans, and chicken.”)
  - o Make a shopping list of items they need to buy.
  - o For homework, copy food words from packages.

# Teaching Resources

- “ *Adult ESL Training Videos* ”  
<http://www.newamericanhorizons.org/training-videos>
- “ *Making It Real: Teaching Pre-literate Adult Students* ”  
<http://literacynow.info/page.aspx?hid=152>
- “ *Pre-literate Curriculum* ” (available on CD)  
<http://www.themlc.org/techgrants>
- “ *Listening and Speaking Activities for Adult Learners* ”  
<http://www.cde.state.co.us/cdeadult/download/pdf/ListeningSpeakingCorrelatedBESTPlusCASAS.pdf>
- “ *Practitioner Toolkit: Working with Adult English Language Learners* ”  
[http://www.cal.org/CAELA/tools/program\\_development/CombinedFiles1.pdf](http://www.cal.org/CAELA/tools/program_development/CombinedFiles1.pdf)

# Developing Communication Skills

Following vocabulary instruction, students can be encouraged to recognize and practice vocabulary through the use of pictures depicting familiar activities/vocabulary.

Listening and speaking skills can be developed by asking and answering questions.

**On the next slide are examples of questions generated for different communication levels:**

Is this the mother?

In your house, who does the cooking?

Where was the mother before?

Are they in the kitchen or in the living room?

What is on the table?

Is there food on the table?

Is the father sitting or standing?

Is the mother eating?



What do you eat for breakfast?

Where do you like to eat?

Who likes orange juice?

Which questions are the separate games?

How does the father feel?

Is there a spoon on the table?

Who is cooking, the mom or the dad?

How many people are in your family?

What is on the table?

# Yes/No Questions – The easiest to answer

- “ Is this the mother?
- “ Is the juice on the table?
- “ Is there a glass on the table?
- “ Is it morning?



# Why?

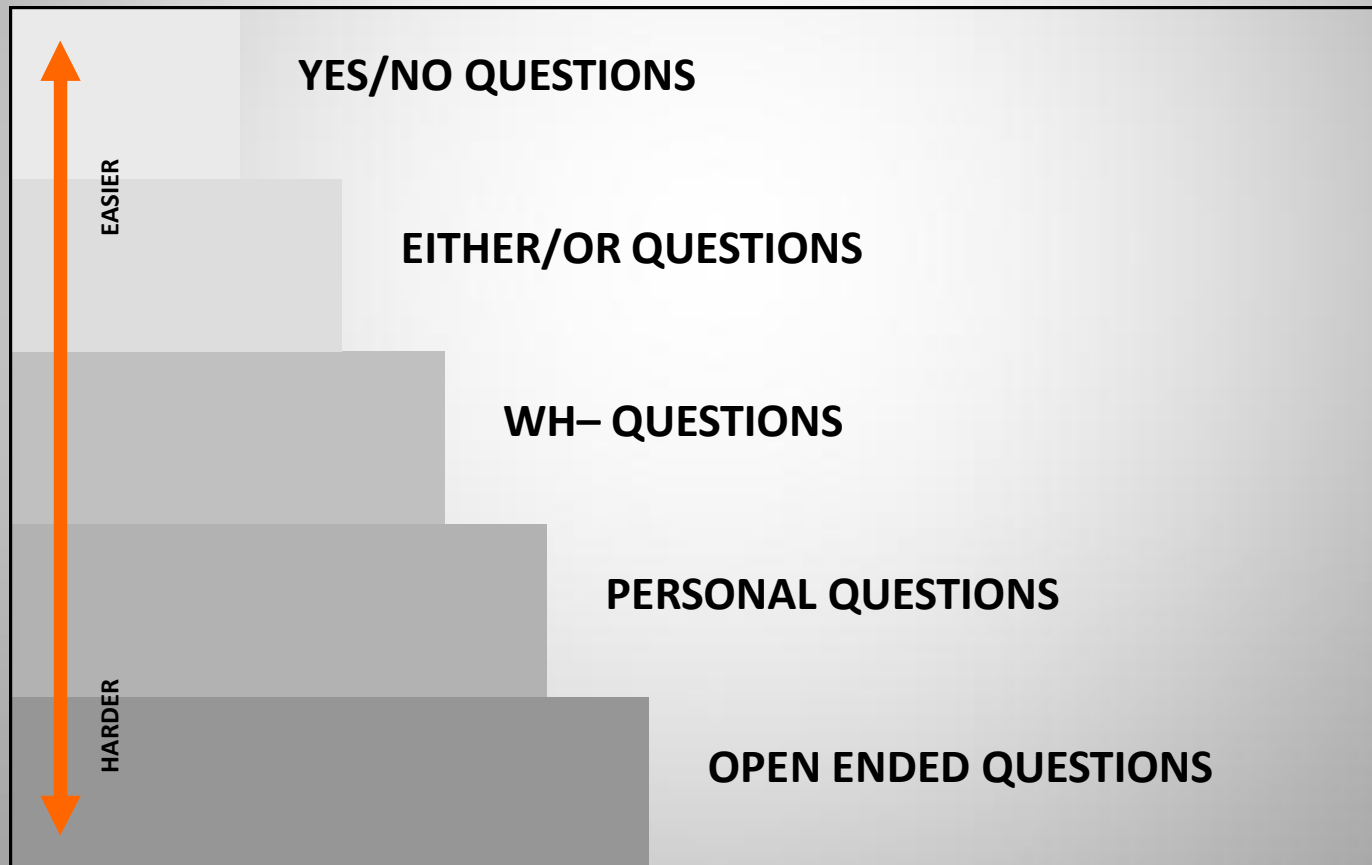
Often, English Language Learners understand more language than they can produce.

So, the easiest questions are those that require the least language response.



# The Question Hierarchy

Can guide your choices when working with adults learning English



We've already seen examples of yes/no questions from the visual, now let's look at other levels.

# Either/or – Choice Questions

- “ Are they in the kitchen or in the bedroom?
- “ Who is cooking, the mother or the father?
- “ Does the mother have long or short hair?
- “ Is the father sitting or standing?



# Wh-Questions – For getting factual information

- “ What is on the table?
- “ Who is drinking orange juice?
- “ How many people are in the kitchen?



# Personal Questions

- “ How many people are in your family?
- “ In your house, who does the cooking?
- “ Who works in your family?
- “ Where do you study?



# Open-ended, interpretative questions – The most difficult to answer

- “ Where was the mother before?
- “ How does the mother feel?
- “ What is going to happen next?



**Meaningful interaction and natural communication in the target language are necessary for successful language acquisition.**

- “ **Learners need to use the language**, not simply talk about it.
- “ Give learners **opportunities and purposes for communication** that reflect or relate to their lives.
- “ Use **authentic materials** in activities whenever possible

\*“Beginning to Work with Adult English Language Learners: Some Considerations” – Mary Ann Cunningham Florez and Miriam Burt, National Center for ESL Literacy Education

# Suggested Instructional Themes

<http://www.marshalladulthoodeducation.org/scope-a-sequence>

## BEGINNING ESL LITERACY COMPETENCY OVERVIEW

CASAS RANGE: 180 and below

By the end of this level, learners will...

### 1. Communication

1. Recite, read, and write the alphabet.
2. Ask and respond to simple greetings, introductions, and farewells.
3. Provide basic personal information in response to oral questions and on simple forms.
4. Recognize and use the words for basic family relationships.
5. Ask and answer simple questions about family.
6. Recognize basic concepts of caring for children.

### 2. Consumer Economics

1. Recognize different currencies and vocabulary associated with money.
2. Read monetary amounts and price tags.
3. Recognize basic food vocabulary.
4. Know basic food safety concepts.
5. Recognize terms for basic clothing and sizes.
6. Recognize vocabulary for different types of housing, rooms, and furnishings.
7. Know basic cleaning and laundry concepts and vocabulary.
8. Know basic home safety and security concepts and vocabulary.

### 3. Community Resources

1. Use a telephone.
2. Ask and answer simple oral questions about the weather.
3. Read and tell time.
4. Know the names of the days of the week, the months, and the seasons.
5. Read, write, and say dates.
6. Know how to buy stamps and mail a letter.
7. Know basic directional vocabulary and identify places on a map.
8. Identify safe driving practices.

### 4. Health

## Skills that should be addressed at the Beginning ESL Literacy Level

### “Picture Literacy”

- “ Ability to recognize pictures is taken for granted
- “ Assumption that non-verbal visual images are a universal language
- “ The viewer must know certain conventions
- “ We can help our students by following a systematic approach

# Picture Literacy

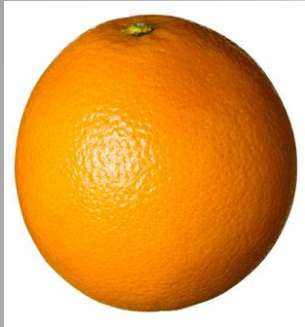
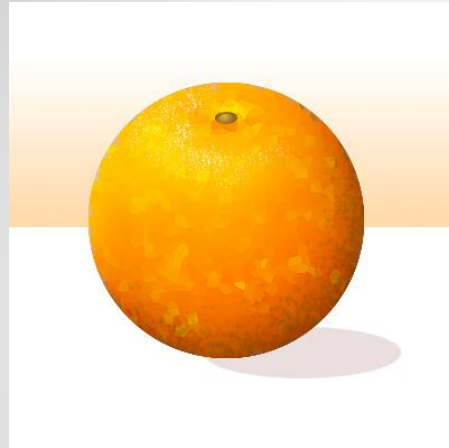


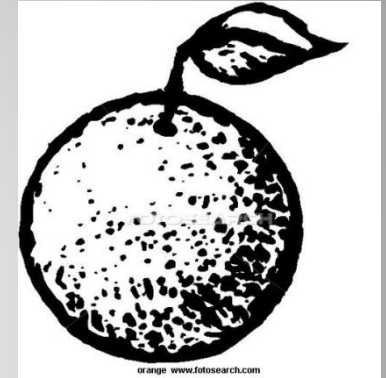
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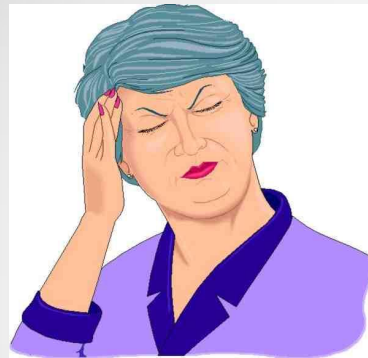


Black and  
white  
stylized  
drawing

# Picture Literacy



Photo of person with a headache



Color drawing of a person with a headache (Do her eyes hurt?)



Black and white drawing of a person with a headache (What's wrong with her hands?)



Stylized drawing of a person with a headache (Discuss the meaning of the strange squiggly lines.)

# Resources Linked to Forms 27 and 28

## “ Reading for Life – Volume One

[http://www.themlc.org/sites/9290fbae-86dc-4ed1-9fc8-7bfabe4766ba/uploads/Reading for Life Volume One.pdf](http://www.themlc.org/sites/9290fbae-86dc-4ed1-9fc8-7bfabe4766ba/uploads/Reading%20for%20Life%20Volume%20One.pdf)

- . Unit 1: Pre Literacy Activities
- . Unit 5: Signs
- . Unit 8: Calendar
- . Unit 9: Clock Time

## “ Reading for Life – Volume Two

[http://www.themlc.org/sites/9290fbae-86dc-4ed1-9fc8-7bfabe4766ba/uploads/Reading for Life Volume Two.pdf](http://www.themlc.org/sites/9290fbae-86dc-4ed1-9fc8-7bfabe4766ba/uploads/Reading%20for%20Life%20Volume%20Two.pdf)

- . Unit 13: Coins and Currency
- . Page 68: Unit pricing
- . Page 49: Measurement

# Resources linked to Forms 27 and 28

## “ Multi-Cultural Educational Services

<http://www.mcedservices.com/PDFs.html>

- . Alphabet and Number Flashcard Exercises
- . Calendar Exercises
- . Phonics Exercises

## “ North Carolina Curriculum Guide

<http://www.nc-net.info/ESL/guide.php>

- . Unit: Time
- . Unit: The Calendar
- . Unit: Buying Clothing

## “ EL/Civics Education

<http://www.nc-net.info/ESL/Caldwell/year1.php>

- . Address
- . Count and Use Currency
- . Date of Birth
- . Name
- . Phone Numbers

# Targeted Online Activities for Student Use

- ❑ **Starfall** <http://www.starfall.com/>
- ❑ **Minneapolis ABE – ELL 0 Activities**  
(<http://ell-level0.themlc.org/>)
- ❑ **johnmh.com** (<http://johnmh.com/ILA/28ILA.doc>)
- ❑ **Marshall Adult Education – Student Lessons**  
(<http://www.marshalladulthoodeducation.org/student-lessons>)
- ❑ **johnmh.com – Adult and Family Education**  
(<http://johnmh.com/esl.html>)
- ❑ **English-On-The-Web**  
([www.english-on-the-web.yolasite.com](http://www.english-on-the-web.yolasite.com))

# Presentation Resources

*“A Taxonomy of Strategies for Adult Non-Literate Learners”* – Alyson Croydon of TESOL [http://www.schooloftesl.com/publications/Alyson\\_WAESOL10.pdf](http://www.schooloftesl.com/publications/Alyson_WAESOL10.pdf)

*“Beginning to Work with Adult English Language Learners: Some Considerations”* – Mary Ann Cunningham Florez and Miriam Burt, National Center for ESL Literacy Education  
<http://resources.marshalladulthoodeducation.org/pdf/briefs/Beginning%20to%20Work%20with%20Adult%20English%20Language%20Learners.pdf>

**Literacy Network of Washington**

<http://literacynow.info/Page.aspx?nid=58>

**Practitioner Toolkit: Working With Adult Language Learners**

[http://www.cal.org/CAELA/tools/program\\_development/CombinedFiles1.pdf](http://www.cal.org/CAELA/tools/program_development/CombinedFiles1.pdf)