Deaf Literacy Initiative Emerging Level Curriculum Guideline

Deaf Literacy Initiative, 2019

Deaf Literacy Initiative

Ontario
Ministry of Labour, Training and Skills Development

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Deaf Literacy Initiative Emerging Level Curriculum Guideline was developed in response to an identified area of need in the Deaf stream; a curriculum guideline to support practitioners in providing standardized quality instruction to Deaf adults who are at emerging level in one or all areas of literacy development including understanding and using *American Sign Language* within OALCF context. This curriculum guideline follows the structure of Ontario Adult Literacy Curriculum Framework (OALCF) with goal of learners progressing from emerging level (in this curriculum guideline) to level 1 and beyond in the OALCF.

How do you use this curriculum guideline?

1. Take the time to look through all documents within this curriculum guideline to familiarize yourselves with performance indicators of each task group, understand what foundational skills would be required to acquire each skill, and learn of examples on how you can encourage learners develop these skills.

2. On page 40, there is a sample learner goal setting sheet for you and the learner to sit together and fill out. Take the time to identify which skills would be required for learners' goal(s) in employment and/or post-secondary studies, and in their personal life. This sheet will guide practitioners in their lesson planning throughout the year.

3. On page 42, there is a sample long-range lesson plan sheet for you to write down main goal of your learner and how you will break down instruction of skills required for that goal over next year. This sheet is meant to be a sample sheet and you can modify it in any way you feel works best for you.

4. On page 44, there is a sample short-range lesson plan sheet for you to write down your lesson plans for the week (or the month, if that works better for you) and identify what materials or resources you will need to conduct these lesson plans. Again, this is meant to be a sample sheet and you can modify it in any way you feel works best for you.

5. On page 46, there is a sample learner progress tracking sheet where you put down learners' start dates and end dates of each task group your learner is working on along with comments on how mastery of these skills was identified or measured. It is also recommended that you save samples of learners' work to accompany with this sheet.

It is our hope that this curriculum guideline will support you in your work and support learners in progressing towards their goal of employment, post-secondary studies, and/or independence. As always, if you have any questions, please feel free to contact Deaf Literacy Initiative and we will be happy to support you in any way we can.

(Important note: This is not an ASL curriculum. It is important to use existing ASL resources in tandem with Deaf Literacy Initiative Emerging Level Curriculum Guideline in order to provide learners with opportunities to learn and use ASL.)

A1.0: Read continuous text

A1.1 from OALCF: Read brief texts to locate specific details

Performance Descriptors for A1.1:

- reads short texts to locate a single piece of information
- decodes words and makes meaning of sentences in a single text
- follows the sequence of events in straightforward chronological texts
- follows simple, straightforward instructional texts
- identifies the main idea in brief texts
- requires support to identify sources and to evaluate and integrate information

Emergent ASL Skills to Support A1 Skills	Emergent A1 Skills
understands and uses basic everyday signs required for contextual understanding*	developed a repertoire of 500+ English vocabularies (including high frequency words)
understands and uses signs relating to sequence of events	reads from beginning to end of sentence in right direction
understands and uses signs relating to instructional texts	understands basic grammar rules (capitalization, punctuation marks, etc.)
understands the concept of "main idea"	identifies parts of sentence (verbs, nouns, etc.)
understands and uses signs relating to English grammar ("upper case", "lower case", "punctuation", etc.)	identifies key words in a sentence to understand what it might talk about

A1.0: Read continuous text

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner understands how to use public transportation when explained (in ASL) the steps of chronological order.
- Learners performs and completes a work-related task after practitioner explains what needs to be done by end of the day.
- Learner brought in a flyer about an event in community and recognizes words previously learned in the classroom.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Use sequential pictures and ask learners to re-organize into right order then explain what is happening through ASL.
- Each learner brings in a game and explains the rules of the game to classmates in ASL.
- Give a list with a combination of *goal-related* vocabularies and high frequency words each week for learners to learn.
- Use different highlighters to identify parts of sentence (i.e.; yellow for nouns, green for verbs, and so on).
- Ask learners to highlight or circle key words in a short paragraph that is accompanied with a picture showing what is being discussed in the short paragraph.

Further Activity Ideas:

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(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

A2.0: Interpret documents

Emergent ASL Skills to Support A2 Skills	Emergent A2 Skills
understands and uses basic everyday signs required for contextual understanding*	developed a repertoire of 500+ English vocabularies (including high frequency words)
understands and uses signs relating to common symbols	recognizes the difference between text and common symbols
understands "labels", "signs" and "lists" in ASL	recognizes types of documents, such as labels, signs and lists
understands "sequential", "chronological" and "alphabetical" in ASL	knows the alphabetical order
understands what "sources" mean	recognizes words relating to sequential or chronological order (i.e., first, then, last)

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner recognized common symbols, previously learned in the classroom, in a document from a workplace.
- Learner brought in labels, signs and/or lists that are related to their goals and explains correctly, in ASL, the purpose of these simple documents.
- Learner organized names of materials or ingredients related to their goals in a list using the correct alphabetical order.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Ask learners to work in pairs and put up documents on the white board under correct headings (labels, signs, lists, etc.).
- Create pictures of common symbols and ask learner to show signs for each.
- Each learner brings in a label, a sign or a list related to learner's goal to share with class.
- Ask learner to organize goal-related vocabularies in an alphabetical order.
- Give learner a pile of index cards with chronological or sequential order words and ask learner to put words in right order.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

A3.0: Extract info from films, broadcasts and presentations

Emergent ASL Skills to Support A3 Skills

understands and uses basic everyday signs required for contextual understanding*

identifies names of people, things and/or places in ASL film, broadcast or presentation

finds information needed (i.e. dates, times, locations) from ASL film, broadcast or presentation

explains briefly, in ASL, the basic idea or information shared in film, broadcast or presentation

uses information from ASL films, broadcasts and presentation to understand new concepts

Emergent A3 Skills

developed a repertoire of 500+ vocabularies (including high frequency words)

turns on closed captioning and/or subtitles to access to information

identifies key words from closed captions and/or subtitles to understand what it might talk about

uses pictures, scenes, body languages and other clues to infer what is being shared

knows where films, broadcasts and presentations can be found

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner shares breaking news with classmates after watching a video on social media.
- Learner puts on subtitles before watching a video shared by learner's practitioner.
- Learner learned new vocabularies from a webinar training or e-course relating to workplace safety.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Watch a video created by a Deaf newscaster together in classroom then discuss about what was discussed.
- Send a video link to learners and ask them to write down names, places and dates retrieved from the video.
- Give each learner a copy of PowerPoint Presentation and ask learner to highlight important information on each slide.
- Together, attend to a goal-related workshop (budgeting, advocacy, etc) hosted by the Deaf community then discuss in class about what they have learned from this workshop.
- Each learner chooses one ASL video from YouTube or other social media accounts to discuss in class during their assigned week. Ask them to share key information such as names, places, and dates.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

B1.0: Interact with others

B1.1 from OALCF: Participate in brief interactions to exchange information with one other person

Performance Descriptors for B1.1:

- conveys information on familiar topics
- shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others
- chooses appropriate language in exchanges with clearly defined purposes
- participates in short, simple exchanges
- gives short, straightforward instructions or directions
- speaks or signs clearly in a focused and organized way
- repeats or questions to confirm understanding
- uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)

Emergent ASL/B1 Skills (For this task group; emergent ASL skills and B1 skills are not separate.)

understands and uses basic everyday signs required for brief interactions*

begins to understand social, linguistic and cultural differences between hearing people and Deaf people

knows different ways to communicate with people who do not use ASL (paper and pen, gestures, etc.)

understands difference between informal and formal use of language(s)

understands and uses correct ways to get attention from others

uses correct ASL grammar and when repeating or questioning to confirm understanding

identifies different kinds of non-verbal cues (e.g., body language, facial expressions, gestures)

uses non-verbal cues to confirm understanding (facial expressions, body language, gestures)

understands and uses signs relating to instructions or directions

begins to understand how to use an interpreter in brief interactions

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner uses paper and pen to introduce himself or herself to a visitor at the program.
- Learner frowns and shakes head when a bank teller asks a question and the question is not understood.
- Learners use ASL to ask a community member for directions to the bathroom at a Deaf event.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Split class into two or three groups and give each group a brief interaction scenario for them to act out to the class.
- Lead a class discussion about social, linguistic and cultural differences between hearing people and Deaf people. Write down all the differences on the white board.
- Have the class make a list of different non-verbal cues that we use to express ourselves.
- Give each student an index card with brief instruction or direction, and with support, have the student sign it to the class.
- Invite an interpreter and a hearing visitor to the classroom, and model how interpreters are used in brief interactions.

Further Activity Ideas:

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(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

B2.0: Write continuous text

B2.1 from OALCF: Write brief texts to convey simple ideas and factual information

Performance Descriptors for B2.1:

- write simple texts to request, remind or inform
- conveys simple ideas and factual information
- demonstrates a limited understanding of sequence
- uses sentence structure, upper and lower case, and basic punctuation
- uses highly familiar vocabulary

Emergent ASL Skills to Support B2 Skills

understands and uses basic everyday signs required for contextual understanding*

understands and uses signs for simple ideas and factual information

understands and uses signs to request, remind or inform

understands and uses signs relating to sequence

understands and uses signs relating to English grammar ("upper case", "lower case", "punctuation", etc.)

Emergent B2 Skills

writes clearly the letters of the alphabet (upper and lower case)

copies from printed materials

writes simple words from memory

uses capitalization at beginning of sentences, for proper nouns and the pronoun, I

uses correct punctuation at end of sentence

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner uses full ASL sentence to ask a community member for a copy of an event flyer.
- Learner uses signs relating to English grammar to ask practitioners questions about English grammar rules.
- Learner writes down two simple words, *where bank*, on a note and handed it to a person.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Using images of people needing or sharing something, encourage learners sign out what they imagine the person is trying to say or ask.
- Provide learner with most of items required to complete a task then have the learner make a request, in ASL, for the missing item.
- Every day, have learners copy reminders from the white board onto their daily planner.
- Each week, choose up to 10 vocabularies to practice on and at end of week, sign out the words (one at a time) and encourage learners write down the words on their paper.
- Put up pictures of different facial expressions then ask learners to put up the correct punctuation for each picture. (Surprise face = exclamation point.)

Further Activity Ideas:

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(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

B3.0a: Complete documents

B3.1a from OALCF: Make straightforward entries to complete very simple documents

Performance Descriptors for B3.1a:

- makes a direct match between what is requested and what is entered
- makes entries using familiar vocabulary

Emergent ASL Skills to Support B3a Skills	Emergent B3a Skills
understands and uses basic everyday signs required for contextual understanding*	writes number symbols 1-10
understands and uses signs relating to entering information through writing and typing	writes own first and last name
	writes own address
understands and uses signs relating to familiar vocabularies used in forms (name, last name, address, etc.)	writes dates
	writes clearly so that it is easy for others to read
understands what simple documents look like and why they are used (i.e. forms)	
understands why it is important to write correctly and clearly on simple documents	

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner uses ASL to explain to instructor that learner has to fill out a form by Friday.
- Learner responds correctly in ASL when asked what learner's first name, last name and address is.
- Learner writes down today's date and learner's name on daily assignments.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Show learners a sample print form and electronical form; then discuss, in ASL, about similarities found on both documents (i.e., first name, last name, address, etc.)
- Show learners sample forms with clearly printed entries and illegibly printed entries. Discuss, in ASL, about which forms are easier to read and why it is important to make sure we print entries clearly for others to read.
- Give learners a blank simple document and post-it notes with names, addresses, dates, etc. Ask learner to put notes in right places on the blank simple document.
- Ask learners to write down today's date and their first/last names on their daily journal everyday first thing in the morning.
- Attend to a local job fair and show learners all types of simple documents (forms, ballots, slips, etc.) observed at the event and ask learners to bring these simple documents back to classroom for further discussions.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

B3.0b: Create documents

B3.1b from OALCF: Make straightforward entries to complete very simple documents

Performance Descriptors for B3.1b:

- follows conventions to display information in lists, labels, simple forms, signs (e.g., images support the message, text is legible)
- organizes lists to suit purpose (e.g., chronologically, alphabetically, numerically, sequentially)
- includes titles where required
- uses labels and headings to organize content
- presents text and numbers below one or more headings in lists

Emergent ASL Skills to Support B3b Skills

understands and uses basic everyday signs required for contextual understanding*

understands and uses signs relating to different types of simple documents (labels, simple forms, signs, etc.)

understands and uses signs relating to how lists are organized (chronologically, alphabetically, numerically, sequentially)

understands and uses signs for "title", "headings", "labels"

understands and uses signs relating to organization/layout of simple documents (charts, graphs, columns, list under headings, etc.)

Emergent B3b Skills

writes clearly so that it is easy for others to read

writes a short list using simple familiar words (not yet in order)

identifies where titles, labels, headings are in a document

organizes words in alphabetical order

with support, creates a simple sign that includes a title, an image and simple words

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner explained, in ASL, to the practitioner that toilet is broken and learner would like help creating a sign to stop people from using the toilet until it is fixed.
- Learner explains, in ASL, what the layout of a flyer looked like (title, headings, etc.).
- Learner writes three words in a list form to remember what to buy at the grocery store this afternoon.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Give learner index cards with all classmates' names and ask learner to organize it in an alphabetical order.
- Each learner is given a simple document and asked to describe, in ASL, the layout of that simple document.
- Using PowerPoint Presentation, show various simple documents and ask learners to identify where titles, headings, labels are.
- Give learner a pile of pictures and a pile of simple signs or flyers. Ask learner to guess which picture goes with which document.
- Provide learner with a template document and a short list of words then ask learner to fill in blanks on the document with words from the list.

Further Activity Ideas:

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(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

B4.0: Express oneself creatively

B4 from OALCF: Express oneself creatively, such as by writing journal entries, telling a story and creating art

Performance Descriptors for B4:

- the tasks in this task group are not rated for complexity

Emergent ASL/B4 Skills (For this task group; emergent ASL skills and B1 skills are not separate.)

understands and uses basic everyday signs required for contextual understanding*

understands, in ASL, what it means to "express oneself creatively"

understands and uses signs for all kinds of mediums (signing, writing, painting, designing, etc.)

understands the difference between expressing oneself creatively and using ASL/English to express to share, inform or request

begins to explore use of different mediums

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner shares two different examples of how people express themselves creatively.
- Learner recognizes that the Deaf comedian is telling jokes to share his life experiences and that it is "creative".
- Learner expressed, in ASL, desire to learn how to paint to describe an experience from childhood.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Show learners, through images, different ways people express themselves creatively and have class discussions about what is being expressed.
- Together, attend to a Deaf event where there is a performance (of any kind) and have discussion about the experience afterwards.
- Provide learners with few different mediums and encourage learners to share about a goal or a dream using these mediums.
- Lay different types of documents (forms, poetry, photograph, letter, graph, etc.) on a table and ask learners to identify which documents are examples of how people express themselves creatively.
- Do a guided art project that focuses on Deaf experience and support learners in completing the project.

Further Activity Ideas:

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(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

C1.0: Manage money

C1.1 from OALCF: Compare costs and make simple calculations

Performance Descriptors for C1.1:

- adds, subtracts, multiplies and divides whole numbers and decimals
- recognizes values in number and word format
- understands numerical order
- begins to interpret integers, such as in a negative bank balance
- identifies and performs required operation
- follows apparent steps to reach solutions
- interprets and represents costs using monetary symbols and decimals
- rounds to the nearest dollar
- uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Emergent ASL Skills to Support C1 Skills	Emergent C1 Skills
understands and uses basic everyday signs required for contextual understanding*	recognizes number symbols and words
understands and uses signs for numbers	writes number symbols and words
understands and uses signs relating to simple math calculations (add, subtract, multiply and divide)	counts by 1s, 2s, 5s, 10s and 100s
	counts backwards by 1s, 2s, 5s, 10s and 100s
understands and uses signs relating to money (dollar, cents, etc.)	identifies coins and bills up to $100
understands and uses signs for math symbols (%, #, decimal, etc.)	

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner uses ASL when counting how many people are in the room.
- Learner uses correct sign for 10-dollar bill to explain to classmates that a 10-dollar bill was found next to the elevator.
- Learner counts bus tokens by twos then writes down the final number of tokens on a paper.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Using images on the wall, explain to learners the correct sign for "one", "one dollar", "first", "one year old" and so on.
- Ask learner to identify each picture of cent and dollar using correct ASL signs.
- Give each learner a small bowl of coins, and ask learner to count how many nickels, dimes, quarters and loonies are in there.
- Provide learner with a sheet showing 6-8 different ASL signs relating to math and a pile of index cards with math symbols. Ask learner to match index card to correct ASL sign.
- Using monopoly money, ask learners to give you specific amount of money using dollars and cents.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

C2.0: Manage time

C2.1 from OALCF: Measure time and make simple calculations

Performance Descriptors for C2.1:

- adds, subtracts, multiples and divides whole numbers and decimals
- recognizes values in number and word format
- understands chronological order
- understands and uses common date formats
- reads time on analog and digital clocks
- identifies and performs required operation
- represents dates and times using standard conventions
- measures time using common instruments, such as clocks, timers and stopwatches
- chooses appropriate units of measurement (e.g., hours, minutes, seconds)
- interprets and represents time using whole numbers, decimals (e.g., .25, .5) and simple common fractions (e.g., ½, ¼ hour)
- follows apparent steps to reach solutions
- rounds to nearest minute or hour
- uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Emergent ASL Skills to Support C2 Skills

understands and uses basic everyday signs required for contextual understanding*

understands and uses signs for numbers

understands, through ASL, that time can be read on analog or digital clocks

understands and uses signs relating to time (hours, minutes, seconds)

understands and uses signs relating to date (days, months, years)

Emergent C2 Skills

recognizes number symbols and words

writes number symbols and words

orders sequences of events based on time of the day (morning, afternoon, night)

names and orders the days of the week, months and seasons

identifies hour, minute and second on digital clocks, timers and stopwatches

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner uses ASL to explain to classmate about the schedule for the day.
- Learner shares with practitioner that learner has an appointment on Friday at 2pm using correct ASL signs.
- Learner keeps an eye on a timer for numbers 0:00 to take the cookie tray out of oven.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Using pictures, ask learner to organize pictures in sequence of events then explain in ASL about what is happening.
- Ask learners to put up correct months under correct picture of seasons. (i.e. August under a picture of summer).
- Provide learner with a picture of an analog clock and ask learner to label each number using correct ASL signs (one o'clock, not one).
- Provide learners with an image of a digital clock and ask learners to use red marker to circle the hour, blue marker to circle the minute and green marker to circle seconds.
- Using a Deaf event flyer, ask learners to identify where the month, day, year, and time is.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

C3.0: Use measures

C3.1 from OALCF: Measure and make simple comparisons and calculations

Performance Descriptors for C3.1:

- adds and subtracts whole number measurements
- recognizes values in number and word format
- recognizes simple, common shapes (e.g., circle, square, rectangle, triangle)
- measures distance, length, width, height, weight, liquid volume, angles and temperature
- uses common measuring tools, such as rulers, scales and thermometers
- understands numerical order
- makes simple estimates
- begins to interpret integers (e.g., temperature, elevation)
- chooses appropriate units (e.g., metres, inches) and non-standard units (e.g., paces, cupfuls, scoops)
- identifies and performs required operation
- interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g., ½, ¼)
- interprets and represents measures using symbols and abbreviations (e.g., inches as ", centimeters as cm, pounds as lbs, kilograms as kilos or kg)
- follows apparent steps to reach solutions
- rounds to the nearest whole unit (e.g., kilos)
- uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Emergent ASL Skills to Support C3 Skills	Emergent C3 Skills
understands and uses basic everyday signs required for contextual understanding*	recognizes number symbols and words
understands and uses signs for numbers	writes number symbols and words
understands and uses signs for simple common shapes (circle, square, triangle, etc.)	counts by 1s, 2s, 5s, 10s and 100s
understands and uses signs for distance, length, width, height, weight, etc.	counts backwards by 1s, 2s, 5s, 10s and 100s
understands and uses signs for common measuring tools (rulers, scales, thermometers, etc.)	chooses correct unit of measurement (i.e. pounds, metres, etc.)

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner describes the building where the Deaf event is taking place by using correct signs for length, width, shape, etc.
- Learner identifies height and weight shown on an identification card.
- Learner asks practitioner for a ruler using the correct ASL sign.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Place all common measuring tools on the table and have a class discussion about ASL signs for each as well as English word for each.
- Ask learners to glue correct ASL sign (picture) and English word under correct shape. (i.e., ASL sign for circle and English word for circle glued under picture of a circle).
- With support and in a group, have each learner throw an object then measure the distance using correct ASL signs.
- Using PowerPoint Presentation, show learners a picture representing weight, length, height, or width then ask learner to choose correct unit of measurement from two possible choices.
- Bring different objects for learners to weight using a weight scale then document the number on paper.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

C4.0: Manage data

C4.1 from OALCF: Make simple comparisons and calculations

Performance Descriptors for C4.1:

- adds, subtracts, multiplies and divides whole numbers and decimals
- recognizes values in number and word format
- identifies and compares quantities of items
- understands numerical order
- identifies and performs required operation
- begins to interpret integers
- makes simple estimates
- interprets and represents values using whole numbers, decimals, percentages and simple, common fractions (e.g., ½, ¼)
- follows apparent steps to reach solutions
- interprets simple, common probabilities, such as the chance of precipitation from a weather forecast
- recognizes simple patterns
- uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Emergent ASL Skills to Support C4 Skills	Emergent C4 Skills
understands and uses basic everyday signs required for contextual understanding*	recognizes number symbols and words
understands and uses signs for numbers	writes number symbols and words
	counts by 1s, 2s, 5s, 10s and 100s
understands and uses signs relating to simple math calculations (add, subtract, multiply and divide)	counts backwards by 1s, 2s, 5s, 10s and 100s
understands and uses signs for math symbols (%, #, decimal, etc.)	estimates number of objects then counts to check if correct
understands and use signs for making estimations	

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner uses ASL to explain how many cupcakes needs to be brought for child's birthday.
- Learner uses ASL to explain how many bus stops it takes to reach to a Deaf event.
- Learner thinks there 20 flyers have already been printed for program's event but counts to make sure there are 20 flyers.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Using manipulatives (coins or blocks), have learner make simple subtraction calculations (i.e. give learner 5 coins, ask them to subtract 3, then ask how many is left).
- Place few jars on the table with different kinds of objects in them. Ask each learner to make an estimate for each jar then at end of lesson, count objects from each jar to find out who made the correct estimation.
- Using series of pictures on screen, ask learners to tell the class how many people/animals/objects are in the picture.
- Using an image of a pie, have a class discussion about percentages. Explain that 100% represents the full pie, then break down from there.
- Using an apple, ask each learner to cut into half then cut into quarters. Then ask learners to put all back together. Have a class discussion about words; whole, half and quarter.

Further Activity Ideas:

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(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

D.0: Use digital technology

D.1 from OALCF: Read brief texts to locate specific details

Performance Descriptors for D.1:

- follows simple prompts
- follows apparent steps to complete tasks
- interprets brief text and icons
- locates specific functions and information
- requires support to identify sources and to evaluate and integrate information
- begins to perform simple searches (e.g., internet, software help menu)

Emergent ASL Skills to Support D Skills

understands and uses basic everyday signs required for contextual understanding*

understands and uses signs for all kinds of digital technology (smartphones, digital cameras, ATMs, GPS, etc.)

understands and uses signs relating to common features of digital technology (power button, charger, etc.)

understands and uses signs relating to common keys and icons (backspace, tab, caps lock, delete, etc.)

understands and uses signs relating to steps (first, then, next, last)

Emergent D Skills

identifies purpose of digital technologies in learner's environment

turns on/off a computer and a phone

uses a mouse to go to correct place and to click/double-click

performs one step after being shown how

identifies which program is needed to complete a task (i.e., document = MS Word)

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner explains, using ASL, to practitioner about what learner have struggled with on a computer and asks instructor for assistance.
- Learner helped practitioner turning on all computers after the power went off.
- Learner moves mouse arrow over the correct computer program then tries to click on it.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Using PowerPoint Presentation, show pictures of all kinds of digital technology and have discussion in ASL about the purpose of each technology.
- Give learners a sheet with pictures of all common keys and icons, then together look at a computer to identify where these keys and icons are.
- Bring different common parts to digital technology (charger, mouse, etc) and ask learners to identify each using both ASL and English.
- Using the screen, show learners how to manipulate the mouse and double-click on program window, then ask learners to go to the computer to do same.
- Support learners in opening an e-mail account by going through each step together one at a time.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

E.0: Manage learning

E.1 from OALCF: Set short-term goals, begin to use limited learning strategies and begin to monitor own learning

Performance Descriptors for E.1:

- Sets short-term goals
- Identifies steps required to achieve goals
- Begins to monitor progress towards achieving goals
- Begins to identify barriers to achieving goals
- Begins to use a limited number of learning strategies (e.g., follows instructions, takes literal notes, highlights or underlines key information, uses a calendar or agenda)
- Begins to identify ways to remember information and reinforce learning (e.g., reviewing notes)
- Creates "to-do" lists to keep organized
- Begins to monitor own learning
- Identifies preferred learning style
- Identifies one source of information (e.g., text, document, classmate, co-worker) to complete tasks
- Uses feedback to improve performance

Emergent ASL Skills to Support E Skills

understands and uses basic everyday signs required for contextual understanding*

understands and uses signs for "goals", "long-term goal" and "short-term goal"

understands and uses signs for "steps", "progress", and "barriers"

understands and uses signs relating to learning strategies (highlight, take notes, use a calendar, etc.)

understands and uses signs to request clarification or for help

Emergent E Skills

with support, identifies one personal goal

with support, identifies 2 to 3 steps to achieve personal goal

with prompting and guidance, uses some of learning strategies

understands that all of us have strengths and challenges

demonstrates willingness to learn and use new strategies

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner explains, in ASL, what "long-term goals" and "short-term goals" are.
- Learner identifies, in ASL, possible barriers to learner's goals.
- Learner copies practitioner using a highlighter to highlight key words on a document.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Have a class discussion about short- and long-term goals then provide learners with several examples.
- Invite a learner from past years to share about their short- and long-term goals, and how this learner have reached to their goals.
- Meet with each learner individually and have a dialogue about all possible goals they may have then choose one to work on for now.
- Lead a class discussion about strengths and challenges; provide examples then ask learners to share about their own strengths and challenges.
- Using a PowerPoint Presentation, share all kinds of learning strategies and explain that different things work for different people but using some strategies will help us learn. Discuss what works for each of us.

Further Activity Ideas:

_____

_____

_____

_____

_____

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

F.0: Engage with others

F from OALCF: Engage with others

Performance Descriptors for F:

- understands one's role; seeks clarification as required
- recognizes roles of others
- acknowledges/identifies responsibilities
- accepts one's share of responsibilities
- acknowledges and accepts others' perspectives
- adapts behaviour to the demands of the situation
- shows an awareness of group dynamics
- meets group expectations (e.g., is prepared to participate, meets deadlines)
- demonstrates tolerance and flexibility
- demonstrates a willingness to help others
- makes contributions that take into account one's strengths and limitations
- recognizes areas of agreement and disagreement
- identifies options for resolving disagreements
- contributes to finding a mutually agreeable resolution
- takes actions to resolve the conflict

Emergent ASL Skills to Support F Skills

understands and uses basic everyday signs required for contextual understanding*

understands and uses signs relating to individual, pairs, groups, audience, etc.

understands and uses signs relating to roles and responsibilities

understands and uses signs relating to perspectives and behaviours

understands and uses signs relating to agreement, disagreement and conflict resolution

Emergent F Skills

expresses understanding or misunderstanding

shows respect for others with different perspectives or experiences

understands how and when to speak up and when to wait

asks for help or support when there is a disagreement

tries to work with others during an assignment or an activity

Real Life Applications (examples of how emergent skills is applied to learner goals):

- Learner frowns and shakes head when learner does not understand what the person is saying.
- Learner asks practitioner to talk in private then asks for help with a situation.
- Learner sits with others in an effort to participate in an activity.

Activity Ideas (example classroom/hands-on activities to support learners in acquiring emerging skills required for above task):

- Using pictures of a person, two people, a group, and a large audience, ask learners to use correct ASL sign to describe how many people are in the picture.
- Do series of workshops highlighting different perspectives, abilities and ways to create opportunities for ongoing dialogues about respecting differences.
- Show short video clips of agreements and disagreements, ask learners to identify if it is an agreement or a disagreement.
- Split learners into groups and give each group a scenario to do a role play. Discuss each scenario.
- Invite a leader from the Deaf community to share about what helps the organization have a successful event or meeting. Discuss about the presentation afterwards.

Further Activity Ideas:

(*Refer to existing resources such as Signing Naturally, True Way ASL, and other ASL resources.)

SAMPLE Learner Goal Setting Sheet

Learner Name: **Date:**

Identify Goals

1.
2.
3.

Break Down Each Goal into Smaller Steps

Goal # 1:

Steps Towards Goal	Deadline

Goal # 2:

Steps Towards Goal	Deadline

Goal # 3:

Steps Towards Goal	Deadline

Further Planning

Required Resources	
Define Potential Obstacles	Plans for Overcoming Obstacles
Define Measurements for Success	Describe Outcome of Achieved Goal

SAMPLE Lesson Planning: Long-Range Plan

Learner:				Date:		
	September	**October**	**November**	**December**	**January**	**February**
Goal # 1						
Goal # 2						
Goal # 3						
	March	**April**	**May**	**June**	**July**	**August**
Goal # 1						
Goal # 2						
Goal # 3						

SAMPLE Lesson Planning: Short-Range Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Early AM	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:
Break					
Late AM	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:
Lunch					
Early PM	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:
Break					
Late PM	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:	Goal: Activity:

Further Planning:

To Do:	* * * * *
Reminders:	
Outcomes (Notes):	

SAMPLE Learner Progress Tracking Sheet

Learner:				
Task Group	**Start Date:**	**End Date:**	**Measure of Success:**	**Notes:**
A1.0				
A2.0				
A3.0				
B1.0				
B2.0				
B3.0a				
B3.0b				
B4.0				
C1.0				
C2.0				
C3.0				
C4.0				
D.0				
E.0				
F.0				

Learner Goals	**Start Date:**	**End Date:**
Goal # 1: (Highlight relevant task groups above)		
Goal # 2: (Highlight relevant task groups above)		
Goal # 3: (Highlight relevant task groups above)		

Appendix A: OALCF Chart

Ontario Adult Literacy Curriculum Framework

Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator
A. Find and Use Information	A1 Read continuous text	A1.1 Read brief texts to locate specific details	A1.2 Read texts to locate and connect ideas and information	A1.3 Read longer texts to connect, evaluate and integrate ideas and information
	A2 Interpret documents	A2.1 Interpret very simple documents to locate specific details	A2.2 Interpret simple documents to locate and connect information	A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information
	A3 Extract info from films, broadcasts and presentations	Tasks in this task group are not rated for complexity.		
B. Communicate Ideas and Information	B1 Interact with others	B1.1 Participate in brief interactions to exchange information with one other person	B1.2 Indicate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions	B1.3 Initiate and maintain lengthier interactions with one or more persons on a range of topics
	B2 Write continuous text	B2.1 Write brief texts to convey simple ideas and factual information	B2.2 Write texts to explain and describe information and ideas	B2.3 Write longer texts to present information, ideas and opinions
	B3 Complete and create documents	B3.1a Make straightforward entries to complete very simple documents	B3.2a Use layout to determine where to make entries in simple documents	B3.3a Decide what, where and how to enter information in somewhat complex documents
		B3.1b Create very simple documents to display and organize a limited amount of information	B3.2b Create simple documents to sort, display and organize information	B3.3b Create more complex documents to sort, display and organize information
	B4 Express oneself creatively	Express oneself creatively, such as by writing journal entries, telling a story and creating art		
C. Understand and Use Numbers	C1 Manage money	C1.1 Compare costs and make simple calculations	C1.2 Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	C1.3 Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets
	C2 Manage time	C2.1 Measure time and make simple comparisons and calculations	C2.2 Make low-level inferences to calculate using time	C2.3 Find, integrate and analyze numerical information to make multi-step calculations using time
	C3 Use measures	C3.1 Measure and make simple comparisons and calculations	C3.2 Use measures to make one-step calculations	C3.3 Use measures to make multi-step calculations; use specialized measuring tools
	C4 Manage data	C4.1 Make simple comparisons and calculations	C4.2 Make low-level inferences to organize, make summary calculations and represent data	C4.3 Find, integrate and analyze data; identify trends in data
D. Use Digital Technology	n/a	D.1 Perform simple digital tasks according to a set procedure	D.2 Perform well-defined, multi-step digital tasks	D.3 Experiment and problem-solve to perform multi-step digital tasks
E. Manage Learning	n/a	E.1 Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	E.2 Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	E.3 Set realistic short-and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning
F. Engage with Others	n/a	This competency is not rated for complexity.		

Reference

Ontario Adult Literacy Curriculum Framework:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Oct_11.pdf

Bridging to Deaf Success:
https://www.deafliteracy.ca/bds

DLI TBA:
https://www.quillnetwork.com/wp-content/uploads/2014/07/tbadevguideweb-deaf.pdf

Deaf Literacy Skills for the Workforce:
https://www.deafliteracy.ca/workforce-literacy-books

ESKARGO:
http://cesba.com/wp-content/uploads/2018/03/ESKARGO-Complete.pdf

Signing Naturally:
https://www.dawnsign.com/series/details/signing-naturally

True Way ASL:
https://truewayasl.com