

The Circle of Learning



Saskatchewan Adult Literacy Benchmarks

Levels 1 & 2

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- Ministry of the Economy, Apprenticeship and Workforce Skills Branch
- Ministry of Education, Provincial Library and Literacy Office
- Learners, Practitioners, and Contributors

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Forward

In 1999, Saskatchewan Post-secondary Education and Skills Training conducted an evaluation of Adult Basic Education (ABE) in Saskatchewan. The evaluation identified strengths and made recommendations for improvements to the system. One of the 17 key recommendations was the development of a set of adult literacy benchmarks. The benchmarks would provide ways to recognize and document learner accomplishments and achievements in formal and informal literacy and adult basic education programs and services in Saskatchewan.

Local, national, and international studies continue to raise awareness of the need for adult literacy programming. In 2014, members of the Project Management Team from Ministry of the Economy, Apprenticeship & Workforce Skills Branch, Ministry of Education, Provincial Library & Literacy Office, Saskatchewan Literacy Network, and the Learner Focus Group embarked on revisions to *The Circle of Learning* Saskatchewan Adult Literacy Benchmarks Levels 1 & 2 (*The CoL*). The current revisions incorporate a broader range of foundational skills that reflect Saskatchewan's changing social and economic conditions and reflect the skills and abilities that adults need in order to participate fully at home, at work, and in the community.

The CoL drew inspiration from the wisdom and traditional teachings of the Medicine Wheel, as shared by First Nations and Métis Elders and advisers. The circle continues to be a powerful symbol of the cyclical, ongoing nature of continuous learning. With the increasing need for computer and digital literacy skills, the *The Circle of Learning* Model has been modified to show the foundational skill sets that adult literacy learners need to know at Levels 1 & 2. Acquiring the foundational skills for home, at work, and in the community is an evolutionary process involving the physical, intellectual, spiritual and emotional aspects of one's being. This holistic approach values and respects individual goals and needs while encouraging each learner to achieve his/her potential.

The CoL is a living document that will be revised, as required. The aim of the Project Management Team has been to update the standards and resources to support practitioners in their work with adult literacy learners. The Benchmarks are standards that identify goals and outcomes and provide a guide for development of low-level adult literacy programs, instructional ideas, assessment tools, and checklists to facilitate smooth transitions into workplace settings or further education.

Thank you to everyone whose work and dedication continues to be the basis for adult literacy standards in Saskatchewan.

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INTRODUCTION

Framework

What is Adult Literacy?

In an international study released in 2013, The Programme for the International Assessment of Adult Competencies (PIAAC) “broadens the definition of literacy to make it relevant to the information age, in particular, by including the skills of reading in digital environments,” stating,

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written material associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (Retrieved from www.oecd.org/education)

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012) defines literacy as a human right.

Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world.

The uses of literacy for the exchange of knowledge are constantly evolving, along with advances in technology. From the Internet to text messaging, the ever-wider availability of communication makes for greater social and political participation. A literate community is a dynamic community, one that exchanges ideas and engages in debate. Illiteracy, however, is an obstacle to a better quality of life, and can even breed exclusion and violence. (Retrieved from www.unesco.org)

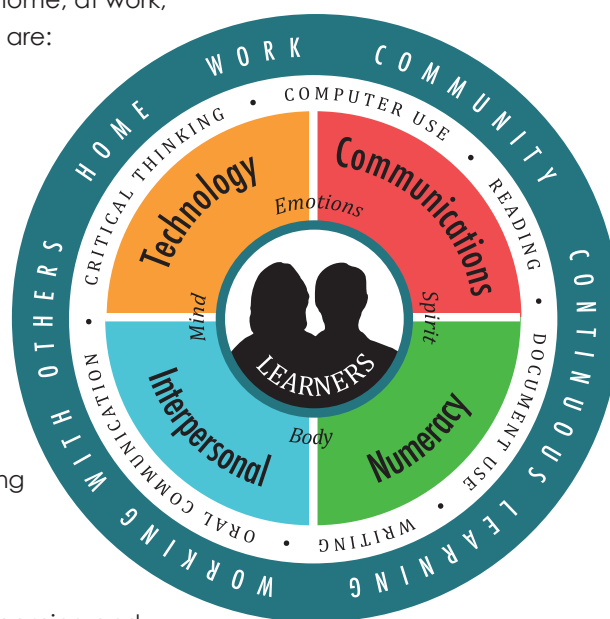
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The Circle of Learning Saskatchewan Adult Literacy Benchmarks Levels 1 & 2 create the basic foundation on which to learn all other skills for employment or further education.

What is *The Circle of Learning*?

The Circle of Learning Saskatchewan Adult Literacy Benchmarks Levels 1 & 2 (*The CoL*) has been prepared for regional colleges, public institutions, and community-based organizations that offer low-level adult literacy programs in formal and informal settings. In response to social and economic change in the 21st century, *The CoL* identified foundational skills that adult literacy learners need in order to participate fully at home, at work, and in the community. The foundational skills are:

- continuous learning
- working with others
- observing and reflecting
- oral communication
- reading
- writing
- document use
- computer use and digital technology
- numeracy
- critical thinking and problem-solving



With an emphasis on integration of the foundational skills across content areas,

The CoL has four core sections: Continuous Learning and Working with Others, Communications, Computer Use and Digital Technology, and Numeracy.

The Circle of Learning Model advocates a holistic, learner-centred approach that recognizes and respects the interrelationship and interconnectedness of individuals, families, communities, and cultures. Holistic learning takes place when individuals grow in mind, body, emotions, and spirit.

The following six principles of adult education describe a learner centred approach to literacy programming:

- involve learners in planning and implementing learning activities
- draw upon learners' experiences as a resource
- cultivate self-direction in learners
- create a climate that encourages and supports learning
- foster a spirit of collaboration in the learning setting
- use small groups Retrieved from (www.economy.gov.sk.ca)

Holistic, learner-centred education is inclusive and respects cultural, economic, social, and educational diversity. All learners are treated in a fair and equal manner based on their abilities and needs.

What are Benchmarks?

In general terms, benchmarks provide:

- guidelines of what knowledge and skills are important for learners to achieve at specific levels
- standards for program development, instruction, and assessment
- a broad framework of goals and learning outcomes
- a means of monitoring and evaluating each learner's progress

What are the Saskatchewan Adult Literacy Benchmarks Levels 1 & 2?

The Benchmarks identify general knowledge, skills, and aptitudes that adults need to participate fully at home, at work, and in the community. In the Saskatchewan Curriculum (2010), *Renewed curricula: Understanding outcomes*, p. 31, Erickson (2002) writes, "Academic standards are not a curriculum; they are a framework for designing curriculum. A curriculum is a coherent, teacher-friendly document that reflects the intent of the academic standards" (p.48). ([Saskatchewan Curriculum](#)) In summary, the Adult Literacy Benchmarks Levels 1 & 2 for each content area are:

- points of reference for assessing learner performance in formal or informal learning environments
- outlines of knowledge and skills adult literacy learners need for work or further education
- standards mandated for all provincially-funded organizations offering low-level adult literacy programs

The Benchmarks include learning outcomes, activities, suggestions for assessment, and checklists of foundational skills that adult literacy learners should be able to achieve for completion of Levels 1 & 2. Acquiring strong skills opens doors for learners to acquire a better quality of living for themselves and their families.

Who are the learners?

Adult literacy learners represent a diverse cross-section of society. They include high school drop-outs hoping for a brighter future, young parents wanting to read to their children, workers needing to upgrade their employability skills, new Canadians acquiring literacy skills for the first time, seniors fulfilling a dream to read and write, and adults living in prison, in poverty, or other contexts with low literacy skills with a passion to learn new skills for self-improvement or work. Adult literacy learners may experience personal, cultural, social, or economic challenges, but their resilience and desire to grow and achieve their full potential is greater than their fears.

Contextualized Learning

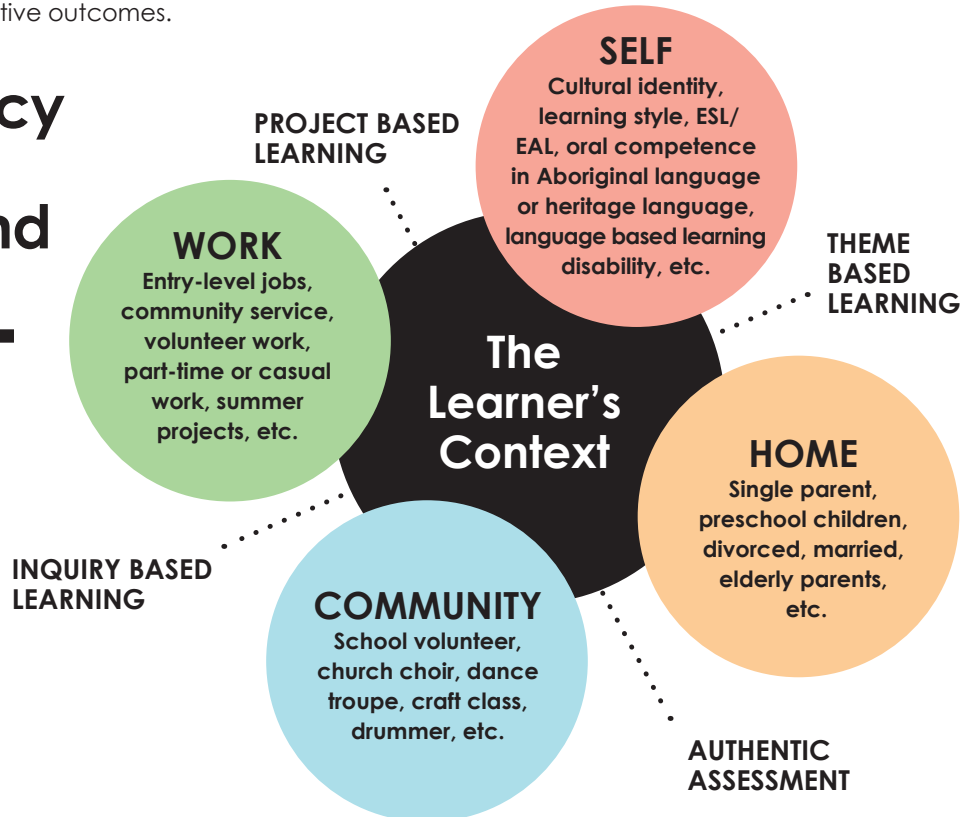
Adults seek personal relevance in their learning. When literacy skills are embedded in a variety of learner-centred contexts, the learners are able to draw on their experiences, skills, and prior knowledge. As individuals with unique backgrounds and learning contexts, adult learners have their own cultural affiliations, learning styles, lived experiences, special educational needs, family relationships, community associations, and work histories.

All contextualized learning begins with the learner in collaboration with the practitioner asking the following questions.

1. What does the learner wish to know or learn?
2. What does the learner already know?
3. What does the learner need in order to achieve a learning goal?
4. What methods are best to meet learners' needs?

Development of programs always begins with learner goals. The Benchmarks and Learning Outcomes provide guides for learners to achieve at each level. Practitioners not only build on learners' strengths, helping them become responsible for their learning, but also encourage self-motivation and goal-setting. Using local contexts to generate relevant topics for learning plans, methods, and materials will invite learners to actively engage in the learning process. The development of portfolios will allow learners to demonstrate mastery of foundational skills and reinforce positive outcomes.

Literacy Is All Around Us



The Learner's Context

Adults' diverse lives and learning contexts include cultural identities, family situations, and community interactions, as well as their prior learning and work experiences and current learning needs. Encourage learners to choose themes and activities of interest to them and guide the selection of learning outcomes.

Below are some thoughts about learners' contexts to consider when planning literacy programs.

● Intake and Assessment:

Though assessments vary throughout the learning process, the initial contact at the beginning of a learner's enrollment in a program can be a key to success. Talking about prior learning and lived experiences may reveal gaps in learning for a variety of reasons, identified disabilities or disorders, or other challenges. If a learner shows prior knowledge and skills in one or more content areas, they do not need to repeat content already achieved. An intake assessment should include an interview to assess:

- academic skills
- learner's values, skills, strengths, experiences, interests, and goals
- previous employment
- education histories
- employment goals
- anticipated learning challenges and personal barriers

The intake assessment may also include formal testing by a specially-trained counsellor.

● Culture:

Materials and activities that explore and honour different cultures make the learning process not only personally meaningful, but also support learners in taking pride in their identity. "Until you understand that your own culture dictates how you translate everything you see and hear, you will never be able to see or hear things in any other way" (Ross, 1992, p. 4).

● Family:

Family relationships are often the basis for either motivating adults to begin new learning journeys or creating roadblocks that keep adults from completing their learning goals. Adult learners may need to tend to family members' needs before their own academic needs. Practitioners can plan themes with their learners and select relevant materials that help adults explore family-related topics that interest them.

● Community:

Learning outcomes, themes, and assignments can explore what community means to the learners, especially if they do not feel connected to their community because their own family structures, cultural practices, or learning aspirations do not match the community in which they live.

● Prior Learning Experiences:

Some adult learners have not had positive prior experiences with learning in school. Learners may need help in coming to terms with whatever negative memories they have of school so that they can recognize the positive learning that has happened in their lives.

A learner-centred approach acknowledges three R's--rights, responsibilities, and respect--to create a positive learning environment. Teaching methods and materials need to explore new ways for adult literacy learners to achieve their goals both inside and outside the classroom, training, or tutoring context.

● Prior Work Experiences:

Many adult literacy learners wish to improve their employment opportunities rather than continue with the work they have held since they left school. Practitioners can:

- help learners identify the work skills they already have
- assist in identifying the skills they still need in order to fulfill their employment aspirations
- work with learners towards attaining the foundational skills required to achieve personal goals or secure employment in their field of choice

● Individual learning needs:

Adults often have individual learning challenges, learning style preferences, personal life situations or some combination of all three. Practitioners are not expected to have expertise in the wide range of special needs that learners bring to a learning environment, but they are encouraged to be empathetic to these challenges and help learners find the support and resources they need. Some learners may require assistive technology and/or one-on-one assistance.

● Healing Journeys:

Many adult literacy learners are in the process of healing from hurtful experiences. Learners may use words like “healing journey,” healing path,” “healing the inner child,” or “facing the past” to explain this process. Practitioners should be prepared to refer learners to appropriate local programs and resources which can provide support during their healing journey.

Healing encompasses the mind, body, emotions, and spirit. With support and encouragement, people on healing journeys may:

- learn to recognize the historical roots of their feelings of loss and negative identity
- embrace their cultural differences and share this knowledge with others
- take responsibility for their mental and physical well-being
- develop positive behaviours that nurture healthy relationships with family, friends, co-workers, authority figures, and other community members

● Program Settings:

Adult literacy programs are offered in formal and informal settings – educational institutions, community-based organizations, and in the workplace.

● Learning Situations:

Practitioners are encouraged to select methods, materials, and tools that are contextually-relevant to the learners. Learning situations sometimes dictate the method of delivery, such as:

- direct instruction by the practitioner
- self-directed and self-paced learning
- independent online distance education
- in-class computer-based programs

Learning activities, depending on the situation, may include the following:

- project-based learning, individually or with a group
- simulation activities and role-plays
- job-shadowing or volunteering
- experiential, hands-on, and practical activities
- field trips and site visits

Ideally, learning activities will focus on learners' interests, strengths, and goals. Many skills used at home are transferable to the workforce or community, but learners often need to practise interpersonal communication skills to gain confidence. It is important to establish a safe, respectful environment for learners to feel comfortable interacting with others.

● Theme-Based Learning:

Theme-based learning directly addresses learners' needs for personal relevance and problem-solving. Theme-based learning means planning skill development around the general idea of themes that learners identify as being important. Suggestions for the structure and implementation of themes include inquiry-based and project-based methods. Theme-based learning involves:

- sub-tasks to be accomplished in order to reach goals
- integration of skill development across content areas
- understanding how skill sets fit together and overlap

Practitioners are encouraged to include learners in the planning process and to use contextually-relevant materials and activities.

● Inquiry-Based Learning:

Questioning, expressing opinions, observing, testing ideas, and exploring a topic that challenges and engages learners are the heart of inquiry-based learning. For example, a local news report on the disposal of toxic materials might stimulate an investigation of the issues, concerns, and possible consequences, leading learners to pursue their inquiry through the development of a theme-based project on the topic.

The process of inquiry stimulates curiosity and invites learners to work collaboratively to find answers to real life problems. Common concerns of practitioners and learners are:

- time limits to cover required content areas
- organization of a project to integrate content areas
- comfort level of adults who expect traditional expert and novice roles
- assessment methods to demonstrate mastery of skills

Through thoughtful planning, a practitioner can integrate content areas so learners acquire not only textbook content, but also develop critical thinking skills, computer skills, and collaborative skills. Ideas for inquiry may begin with a problem, but other sources include shared experiences during a field trip or social event, a presentation on YouTube, social media, or a blog site.

([Inquiry-Based Learning](#))

● Project-Based Learning:

Project-based learning is a method of teaching and learning that aligns with themes and inquiries. Teaching methods that focus on **learner-centred**, **holistic** approaches and **experiential** activities have traits in common. To initiate a project, practitioners can launch an idea or event to engage learners' curiosity and questioning. Projects are purposeful. Real life issues can include team-building activities, role-plays, posters, debates, guest speakers, oral presentations, and demonstrations. "In terms of making a project feel meaningful to students, the more voice and choice, the better" ([Larmer & Mergendoller](#)). Project-based learning encourages personal growth and self-expression.

A project should give students opportunities to build such 21st century skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and life. This exposure to authentic skills meets the second criteria for meaningful work—an important purpose. A teacher in a project-based learning environment explicitly teaches and assesses these skills and provides frequent opportunities for students to assess themselves. ([Ibid](#))

Furthermore, project-based learning works well for pre-employment and workplace-specific training. Adult learners will have the opportunity to engage in practical applications of skill development that transfer directly to their everyday activities.

● Authentic Assessment:

In authentic assessment, learning outcomes are evaluated from a strength-based perspective and within the specific contexts in which the learning has occurred. An example might be planning a project, collecting and selecting documents relating to the project, creating a portfolio, giving a presentation, and assessing outcomes.

Portfolio assessment, in particular, honours authentic contexts. A portfolio can be created for a specific, short-term project or to show evidence of knowledge and skills learned over time. Personal portfolios in Level 1 and work preparation portfolios in Level 2 are examples that give each learner a sense of ownership and evidence of their achievements. Portfolios:

- help learners assess their own progress
- document prior learning while demonstrating new knowledge and skills that adult learners achieve through a literacy program, workplace training, or community-based organization
- encourage self-direction in learning
- showcase the attainment of learners' goals and highlights the benchmarks and learning outcomes they have achieved
- provide evidence of knowledge and skills acquired for work or further education



Practitioners and learners can begin the process of assessment by using the Goal and Skills Checklist during the Intake Interview. The Checklists are intended to be used for each content area throughout the learning period as a record of the learner's skills achieved over time. The Checklists may be included in a portfolio. (See page 126 – Appendix B)

CONTINUOUS LEARNING & WORKING WITH OTHERS

Introduction

Foundational skills for Benchmarks Levels 1 & 2 combine basic literacy and numeracy skills with the essential skills identified by the federal government as requirements in the workplace and everyday life in the 21st century. Continuous Learning as an essential skill means that learning is an ongoing process of acquiring knowledge and skills over time and requires:

- knowing how to learn
- understanding one's own learning style; and
- knowing how to gain access to a variety of materials, resources and learning opportunities ([Essential Skills](#))

Working with Others can be defined as “the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?” ([Ibid](#))



During the Intake Interview, it is recommended that the practitioner and learner review the Self-Assessment Checklists located at the end of this section as a starting point.



Regardless of the learning situation, each adult literacy learner begins to develop relationships with others from day one. The challenge for practitioners is to create situations in which learners participate in activities

- a) to increase self-awareness,
- b) to build self-confidence,
- and c) to acquire soft skills and strategies that will help them manage personal, social, and economic change. Starting a program with a project that requires some interaction with others is one way to cultivate positive relationships and enjoyment in learning.



A project allows learners to practice communication skills, respond to different perspectives and cultural views in healthy, respectful ways, and improve social skills. Increasingly, employers look for personal attributes and character traits, such as honesty, reliability, initiative, flexibility, etc.

These soft skills are sometimes more difficult to learn than hard skills and require continuous learning over time. Eve Merriam, in her poem entitled, [A Lazy Thought](#), reminds practitioners and learners that "It takes a lot/Of slow/ To grow." Continuous learning and working with others will be a work in progress without a clearly defined beginning, middle, and end. The selection of materials and activities will vary, depending on the needs, interests, goals, and context of the learners.

The development of modules for individual and interpersonal growth can be integrated with other content areas any time during the program. Suggestions include:

- self-esteem
- time-management
- critical and reflective thinking
- decision-making
- problem-solving
- communication skills
- stress management
- conflict resolution
- team building

Whatever modules learners and practitioners choose to focus on, the goal is to build self-esteem. Learners need to feel safe and welcome before they will work comfortably with others. By giving themselves permission to grow, they begin to unpack resistances and barriers. A **personal inventory** will invite critical thinking and reflection. Gradually,

adult literacy learners examine their **strengths, learning styles, interests, and goals**. As adults work collaboratively with others, they share knowledge and skills from prior learning. Their self-esteem increases, leading to more respectful interactions with others.



In a classroom setting, an initial project at Level 1 could be a visual collage representing combined interests to give learners an opportunity to discover things in common. In Level 2, learners might choose topics to explore in depth, such as nutrition, health and safety, relationships, or other factors influencing self-identity. For practitioners working one-on-one with a learner, it is suggested that a joint project of special interest to the learner be developed.



The learning outcomes for Continuous Learning and Working with Others incorporate the use of computers and digital technology. Practitioners will need to adapt activities based on the availability of technology at your learning site. While Level 1 learners may gain basic computer skills and use some digital technology in daily life, it is expected that Level 2 learners will acquire computer and digital fluency and work with relative

ease between hard copy materials and online materials.

Note: Learners using an online literacy program will complete tasks independently, and receive feedback from a distance education practitioner. It is recommended that online programs incorporate activities that require some face-to-face interactions with others as well as interpersonal contact via emails, text messaging, Skype (or alternative video-conferencing software), social media, discussion forums, cell phones, and blogs.

Resources for Continuous Learning and Working with Others are not limited to Levels 1 & 2 adult literacy learners. This learning is developmental and increases in complexity as learners become more self-reflective and other-centred. The learning outcomes reflect some of the essential skills individuals need in order to cope in today's world. They are neither exhaustive nor universal. It is assumed that different communities will adapt or add to the learning outcomes within their own contexts.



Benchmarks and Learning Outcomes

for Continuous Learning and Working with Others

CONTINUOUS LEARNING Levels 1 & 2

● Benchmark

Identify personal strengths, set goals, and foster enjoyment in learning.

● Learning Outcomes

1. Gain awareness of strengths, goals, and preferred learning styles to apply in a variety of contexts.
2. Understand and demonstrate soft skills, such as courtesy, reliability, and cooperation in their learning environment.
3. Understand and apply critical and creative thinking strategies to solve problems and make decisions.
4. Use technology to acquire skills and knowledge for home use, to prepare for work, and to participate fully in the community.

WORKING WITH OTHERS Levels 1 & 2

● Benchmark

Enhance self-esteem and engage in positive relationships with others.

● Learning Outcomes

1. Examine factors influencing their self-concept and gain confidence working with others over time.
2. Develop awareness of human diversity for personal growth and social development.
3. Collaborate on a project and demonstrate teamwork skills while developing a theme-based portfolio.

Continuous Learning Levels 1 & 2

***Benchmark:** Identify personal strengths, set goals, and foster enjoyment in continuous learning.*

Learning Outcome #1

Gain awareness of strengths, goals, and preferred learning styles to apply in a variety of contexts.

Learners can:

- complete a self-assessment and learning styles inventory to gain understanding of personal strengths, interests, preferences, and areas to improve
- discuss their strengths and preferred learning styles with others
- observe and practice less preferred learning styles to increase learning potential
- reflect on prior learning and set personal and work preparation goals
- reflect on factors that increase and/or decrease motivation to achieve goals
- develop decision-making strategies to solve problems

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Plan a project of special interest. What skills are needed to do the project? Estimate the amount of time it will take to complete.	What type of work interests you? With help or independently, create a personal inventory of strengths, interests, and future goals. What knowledge and skills will you need to reach your work-related goals?	Talk with someone you know in the community about strategies to keep motivated in spite of barriers and sacrifices. What points from the talk can you apply to your learning experiences?

Suggestions for Portfolio Development

- copy of completed self-assessment
- copy of a learning styles inventory
- goal-setting charts
- visuals project with word captions for Level 1 to identify interests and goals
- integrated project across content areas for Level 2, e.g. theme-based for work preparation or inquiry-based to explore a social concern
- copy of project plan, relevant documents, and assessment tools

Continuous Learning Levels 1 & 2

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Learning Outcome #2

Understand and demonstrate soft skills, such as courtesy, reliability, and cooperation in their learning environment.

Learners can:

- understand and practise time-management skills
- listen politely when others are speaking and respond appropriately
- acquire organizational skills for practical purposes, e.g. scheduling routine chores, establishing time for homework, planning an event
- talk about non-verbal communication that show soft skills
- role-play scenarios to demonstrate soft skills, e.g. arriving on time, cooperating
- discuss different roles and responsibilities as individuals and in group situations
- practice taking a leadership role and a supportive role in small groups

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Plan a yard clean-up or clean up the rooms in your home. Estimate the amount of time it will take to complete the task. Did the work get done in the estimated time?	Talk with someone you know about his/her work environment. What skills are needed for this work? Are you interested in this type of work? Why? Or Why not?	Identify different attitudes and behaviours that create positive experiences while participating in a sport or a community event.

Suggestions for Portfolio Development

- collection of images of people demonstrating soft skills
- list of words for non-verbal soft skills, e.g. smile, nod, handshake, excuse me (Level 1)
- one or more YouTube videos demonstrating soft skills hyperlinked to a reflective blog or an e-portfolio (Level 2)
- a completed day planner logged for a week
- a drawing or instructions of an activity to demonstrate teamwork
- a journal reflection or blog of the learner's experience working as a team member

Continuous Learning Levels 1 & 2

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Learning Outcome #3

Understand and apply critical and creative thinking strategies to solve problems and make decisions.

Learners can:

- reflect on past experiences in solving problems at home, at work or school, and in the community
- observe and participate in different methods to solve a problem, e.g. read directions to solve a problem, listen to a YouTube demonstration to solve a problem, work with a group to solve a problem
- choose a problem to solve and share the solution(s) with others
- think critically about the desired outcome(s)
- consider more than one way to solve the problem
- develop a plan and take action
- report outcome(s), positive or negative, to others
- determine if the problem is solved or requires further action
- consider a different plan of action if the problem continues and repeat the process

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
A dog has been barking late at night on your street. This has been happening for a week, and the owners appear to be out or away. Who do you talk to about the dog? How would you solve the problem?	You or someone you know is upset about a conflict at school or work. What action(s) can you take to resolve the conflict?	Think about a committee, group, or club in which you are or were involved. Did you ever experience a problem in the group? Did you find a solution? What was the final outcome?

Suggestions for Portfolio Development

- use the theme-based example in Appendix C about bullying (or alternate topic of interest to the learner and adapt the ideas listed below)
- include an outline of a specific problem identified by the learners, e.g. school yard, workplace, at home, cyber bullying in an online community
- draft of a plan for the theme-based project
- collect evidence of local, provincial, and national incidents of bullying
- include a variety of writing, e.g. note to a teacher, summary of an article, personal story, questions to ask a guest speaker,
- record reflections of learning in a journal or on an online blog
- include a triangular model to discuss bully/bystanders/victim dynamic
- use the faces of many emotions to identify and discuss the problem
- a journal or blog to show critical thinking skills

Continuous Learning Levels 1 & 2

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Learning Outcome #4

Use technology to acquire skills and knowledge for home use, to prepare for work, and participate fully in the community.

Learners can:

- identify and discuss purposes for using computers and digital technology
- discuss strategies to overcome anxiety about using computers
- understand safe and ethical use of computers and social media
- integrate other content areas to enrich continuous learning with technology
- discuss limitations and possible risks of using technology to communicate
- set learning goals related to computer use, e.g. learn basic computer skills, send/receive emails, create digital stories, prepare a work portfolio
- access Internet websites for information
- apply computer and digital technology skills in daily interactions

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Talk about safe use of the Internet at home. Discuss unsafe practices on social media, scams, viruses, pop-ups, etc.	On a computer, search for work-related images and documents on a specific theme, e.g. health and safety in the workplace.	Visit a public library and ask permission to use a computer for patrons. Ask a librarian to help you find books on a subject of personal interest.

Suggestions for Portfolio Development

- copies of keyboarding exercises (Level 1) or a printout of sites about health and safety in the workplace (Level 2)
- a list of social media and related digital technology, e.g. Facebook, Twitter, Pinterest, Flickr, etc.
- selection of short information pieces about good citizenship and safety practices when using a computer, tablet, or cell phone
- copies of entries and comments from a personal online blog (Level 2)
- a DVD of theme-based photography or artwork
- documents for a work preparation portfolio (Level 2)

Continuous Learning Levels 1 & 2

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Tips for Implementation:

1 Guide learners to identify their personal interests and personal style.

- brainstorm and record words for personality traits, e.g. patient, energetic, sincere, humorous, outgoing, quiet, athletic
- create opposites, e.g. impatient, sluggish, insincere, serious, shy, loud, awkward
- discuss ways to enjoy spare time, e.g. talents, hobbies, sports, games
- link interests with potential employment options

2 Discuss key elements of a holistic lifestyle with the learners.

- learn about benefits of healthy nutrition and regular exercise
- get information about special diets for allergies, diabetes, etc.
- know when, where, and how to seek support for health concerns
- seek ways to balance mind, body, emotions, and spirit
- express joy and humour
- learn money terms and keep a budget
- manage personal and work time effectively
- plan leisure activities for enjoyment and relaxation
- set realistic short, middle, and long-term goals

3 Discuss with learners how to enhance self-esteem.

- identify personal values and beliefs
- role-play positive and negative emotions and behaviours
- appreciate and share interests, hobbies, and talents
- understand emotional intelligence and explore individual strengths
- recognize behaviours that affect self-esteem
- manage stress, anger, and fear
- take personal initiative for setting and attaining goals

4 Discuss with learners how to transfer their knowledge and skills from home to work and in the community.

- manage time effectively
- learn a process for making decisions and solving problems
- keep a monthly budget of personal income and expenses
- develop digital literacy and identify technology resources in the community, e.g. libraries, schools, cafes, recreation centres
- develop networking skills and make connections with individuals based on their common interests
- communicate personal interests and strengths, e.g. practise answering interview questions

Working with Others

Levels 1 & 2

Benchmark: Enhance self-esteem and engage in positive relationships with others.

Learning Outcome #1

Examine factors influencing their self-concept and gain confidence working with others over time.

Learners can:

- reflect on personal heritage, identity, values, and beliefs
- consider family, environmental, and community factors that influence self-image and self-esteem
- increase awareness of self-image—past, present, and projected future
- gain self-acceptance and confidence while participating with others
- consider personal goals to improve self-image and self-esteem
- give and receive compliments
- share past and present achievements with others
- identify and address factors that lower self-esteem
- role-play putdowns, criticism, conflict
- role-play positive statements, constructive suggestions, resolution of conflict
- understand personal inter-relatedness and inter-connection with others

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Say three positive things about yourself to another person or while looking at yourself in a mirror. Do "I AM" affirmations at least once a day.	Ask for feedback about a project you are working on. Do you agree or disagree with the feedback? How are you feeling?	Attend a community event. Observe positive and negative behaviours of people around you. Assess your response to these observations.

Suggestions for Portfolio Development

- create a list of affirmations
- a collection of faces expressing a spectrum of human emotions
- a list of human emotions felt and expressed in different situations
- a page of signatures written for different situations, e.g. signature on a cheque, a note to a person in authority, a page of homework, a sympathy card, a work order or job application, a tax form
- identify emotions felt while writing the signature activity
- written statement, collage, or visual representation of values and beliefs

Working with Others Levels 1 & 2

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Learning Outcome #2

Develop awareness of human diversity for personal growth and social development.

Learners can:

- observe and reflect on diversity at a local level, including different languages, religions, rituals, traditions, values, and beliefs
- understand the meaning and give examples of ethnicities and races
- express personal identity and heritage through creativity, e.g. art, dance, music, stories, clothing, food, special holidays
- identify biases, stereotyping, prejudice, and discrimination
- learn gestures and non-verbal communication attributed to different groups
- discuss effects of racism, ageism, sexism, and gender stereotyping on individuals and society
- gain insight while speaking and listening to different points of view
- collaborate on a mission statement that values diversity

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
<p>Work with one or more family member to create a family tree. Explore ancestry, heritage language, traditions, etc. Alternatively, start with "I am..." and explain how your ancestry influences who you are.</p>	<p>Research information about human rights or a company's mission statement and policies relating to diversity in the workplace.</p>	<p>Is everyone in your community from the same place? If not, ask someone you know about the place he/she came from. Invite the person to tell you about the landscape and climate and other questions you may feel comfortable asking.</p>

Suggestions for Portfolio Development

- YouTube clips of cultural dances
- a map of Canada with names of provinces, territories, and capital cities
- a collection of recipes from local and global cultures
- food items recorded on a field trip to a local grocery store to explore the products from foreign countries
- a mission statement to value and respect diversity
- drawing of a family tree (Level 1 or 2)
- write a short autobiography (Level 2)
- completed worksheet or writing on Human Rights (integrate with Communications, Level 2)

Working with Others Levels 1 & 2

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Learning Outcome #3

Collaborate on a major project and demonstrate teamwork skills while developing a theme-based portfolio.

Learners can:

- share knowledge and personal experiences with others
- apply group processes and decision-making skills
- use positive communication skills, e.g. show respect for others, offer and ask for support, share ideas and feelings, listen attentively and respond appropriately
- demonstrate strong soft skills, such as honesty, reliability, humor, cooperation
- identify acceptable and unacceptable social behaviours
- respond appropriately to suggestions or criticism
- participate in problem-solving
- apply conflict resolution skills
- identify common challenges people encounter at home, at work, and in the community

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Create a project at home that requires teamwork, e.g. preparing a meal, completing a puzzle, playing musical instruments or singing.	Discuss why teamwork is important in a workplace. If in a classroom, do a role-play to demonstrate a task that requires teamwork.	Volunteer to serve on a committee. Reflect on the individuals and the different skills each person brings to the group. Can these skills be transferred to the home or workplace?

Suggestions for Portfolio Development

- notes or graphic organizer of a project plan
- identity of group members and skills each member brings to the project
- a chart of delegated tasks and a timeline for completion
- evidence of a variety of materials collected for the project
- a selection of best images, final drafts, etc.
- reflections in a journal or blog
- assessment tools and checklists

Working with Others Levels 1 & 2

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Tips for Implementation:

- 1 **Discuss with learners how to transfer their knowledge and skills from home to work and in the community.**
 - manage time effectively
 - learn a process for making decisions and solving problems
 - keep a monthly budget of personal income and expenses
 - develop digital literacy and identify technology resources in the community, e.g. libraries, schools, cafes, recreation centres
 - develop networking skills and make connections with individuals based on their common interests
 - communicate personal interests and strengths, e.g. practise answering interview questions

- 2 **Help learners brainstorm ways to become involved in group activities in the community.**
 - volunteer
 - join clubs and organizations
 - sit on community boards
 - participate in local events
 - get to know neighbours

- 3 **Help learners explore the effects of the laws and regulations in their community. Ask them:**
 - Are there smoking bylaws or noise bylaws in your community?
 - How do they affect you and your family?
 - How can you advocate for a new bylaw if you feel it is needed?
 - What are your rights and responsibilities when volunteering, participating in a work placement, or at work?

Continuous Learning Levels 1 & 2

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization. **The checklists are to be used for each learner for intake and assessment and throughout his/her program.**



Self-Assessment Checklist

Learner states...	True all of the time	Sometimes true, with an example of a time I showed this skill	Not sure or not true
I can learn new things.			
I try new ways of doing things.			
I ask questions when I do not understand something.			
I take responsibility for my own learning.			
I know my skill strengths and the areas I need to improve.			
I can make goals and work to achieve them.			
I can set new goals to continually improve and grow as a person.			
I learn from past experiences and apply my learning in new situations.			
I can apply new skills to improve my tasks at home or work.			
I know my preferred learning style but can learn in other ways.			
I keep my skill levels by using the skills I have learned.			
I prefer to learn a skill by having someone show me.			
I prefer to listen to instructions on how to do something.			
I prefer to read and follow the instructions by myself.			
I can motivate myself to learn a different way of doing a task.			
I can fail and learn from failure.			
I can adjust to change.			
I reflect on my strengths and find ways to improve.			

Working with Others Levels 1 & 2

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization. For one-on-one tutoring or online learning, an individual project about working with others may be the only option. **The checklists are to be used for each learner for intake and assessment and throughout his/her program.**



Self-Assessment Checklist

Learner states...	True all of the time	Sometimes true, with an example of a time I showed this skill	Not sure or not true
I can describe my strengths and skills to others and provide examples.			
I can assess changing circumstances and learn to adapt when appropriate.			
I enjoy bringing out the best in myself and others.			
I learn from my mistakes and make an effort to change negative habits.			
I apologize when I say or do something that offends others, or when I make a mistake.			
I realize I cannot change others' attitudes and behaviours, but I can change mine.			
I can talk about my achievements and appreciate the achievements of others.			
I encourage others in group situations so that everyone has a positive experience.			
I prefer to work independently on a project.			
I prefer to work with others on a project.			
I enjoy working independently or with others.			
I am able to express my ideas in a group even if my ideas are different from others.			
I feel confident sharing my ideas with others.			
I listen to the ideas and opinions of others whether I agree or disagree.			
I know the difference between assertive and aggressive behaviour.			
I am sensitive to nonverbal messages.			
I manage conflict to the best of my ability in personal, work, and community situations.			





Self-Assessment Checklist

Learner states...	True all of the time	Sometimes true, with an example of a time I showed this skill	Not sure or not true
I value positive relationships at home, at work, and in the community.			
I like to learn about different cultures and traditions.			
I recognize my biases and work to let go of prejudices that hurt my ability to respect myself and others.			
I sometimes feel uncomfortable in a new situation.			
I know where to find help for health care and personal healing.			
I ask for more information or help when I do not know how to solve a problem.			
I take an interest in cultures and lifestyles that are different from mine.			
I am able to forgive myself and others of wrongful acts and move forward.			
I use strategies, such as humor, to diffuse tensions in a group.			
I know the difference between humor that heals and humor that hurts.			
I express myself in creative ways (e.g., dance, storytelling, song, artistic expression).			
I recognize power dynamics in a group or community organization.			
I am able to follow directions and complete tasks.			
I value qualities of good leadership in myself and others.			
I participate in social activities in my community.			
I recognize unhealthy situations and know when to leave and get help.			
I can offer and ask for support.			
I share ideas with others.			
I am able to make decisions.			
I share feelings with others in appropriate ways and situations.			





Self-Assessment Checklist

Learner states...	True all of the time	Sometimes true, with an example of a time I showed this skill	Not sure or not true
I feel empathy for others and express empathy in verbal and non-verbal communication.			
I take responsibility for my choices and actions.			
I try new ways of doing things.			
I give my honest opinion when asked.			
I listen respectfully to others' ideas and feelings.			
Other people can trust me to be fair and responsible.			
Other people can depend on me to treat them with respect.			
I know appropriate and inappropriate behaviour in a variety of situations.			
I recognize changes in my society and culture.			
I know and use strategies to reduce my stress and manage stressful situations.			
I make an effort to think positively of myself and others.			
I understand that conflict is experienced by all humans and know ways to work with others to resolve conflict.			
I know what employers expect of me in terms of appropriate dress, time management, and commitment.			
I am willing to learn new skills to improve my personal and work situations.			
I can transfer soft skills learned at work to other situations in my life.			
I expect to be treated fairly and that my rights as a human being will be respected.			
I am self-motivated and work well on my own and with others.			
I recognize my preferred learning styles.			
I learn by observing more experienced people, such as co-workers.			
I ask questions when I do not understand something.			
I improve my skills through practice.			

COMMUNICATIONS

Introduction

The Merriam-Webster online dictionary defines communication as “the act or process of using words, sounds, signs, or behaviours to express or exchange information or to express your ideas, thoughts, feelings, etc. to someone else.” ([Merriam-Webster](#))

To learn to be an effective communicator requires continuous learning and involves the integration of communication skills and other skills.

Communications is the largest section and involves the four domains of language skill development—reading, writing, listening, and speaking—as well as the ability to use **technology, think critically, reflect, and solve problems** in daily life.

The Communications **Benchmarks** and **Learning Outcomes** are not meant to be learned as discrete subjects or in the exact order that they appear in *The CoL*. All learners have areas of strength and areas that need to be developed. Some learners may be able to read at Level 2 but need to acquire writing skills at Level 1. The learning plans should be tailored to the



individual's goals, abilities, and context. As learners acquire knowledge and skills in Communications across all content areas, it is important to use the **Checklists** to keep a record of each learner's achievements.

Communications Benchmarks, Learning Outcomes, and Checklists are provided for the following areas:

- Observing and reflecting
- Oral communication (speaking and listening)
- Reading
- Writing



Using **authentic documents**, such as a grocery flyer, a poster, or a local news story, will show learners how communication skills are used in daily life. A learner's inquiry about a topic of interest may prompt further questioning and be developed through **listening** to someone else's opinion, finding and **reading** information about the topic, **speaking** in a group discussion, and **writing** words or reflections in a journal. A simple inquiry might lead into a theme-based project, allowing the practitioner and learner(s) to acquire multiple skills over time.



Choose real life communication tasks that are relevant to the learners. The sample tasks for applying the learning outcomes outside the learning environment can be found in

each subsection of Communications and are examples only. They are not meant to be an exhaustive list or followed exactly as written. Ask learners to suggest communications tasks that would be appropriate for the knowledge and skills they want to achieve.

Day to day events in learners' lives offer excellent ideas for theme-based units, inquiry-based learning, projects, and portfolios. An article in the local newspaper about waste disposal is one source to generate interest and stimulate discussion that may lead to further inquiry or a theme-based project. Read the article aloud to the learners. Discuss the ideas in the article and how it relates to the learners' lives. Ask the learners to help you develop appropriate learning tasks that they can do as individuals or in small groups.

The practitioner and the learners could prepare a set of interview questions for an employer or community member who has expertise in the subject area. Then invite this person to be a guest speaker so that the learners can practise their interviewing skills by asking their prepared questions. Ask for volunteers with strong writing skills to take notes on the guest's answers or ask the guest for permission to videotape the interview. Compare these interview notes to the original article. What new ideas did they discover? The activities for this type of exercise are limited only by the collective imaginations of the practitioner and learners who are involved.

It is important to integrate communications skills with other sections of *The CoL* Benchmarks. For example, the discussion about a local company or community issue would most likely use all of the basic communications skills as well as numeracy, computer use, and teamwork. Be as creative and open-minded as possible when planning materials and activities with learners. Activities can be completed using computer technology or pencil/pen and paper.

Benchmarks and Learning Outcomes

for Communications

OBSERVING & REFLECTING Level 1

● Benchmark

Observe and reflect actively.

● Learning Outcomes

1. Observe a variety of stimuli and reflect on possible audience responses.
2. Observe for practical purposes and social skills development.

OBSERVING & REFLECTING Level 2

● Benchmark

Observe and reflect critically.

● Learning Outcomes

1. Demonstrate active observation skills in a variety of situations and reflect on different points of view.

Benchmarks and Learning Outcomes

for Communications

ORAL COMMUNICATION Level 1

● Benchmark

Listen to short messages actively and respond respectfully in familiar settings.

● Learning Outcomes

1. Listen to short messages for enjoyment and practical purposes.
2. Listen actively and minimize barriers to listening in order to improve daily interactions.
3. Understand verbal and non-verbal cues in communicating with others.
4. Listen and respond in conversations, discussions, or small groups in familiar situations for practical purposes.
5. Share or present information in familiar situations.

ORAL COMMUNICATION Level 2

● Benchmark

Listen to long messages actively and respond respectfully in a variety of contexts.

● Learning Outcomes

1. Listen to a variety of texts to identify and record the main points.
2. Compare active and passive listening in situations at home, at work, and in the community.
3. Demonstrate that listening is an active process of constructing meaning.
4. Listen with empathy to gain appreciation for different points of view and improve daily interactions with others.
5. Gain confidence by speaking in formal and informal situations.
6. Speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes.

Benchmarks and Learning Outcomes

for Communications

READING Level 1

● Benchmark

Read a variety of print materials for information and enjoyment.

● Learning Outcomes

1. Understand and apply basic phonics to decode new words and increase vocabulary over time.
2. Demonstrate reading strategies and gain confidence reading aloud in familiar settings.
3. Read and understand short passages and simple documents for practical purposes and enjoyment.
4. Understand basic parts of a story—character, plot, setting, and theme.

READING Level 2

● Benchmark

Read fiction and non-fiction materials for a variety of purposes.

● Learning Outcomes

1. Read a variety of texts and understand their purpose and meaning.
2. Read fiction for enjoyment and demonstrate knowledge of the elements of a story—character, plot, setting, and theme.
3. Read non-fiction stories and authentic documents for information and discussion.
4. Search for and read hard copy and online documents to create a work preparation portfolio.

Benchmarks and Learning Outcomes

for Communications

WRITING Level 1

● Benchmark

Demonstrate knowledge of basic writing skills for personal expression in daily life.

● Learning Outcomes

1. Print and type letters, numbers, and common words.
2. Write short, simple and compound sentences.
3. Write short questions and answers, using affirmative and negative forms of simple present tense verbs.
4. Complete basic documents for a variety of purposes.
5. Write short sentences on a topic of interest.

WRITING Level 2

● Benchmark

Write a variety of paragraphs to develop expressive language and work-related writing skills.

● Learning Outcomes

1. Know and apply the foundations of writing to improve writing fluency for a variety of purposes.
2. Demonstrate knowledge of the writing process and write effective paragraphs to share with others.
3. Complete complex forms and create documents for practical purposes.
4. Demonstrate writing skills in different formats for varied purposes.

Observing & Reflecting

Level 1

Benchmark:
Observe and reflect actively.

Observing is an active process of watching to learn, to do, and to understand. This includes watching visual media on television, film, the internet, or video.

Learning Outcome #1

Observe a variety of stimuli and reflect on possible audience responses.

Learners can:

- discuss what it means to be an active observer
- explain different ways that messages are communicated
- understand how messages are intended for different audiences
- describe different visual formats, e.g. TV advertisements, films, online content such as YouTube, billboards, posters
- observe for information or enjoyment, e.g., movie, online sports, cooking show
- observe demonstrations of tasks, e.g. using a keyboard, checking safety equipment, or doubling ingredients for a recipe

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
<p>Ask friends or family members what they like to watch on TV.</p> <p>Observe how they respond to your question.</p>	<p>Watch a video about a job you are interested in. After the video, talk about skills you already have and what you want to learn for work in the future.</p>	<p>Attend a local sporting event like a hockey or baseball game. Observe the reactions of individuals in the audience. After the game, discuss your observations with someone you know.</p>

Suggestions for Portfolio Development

- video file of the learner doing a task while others observe
- complete a checklist of familiar places observed around the community
- create a list of key words that learners observe while watching a YouTube demonstration on a relevant topic

Observing & Reflecting Level 1

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Learning Outcome #2

Observe for practical purposes and social skills development.

Learners can:

- review purposes for observing
- discuss non-verbal cues communicated by body language, posture, gesture, voice tone, volume, and pace
- watch carefully how something is done to gain knowledge and skills
- apply what you already know to help in observing and understanding
- practise observing, including asking questions and doing
- practise "fly on the wall" observations and reflect on information gained
- demonstrate appropriate observing behaviours and skills

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Watch someone perform a skill (e.g., tan a hide, make perogies, change a tire). Learn how to do this. Ask questions and help if appropriate.	Observe a cashier in a store talking with a customer. Notice how they use body language or gestures to accent the key points of what they are saying.	Attend a community meeting. Watch the people who speak and the other people's reactions to them. Identify the strategies the speaker uses that make others pay attention to them.

Suggestions for Portfolio Development

- journal or blog a reflection on elements of good observing practices
- video of a learner demonstrating a skill learned through observation
- video of a learner teaching a new skill to another individual or to the group
- list of links to YouTube video clips watched to learn how to perform a skill, e.g. interview techniques

Oral Communication

Level 1

Benchmark: *Listen to short messages actively and respond respectfully in familiar settings.*

Learning Outcome #1

Listen with understanding to short messages for enjoyment and practical purposes.

Learners can:

- discuss and compare good listening practices versus poor listening practices
- listen for the main idea and overall message
- follow simple daily instructions, directions, and commands from another person
- follow instructions in the correct order after listening to them
- take simple notes or make a drawing to help remember the order of instructions
- listen for words and tones of voice that show emotions and feelings
- listen for personal enjoyment, e.g., radio, electronic books, storytelling

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Role-play a call to a dentist to ask for an appointment. Listen and repeat the date and time. Write the information on a calendar or ask for help if you need someone to record the appointment.	Listen to an employee or learner give instructions of how to perform a task. Listen for the key things that you are to do. Ask questions if you need clarification.	Attend a musical event in your community for enjoyment. If appropriate, record a clip of the music on your cell phone to add to your portfolio.

Suggestions for Portfolio Development

- a video clip from a live concert in the learner's community
- a photo of something the learner made after following oral instructions
- list of TED Talks videos or other seminars/documentaries that have been listened to online

Oral Communication Level 1

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Learning Outcome #2

Listen actively and minimize barriers to listening in order to improve daily interactions.

Learners can:

- discuss, identify, and practice appropriate strategies to minimize barriers to listening
- understand different cultural norms during oral communication
- demonstrate awareness of auditory or visual distractions
- demonstrate awareness of feelings that may arise and make it difficult to listen, e.g. disinterest, distractions, boredom, impatience, worry, anger

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Ask another person in your household to turn down the volume on the television or other device, so you can hear what he/she is saying.	Ask a customer not to speak on their cell phone when placing an order at a restaurant or take-out window.	Listen with concern and respect as someone speaks about a person who has an illness or health problem.

Suggestions for Portfolio Development

- create a list of short requests to politely resolve barriers to communication at home, at work, and in the community
- create a digital movie of role-plays showing distracting behaviours
- collect images of interpersonal communication showing a variety of gestures, emotions, active listening, posture, distance between people

Oral Communication Level 1

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Learning Outcome #3

Understand verbal and non-verbal cues in communicating with others.

Learners can:

- discuss and identify purposes for oral communication
- demonstrate formal and informal oral communication
- choose appropriate language when communicating in different situations, e.g. personal versus in the workplace
- recognize turn-taking in conversations or group discussions
- identify non-verbal cues, e.g. facial expressions, gestures, pauses, body language, voice tone, volume, and pace
- ask for more information or clarification when needed

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Ask someone you know if they had a good day. Listen to the speaker. Notice non-verbal cues. Did the person have a good day or a difficult day? How do you know?	Wait until an employee finishes a telephone conversation before you ask for something. List common words used to ask a question.	Watch a guest when he/she is speaking. Notice the tone, pace, and gestures. Reflect on your response to the speaker and share your ideas and impressions.

Suggestions for Portfolio Development

- a checklist of a learner's response to another's non-verbal cues
- a video clip of the learner asking questions and taking turns
- a list of words that begin a question
- examples of short questions using the 5 W's and How?

Oral Communication Level 1

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Learning Outcome #4

Listen and respond in conversations, discussions, or small groups in familiar situations for practical purposes.

Learners can:

- introduce two or more people
- give simple information in a logical order
- speak informally to teach or assist others
- express feelings in familiar settings, e.g. express apologies, give compliments, show concern
- share information and ideas on a familiar topic in daily situations, e.g., personal experiences and stories, familiar events or traditions

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
<p>Have a discussion with two or more people on a familiar topic. Listen carefully to others.</p> <p>Later, reflect on your participation.</p>	<p>Introduce a new person at your workplace or learning site to another person.</p>	<p>Attend a meeting to learn about an interest or concern. Share the information you got from the meeting with a friend or family member.</p>

Suggestions for Portfolio Development

- digital video of the learner describing a familiar task
- a worksheet of organizing basic information in logical order
- video or audio file of a role-play to introduce a new person in a group
- a learner's audio recording of sharing a story

Oral Communication Level 1

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Learning Outcome #5

Share or present information in familiar situations.

Learners can:

- talk about how they feel when speaking in front of others, e.g. uncomfortable, calm, happy, nervous, etc.
- express thoughts, ideas, opinions, and feelings in clear language
- read familiar words and decode new words aloud from different sources
- ask for feedback after sharing information with a group
- practice asking questions for a variety of reasons
- practice greetings and learn different cultural norms for greeting others, including handshakes
- demonstrate oral communication skills by sharing or presenting information, e.g. role-play a phone call to make an appointment, discuss a problem, resolve a conflict, tell a true story, or give directions to a visitor in the community

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Tell a true story about a cultural tradition. Teach listeners the new words used in the tradition and explain their meanings. Ask the listeners to say these words aloud.	Assist someone with a routine task or recall a time when you helped a co-worker. How do you feel about giving assistance? Share your thoughts and ask for feedback.	Attend a community gathering and introduce yourself to someone you do not know well. Notice your feelings during this oral communication and discuss what you learned from the experience.

Suggestions for Portfolio Development

- videotape a demonstration of oral communication in a role-play
- list words used for asking questions
- list words used for greeting others
- checklist of oral communication skills demonstrated in formal and informal contexts, completed by the learner and practitioner.

Oral Communication Level 1

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Tips for Implementation:

1 Guide learners to reflect on the message and restate the main idea to see if the message has been understood.

When a speaker is finished, ask learners to restate or paraphrase the message.

Encourage learners to ask the speaker if their paraphrase is correct.

2 Discuss strategies with learners for when and how to ask a question. Model for them by:

- waiting for a pause to ask a question
- knowing when and how to interrupt
- using who, what, when, where, why, and how

3 Discuss with learners culturally-appropriate behaviours in different contexts, such as:

- facing the person who is speaking
- standing at a comfortable distance, depending on cultural norms
- nodding the head to indicate understanding and encouragement
- using eye contact

4 Discuss with learners that cultures have different ideas about personal space.

Sometimes there are different degrees of distance between men and women. There are also different distances depending on how formal or casual the occasion is. As well, people have personal comfort zones and sometimes do not like others to get too close to them.

Reading Level 1

Benchmark: *Read a variety of print materials for information and enjoyment.*

Learning Outcome #1

Understand and apply basic phonics to decode new words and increase vocabulary over time.

Learners can:

- recognize and pronounce letters of the alphabet selected randomly
- understand short and long vowels
- differentiate between upper- and lower-case letters, vowels, and consonants
- recognize that reading in English proceeds from left to right, top to bottom
- use sound-symbol relationships to decode words
- follow print with eyes, a finger, or a ruler
- use familiar letter groupings to recognize new words
- memorize common, irregular words, e.g. the, two, was, come
- say and spell words
- identify print in daily life, e.g. telephone book, birthday card, flyers, recipes, text messages, signs in the community, a menu

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Set up a "reading corner" in your home to practice reading each day.	Practise reading signs, symbols, numbers, and words you see in a workplace, e.g. names of businesses, job titles, timesheets, and posters.	Walk in an area that has stores. Look at store names, street names, office names, and signs. Recognize the letters and sound out names you already know.

Suggestions for Portfolio Development

- selected samples of reading exercises and materials, e.g. cloze exercises
- scrapbook of authentic documents, e.g. recipe, grocery flyer, card, etc.
- audio file of learner pronouncing short and long vowels with examples
- pictures, signs, or symbols labelled with correct word(s) (matching exercises)
- copy of a completed timesheet (basic template)

Reading Level 1

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Learning Outcome #2

Demonstrate reading strategies and gain confidence reading aloud in familiar settings.

Learners can:

- add basic prefixes and suffixes to root words and build vocabulary, e.g. mark, remark, remarked, remarking
- use word attack strategies to bridge familiar and unfamiliar parts of a word
- use context to apply word attack and guesswork
- use sight words, word families and word patterns to help decode unfamiliar words
- read words and short sentences aloud
- begin spelling words from memory
- learn 50 common words and recognize them randomly
- interpret symbols that are familiar and taken from everyday life, e.g., washroom symbols, traffic signs, \$, #, @
- match pictures to the words or sentences that identify them
- arrange words alphabetically

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Use flash cards you made in class to review new words. If possible, ask a family member to help you for practice.	Work with a friend you trust to create a list of names and contact numbers you need. Copy the information in alphabetical order and put it where you will easily find it.	Ask a friend or relative to go for a walk with you. Read the street signs, store names, offices, and traffic signs. How many signs can you recognize and read aloud?

Suggestions for Portfolio Development

- alphabetical list of important names and phone numbers
- list of new vocabulary and meanings from reading with the practitioner
- a personal picture dictionary
- checklists of reading achievements

Reading Level 1

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Learning Outcome #3

Read and understand short passages and simple documents for practical purposes and enjoyment.

Learners can:

- recognize a variety of reading materials, e.g. local newspaper, short stories for adults or children, grocery store flyer, menu, speeding ticket, prescription
- understand the relationship between reading materials and the audience
- identify the main idea in short passages and talk about the meaning
- discuss the difference between reading for information and enjoyment

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Cut out an article from the local newspaper. Highlight familiar words. See how many new words you can sound out using word attack strategies.	Listen to a video from worksafesask . Explain the main idea to another person.	Go to a grocery store and pick up a flyer. Highlight the items you want to buy. Share the information with another person.

Suggestions for Portfolio Development

- collect a variety of reading materials from different contexts
- checklists showing mastery of reading skills
- get a library card and photocopy it to put in the portfolio
- keep a list of audio books and other materials borrowed from the library and returned over time
- collect familiar documents from daily life and identify the audience the documents are intended for under categories: Home Work Community

Reading Level 1

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Learning Outcome #4

Understand the basic parts of an oral or written story—character, plot, setting, and theme.

Learners can:

- apply pre-reading strategies, e.g. looking at pictures, words in bold type, title
- make predictions based on prior knowledge and experience
- highlight familiar words in a clear language text
- ask questions while reading to increase comprehension
- find and record the meanings of new words in a beginner's dictionary or an online dictionary with an audio recording for pronunciation
- understand the four basic parts of a story
- understand the relationship between the writer and the reader

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Listen and follow a story read out loud. Share what you recall from the story and copy new words from the story in a reading journal.	Read the symbols on toxic chemical containers. Explain the meaning and requirements for use and safe storage.	Read familiar words on a menu from a local restaurant. Decide what you would like to order and explain why.

Suggestions for Portfolio Development

- include a chart for pre-reading and post-reading provided by the practitioner, e.g. Know, Want to Know, Learned (KWL) chart
- sample of a completed web of the main idea and key words from a story
- a journal of new words created while reading texts
- copy of cloze exercise based on sentences from a short story or document

Reading Level 1

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Tips for Implementation:

- 1 A strategy for building a learner's confidence in reading aloud is to engage in partner reading.** The practitioner with one or two learners will read together for 15 – 20 minutes. When learners feel comfortable with each other, partner reading can be done in pairs with classmates. Tutors can take turns reading with learners.
- 2 Choose reading materials on subjects of interest to the learners.** There are several publishers for adults who are beginning readers.
- 3 Initially, the practitioner will introduce the main idea of a story and ask learners what they know about the topic.** Use a KWL chart to record key words of what learners already know.
- 4 Prior to reading the story, ask learners what information they want to know.** Read the story aloud and ask learners to follow along. While reading, pause to ask questions and get reader responses. This will increase comprehension or identify problems in understanding meanings of words in the text. Write key words in the Want to Know column so the learners see their ideas in print.
- 5 For post-reading, engage learners in discussion about the story and write key words to highlight what they learned.**
- 6 Have learners copy the words on their KWL chart.**
- 7 Read the story a second time for deeper meaning and memory retention.**
- 8 Create a cloze exercise using words from the story and KWL chart to build vocabulary.** The same words may be used for a spelling quiz or to look up in a beginner's dictionary and record in a new vocabulary journal.
- 9 Introduce authentic documents from the learners' community, e.g. a map with street signs, restaurant menus, class schedule showing days of the week and time for each lesson.** Create a story or exercise with a problem to solve.

Writing Level 1

Benchmark: *Demonstrate knowledge of basic writing skills for personal expression in daily life.*

Learning Outcome #1

Print and type letters, numbers, and common words.

Learners can:

- hold and use a pencil or pen comfortably
- print all letters of the alphabet in upper and lower cases, and all numbers in symbols and words, e.g., A, a, 7, seven
- apply spelling strategies to construct and decode words
- use online computer keyboard exercises to practice the alphabet
- listen to and write random letters from memory
- identify errors in common words
- use a computer keyboard and spell checker, e.g. correct 'adn' 'bil' 'talk'

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Find small words in larger words to say and write new words, eg. at, am, to, so	Practise the alphabet on a computer keyboard and increase speed over time.	Copy information from a grocery store bulletin board posting of a "for sale" item. Contact the seller and ask for more details about the item.

Suggestions for Portfolio Development

- checklist of writing activities the learner can do
- samples of the alphabet and vocabulary that show progress over time
- spelling quizzes of common words learned over time (5 words per quiz)
- journal of new words the learner can sound out or recall from memory
- sample of keyboard exercises typing the alphabet in lower and upper case
- sample of typing numbers
- sample of simple word corrections on worksheets or using computer spell checker

Writing Level 1

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Learning Outcome #2

Write short, simple and compound sentences.

Learners can:

- use familiar and new vocabulary to form simple sentences
- apply rules of capitalization and punctuation to begin and end sentences
- correct errors in spelling, capitalization, and punctuation
- identify a person, place, or thing as a subject and an action word as a verb
- memorize coordinate conjunctions to join simple sentences—for, and, nor, but, or, yet, so (FANBOYS)
- choose a familiar topic and select words from a list that relate to the topic
- write short sentences on the chosen topic using words from the list to expand ideas

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Write 5 short sentences on a topic of interest, e.g. I go to the library. The library is big. I like to go to the library.	Create a Word document to type 5 short sentences. Use the spell checker for any words underlined in red and make corrections.	List 10 – 15 words about your community. Create a word cloud using words from the list or topic, e.g. street names, stores, people, buildings using Wordle.com

Suggestions for Portfolio Development

- worksheets that show writing and spelling skills improving over time
- checklist of writing skills mastered
- evidence of progress using a computer for keyboarding and word practice
- a word cloud (Wordle) showing a creative way to list words on a topic or theme

Writing Level 1

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Learning Outcome #3

Write short questions and answers, using affirmative and negative forms of simple present tense verbs.

Learners can:

- show basic questioning skills in written and spoken forms
- use familiar and new vocabulary for a variety of writing tasks
- use negative form of present tense verbs, e.g. do not, am/is/are not,
- write and use personal pronouns
- write short questions to practice questioning skills with others
- role-play asking questions and responding, e.g. Do you have ... ? Yes, I have or No, I do not have
- share writing with others when appropriate

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Write an inventory of ingredients you have in your home. Create a meal plan for a day. Write a list of groceries you need to buy for that day.	Write questions to ask a potential employer or a co-worker about a workplace, e.g. hours of work, uniform, rate of pay, job duties.	Write a text note or text message to a friend to explain a change of plans, e.g. I am late for the game. See you soon.

Suggestions for Portfolio Development

- include a list of healthy food and images for a food literacy project
- a document showing Canada's food guide
- collect daily meal plans for 7 days
- brainstorm ideas for meal plans, using the food guide
- write 5 short questions about food

Writing Level 1

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Learning Outcome #4

Complete basic documents for a variety of purposes.

Learners can:

- complete a form that requires personal information, e.g., a warranty, registration for a library card, membership in a group, rental agreement, basic work preparation forms
- match names with a variety of symbols found at home, at work, and in the community, e.g. toxic chemicals, traffic signs, washrooms
- write or copy a set of simple instructions, such as a recipe or task at work
- write step-by-step directions to get from home to another local place

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Create a list of chemicals stored at home and check for symbols on the labels that warn of danger.	Complete a form that requires personal information, e.g. a form to take a course in CPR	Fill out a registration form to get a local library card or complete a medical form.

Suggestions for Portfolio Development

- copies of simple forms to show the ability to complete a document
- a personal phone list of important names, addresses, and phone numbers
- a collection of images or symbols labelled with key words or phrases
- a reflection sheet completed during a conference with the practitioner
- a flow chart or graphic organizer
- checklists of skills mastered

Writing Level 1

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Learning Outcome #5

Write short sentences on a topic of interest.

Learners can:

- choose a topic of personal interest and write five simple and/or compound sentences about the topic
- use a beginner's dictionary to check new words and record the words and meanings in a journal
- complete sentences starting with "I like" and "I do not like...."
- share information on the topic and invite questions from others

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Choose a topic of interest and collect words and information to share. Write main ideas in a journal.	Complete five short sentences saying what you like or do not like about a type of work.	Create a poster to advertise a fund-raising event at a school or community centre.

Suggestions for Portfolio Development

- include a journal of new vocabulary with dictionary meanings
- demonstrate understanding by putting new vocabulary in short sentences, e.g. writing a short letter
- include a poster to advertise an event
- write questions expected in an interview
- write a sample incident report about an injury

Writing Level 1

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Tips for Implementation:

- 1 **Instruct learners how to print all letters of the alphabet in upper and lower cases, and all numbers in symbols and words (e.g., A, c, seven):**
 - number symbols 1-100
 - number words from one to one hundred
- 2 **Instruct learners basic conventions of English and spelling strategies to construct words:**
 - use a beginner's dictionary to search for familiar words
 - identify and apply common spelling rules (e.g., words ending in "e" rule)
 - correct misspellings in frequently used words
 - develop a personal dictionary to remember the spelling and meaning of new words
 - use knowledge of word families and word patterns to develop spelling skills
- 3 **Instruct learners in pre-writing strategies to generate ideas by brainstorming or free writing.**
- 4 **Instruct learners how to check spelling or missing words by reading what is written aloud.** Provide practice sheets with missing words for learners to find and guess or add the missing word(s). Sometimes the eye skips over words or groups of words without noticing errors.
- 5 **Instruct and practise writing short, complete sentences, using a capital letter to begin a sentence and the appropriate punctuation mark to end the sentence.**

Observing & Reflecting

Level 2

Benchmark:
Observe and reflect critically.

Observing is an active process of watching with the intention to learn, to do, and to understand. Examples include a variety of situations, such as critiquing a YouTube video, watching a film or documentary to learn about special effects or identifying elements of a story, analyzing commercials, following step-by-step instructions to learn a workplace skill, or observing social behaviours and non-verbal cues from different cultures to gain understanding of social norms.

Learning Outcome #1

Observe a variety of stimuli and reflect on possible audience responses.

Learners can:

- describe an experience of observing with intention
- elaborate on the topic to show understanding
- identify the audience to whom the message is directed
- ask critical questions to expand on ideas
- express opinions and personal perceptions
- show openness to other points of view
- gain confidence in sharing observations with others

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Watch a movie with a group with the intention of discussing your responses. Note different opinions. Monitor ways that people may see the same thing but respond differently, based on values and beliefs or past experiences.	Observe two employees who are speaking respectfully with each other. Pay attention to the words, body language, and tone of voice that they use to show respect.	Observe an incident, such as a traffic violation, people talking on the street, at a local coffee shop, or waiting in line to make a purchase. What happened? How did you respond? Did your past experience have an impact on how you feel and think about the incident?

Observing & Reflecting Level 2

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Suggestions for Portfolio Development

- reflective note-taking of observations made while attending a political event, messages interpreted from observing posters in town
 - list of community cultural activities attended for education or enjoyment
 - a movie review completed after observing a film
 - a checklist of items observed to show critical thinking and engagement
 - a list of websites annotated and posted for a project, e.g. YouTube or other video websites on a specific topic for the purpose of learning a skill and sharing knowledge with others
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Tips for Implementation:

1 Discuss with learners how to ask critical questions about the message:

What are the biases in the message?

What is my own bias?

Whose interests are being served?

What are the values, beliefs and points of view being expressed?

Who will find this information useful?

Oral Communication

Level 2

Benchmark: *Listen to long messages actively and respond respectfully in a variety of contexts.*

Learning Outcome #1

Listen to a variety of texts to identify and record the main points.

Learners can:

- identify purposes for listening, e.g., to listen for feelings, main ideas, details, opinions and/or instructions
- listen to gain information or expand personal understanding
- listen for enjoyment, e.g., radio, electronic books, YouTube clips, storytelling, conversations among friends and family
- listen to and follow multi-step or sequential directions to complete a task
- list a variety of listening experiences that have been influential and reflect on key points that made the experiences memorable

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Listen to how a friend or family member tells a story. Would you tell the story in the same way or differently? What details helped you remember the story to repeat at a later time? How would you acknowledge where the story came from and why?	Attend a meeting about changes to the routine at your work. How did you respond to the speaker? What did you observe about the responses of others at the meeting? Reflect on the impact these changes will have on morale at work. Do you agree or disagree with the changes?	Attend a public meeting with speakers, such as candidates for an election, band council or school board. Decide which person you will vote for and why.

Suggestions for Portfolio Development

- send an email to the practitioner with your responses to a story or document
- add a comment to a class blog about your reflections
- write reflective response in a journal after listening to a speaker
- select instructional clips from a variety of online sources
- collect, select, and reflect on videos clips about workplace communication

Oral Communication Level 2

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Learning Outcome #2

Compare active and passive listening in situations at home, at work, and in the community.

Learners can:

- identify listening behaviours and reflect on feelings, responses, and insights
- listen actively and passively in order to learn new skills in social settings
- listen in order to respond constructively to different ideas or points of view
- gain confidence listening, asking for clarification, probing for more information
- role-play examples of active and passive listening
- understand and discuss when passive listening is acceptable or unacceptable, depending on a variety of situations and scenarios
- recognize body language and non-verbal cues of active and passive listening

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Listen to a child who wants to tell you about something that happened during the day. Ask questions and listen to responses.	Take part in a discussion at work or school. Respond constructively to the speakers by listing the key points you agree with and why or make suggestions for changes to a procedure, giving a practical example.	Get involved with an oral history project in your community. Volunteer to ask seniors about their favourite childhood memories. Ask to record the information.

Suggestions for Portfolio Development

- self-assessment checklist of listening behaviours
- notes on good ideas another person had during a discussion
- video file of responding with respect to another's point of view
- an audio recording of oral history
- examples of emotional intelligence in response to a speaker's message, such as documenting how to show empathy and interest (see Tips for Continuous Learning)

Oral Communication Level 2

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Learning Outcome #3

Demonstrate that listening is an active process of constructing meaning.

Learners can:

- distinguish fact from opinion in a speaker's message
- listen for key points in a presenter's speech and take notes
- practise emotional intelligence in daily interactions

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Listen to a friend or family member express a sad or happy experience. Give an appropriate response. How did you feel after the speaker finished sharing the experience? Did you share your response with the speaker?	Listen to someone talk about a problem at work. Use your emotional intelligence skills to hear any unsaid messages, tone of voice, body language. Note how you are feeling and how you respond. Was it an appropriate problem to share? Why or why not?	Listen to a speaker in a public setting. Jot down a few key points. Do you agree or disagree with the speaker's point of view? Write a summary of what you learned from the presentation.

Suggestions for Portfolio Development

- list of questions asked during a family discussion about setting a child's curfew
- compare key points in a television news story told on two different channels
- write a critical review of a commercial that attracted your attention on television
- post reflections on a blog or write in a listening log
- a short report of a work problem written for your supervisor or union representative

Oral Communication Level 2

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Learning Outcome #4

Listen with empathy to gain appreciation for different points of view and in order to improve daily interactions with others.

Learners can:

- minimize auditory and visual distractions before listening
- adjust body language to ensure that it is appropriate for the situation
- identify personal feelings, biases, or prejudices related to the topic under discussion
- consciously set aside personal feelings, bias, or prejudice while listening to another
- be silent and give the other person time to think as well as to talk
- pay attention to what is not being said (e.g., facial expressions, gestures, body language and other non-verbal cues)
- understand and apply empathic listening to someone sharing a problem

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Listen as an adult or child tells you about a problem. Ask questions to make sure you know what that person is saying.	Reflect on a work situation where you felt uncomfortable when someone was speaking, such as receiving criticism after making a mistake. Explain why you felt uncomfortable.	Listen to a speaker in a community setting. Pay attention to non-verbal messages. Did any gestures distract you from listening to the speaker?

Suggestions for Portfolio Development

- list of non-verbal behaviours that show a person feels uncomfortable
- audio file describing personal bias and/or prejudices and how to be inclusive
- collect documents online for information about empathic listening
- summary of a role-play to show how biases and prejudices affect listening
- summary of a role-play to show positive and negative criticism during a work preparation session

Oral Communication Level 2

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Learning Outcome #5

Gain confidence by speaking in formal and informal situations.

Learners can:

- discuss and identify purposes for speaking
- understand roles of receiver and sender of oral communications
- communicate respectfully and appropriately according to audience and purpose
- debate an issue from a different point of view than their personal views
- express facts to support an argument clearly and respectfully
- recognize facts from opinions
- be self-aware of volume, tone, pace, body language, and choice of words appropriate to audience and purpose

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Speak with another adult about a medical problem and tell him/her what you read about the condition on the Internet.	Speak to a potential employer in your community about your interest in his/her company. Let the person know you would like to fill in an application form.	Share a memory with someone about a time in your community when people were having a public debate. What was the issue? Did anything change as a result of the public debate?

Suggestions for Portfolio Development

- an information sheet on effective speaking techniques
- a summary of five videos and five newscasts watched in order to analyze qualities of effective speakers
- resources on debating and interview techniques
- checklist of speaking skills acquired over time
- video of a mock interview

Oral Communication Level 2

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Learning Outcome #6

Speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes.

Learners can:

- give positive comments on what others have said in a group discussion or conversation
- select the appropriate time to ask open questions to increase understanding, e.g., how? what? could? would?
- select the appropriate time to ask closed questions to increase understanding, e.g., is? are? do? did?
- contribute ideas, thoughts, or feelings that are on the topic during a conversation or discussion

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Practise asking open questions to gain more information on an issue.	Compliment someone in a group project who has made a positive contribution to the task.	Participate in a group discussion that involves the community in some way.

Suggestions for Portfolio Development

- brainstorm ideas for a field trip and record ideas
- write up a step-by-step plan for a field trip
- keep a reflective blog of discussions before, during, and after the field trip
- collect information, documents, and images that are relevant to the plan
- create a list of people to contact and things to do and see
- complete a timetable for departure, activities while away, and return
- a collage of artifacts collected on the field trip, e.g. prints of selfies and group photos
- audio or visual recording of highlights to share with others

Reading Level 2

Benchmark: Read fiction and non-fiction materials for a variety of purposes.

Learning Outcome #1

Read and analyze a variety of texts and understand their purpose and meaning.

Learners can:

- identify key words in a story or document that explain the overall meaning
- understand the organization of documents, e.g., functions of headings, indexes, tables of contents
- describe the purpose of various visual and text displays in documents, e.g., quotations, side bars, 3-D graphics, illustrations, graphs, appendices
- discuss facts, opinions, truth, and lies in a variety of texts, e.g. information in a fictional story, a non-fiction story or article, text messages, emails, a political story, a poem, a document from work, or a training manual
- read tweets of famous people and discuss the impact of gossip and rumors
- read an article of concern to the learner, such as cyber bullying and discuss ways that people respond, e.g. victim, bully, bystanders
- research information for a project, e.g. health and safety in the workplace, job search and applying for work, teamwork

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Follow the instructions when assembling a household item, e.g., bookcase, desk, crib.	Read about a topic of interest or concern that has an impact on a work environment, such as human rights. Think critically about what you need to feel comfortable and productive at work.	Select a topic of interest and visit a library. Look for a book or books on the subject and read for knowledge and enjoyment.

Suggestions for Portfolio Development

- develop a theme-based project on a topic selected by the learners
- collect documents on the topic to read, share with others, and summarize
- brainstorm ideas for developing a survey to gather data from the community
- generate questions that require both factual information and personal opinions
- include a graph to show the results of the survey
- invite a community leader or local expert to be a guest speaker
- prepare questions and take notes while the guest is speaking
- write a letter to thank the guest speaker

Reading Level 2

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Learning Outcome #2

Read fiction for enjoyment and demonstrate knowledge of the elements of story—character, plot, setting, and theme.

Learners can:

- read fictional short stories and at least one novel written for Level 2 readers
- gain exposure to a variety of fiction, e.g. science fiction, romance, adventure, humor, mystery, detective, horror, fantasy, crime, thriller
- discuss the plot, characters, setting, and theme in stories
- understand and discuss narration, description, dialogue
- identify tone, mood, atmosphere, and voice created by authors
- recognize descriptive language and basic figures of speech, e.g., simile, metaphor, personification

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Read a fictional story or a novel for enjoyment. Write a short book report to summarize the story for the practitioner.	Read sample case studies of workplace scenarios to increase your knowledge of health & safety in a workplace setting.	Visit a public or school library. Ask a librarian to suggest a book to read that is set in a community. Write a short summary for the practitioner. Describe the community in the story.

Suggestions for Portfolio Development

- a reading log of titles and authors and a brief summary of each story read for enjoyment (may use stories read in the half hour per day of silent reading)
- a plot summary to demonstrate knowledge of action, conflict, and ending
- write descriptions of three favorite characters and reasons for choosing them
- an audio tape or video clip of reading aloud (optional)
- a record of visits to a library in your community
- a reflective blog to share good stories, and demonstrate critical thinking

Reading Level 2

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Learning Outcome #3

Read non-fiction stories and authentic documents for information and discussion.

Learners can:

- identify main points in a variety of non-fictional texts
- understand and identify inferred meanings
- understand the difference between facts and opinions
- think critically about assumptions and biases that influence understanding and interpretation of a text
- collect information on a topic and select the most useful and relevant information
- understand the 5 W's + how in non-fiction reporting
- think critically about biases and inaccuracies in non-fiction texts
- cross-reference information to verify facts
- discuss and compare information on a topic in a small group

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Using a computer, read two different recipes for spaghetti with meat sauce. Decide which recipe to use. Explain your choice to a friend or family member.	Collect information about work that interests you. Then, find websites with information about the work. Which website did you like the best? Explain why?	Read an article in a magazine or local newspaper. Analyze the journalist's reporting of who, what, when, where, why, and how. Is the information true and accurate? Explain your reason to someone else who read the same article.

Suggestions for Portfolio Development

- select a topic and collect information on the topic (individual or group task)
- select the best information (information or group task)
- show evidence of sharing information and collaboration with others
- show evidence of the selection and decision-making process
- share your research and reading experiences with individuals or groups

Reading Level 2

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Learning Outcome #4

Search for and read hard copy and online documents to create a work preparation portfolio.

Learners can:

- review work goals discussed during the intake interview
- assess goals throughout the program to determine if they need to be updated
- increase self-awareness by reviewing learning styles, strengths, and interests
- discuss personality traits, values, beliefs, and skill sets
- collect and read relevant job postings from at least three sources
- search for and read sample application forms, cover letters, and resume formats
- read and understand information on soft skills that employers look for during an interview
- include a rubric and checklist to show the work preparation portfolio is complete

Note: Refer to Continuous Learning and Working with Others

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Discuss soft skills with family or friends and give examples. Ask for positive feedback on soft skills you demonstrate in your life.	Read job postings on a website, in a local newspaper, and/or community centre. Select one posting and identify the job requirements. What skills are needed to qualify for the job? What skills do you have for the position?	List places in your community where you can find job postings.

Suggestions for Portfolio Development

- a list of employers of interest to the learner, with contact information
- copies of job postings collected from a variety of sources
- selection of one job posting to prepare an application
- copies of templates for cover letters and résumés
- drafts and final copy of a job application
- drafts and final copies of a cover letter and a résumé
- information on soft skills and personal qualities employers look for
- a video clip of a mock interview
- documents that show evidence of researching an employer
- a completed checklist of requirements for the work preparation portfolio
- an assessment rubric completed by the practitioner or external evaluator

Reading Level 2

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Tips for Implementation:

- 1** Read information or a short story to learners and ask them to summarize the main points.
- 2** Select stories of interest to the learners.
- 3** Invite learners to choose books from a class or public library for silent reading.
- 4** Provide 30 minutes a day for silent reading. Learners may choose a story or book.
- 5** Choose some multicultural stories, myths, fables, and legends.
- 6** Assign reading partners to improve confidence and fluency in reading aloud.
- 7** Model reading strategies for fluency, pronunciation, and comprehension.
- 8** Model using a dictionary, thesaurus, and online sources for increasing vocabulary and checking pronunciation of unfamiliar words.

Writing Level 2

Benchmark: Write a variety of paragraphs to develop expressive language and work-related writing skills.

Learning Outcome #1

Know and apply the foundations of writing to improve writing fluency for a variety of purposes.

Learners can:

- understand and use common spelling rules and conventions of English
- build vocabulary with increasing complexity, e.g. add prefixes/suffixes
- keep a journal of unfamiliar words and meanings and use words in context
- use hard copy and online dictionaries and a thesaurus
- demonstrate an understanding of audience when writing for different purposes
- use variety in sentence structure, e.g. simple, compound, complex (by end of Level 2)
- organize sentences in logical order to create coherent paragraphs
- learn to self-correct and identify writing that needs revision versus final copies
- complete short writing exercises for a variety of purposes
- acquire basic computer skills to apply knowledge of writing online, e.g. social media, reflective blog, email, Word documents, and grammar and spell checker
- apply common formats for written documents, e.g., margins, spacing, indentation on hand-written and computer-generated documents
- understand how to change text to **bold**, *italics*, underline, font face and size
- use assistive technology, if required, to overcome personal challenges with writing, e.g., fine motor skills, learning and/or physical disability

Examples of applying this learning outcome outside the learning environment:

H O M E	W O R K	C O M M U N I T Y
Play a word game like Scrabble or do a crossword puzzle with someone at home.	Type a short note or memo that shows your ability to apply bold, italics, and underlining in a text.	Post a buy or sell item on kijiji or write a short advertisement to post on a bulletin board in your community. Do not give your address or personal information.

Suggestions for Portfolio Development

- samples of writing for a variety of purposes
- a journal of new vocabulary showing use of Internet search engines
- samples of print and cursive writing
- sample of typing speed and accuracy results
- spelling lists, quizzes, and word puzzles
- checklist of writing skills mastered over time

Writing Level 2

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Learning Outcome #2

Demonstrate knowledge of the writing process and write effective paragraphs to share with others.

Learners can:

- write varied sentence structures, using vocabulary effectively
- use appropriate verb tenses for common regular and irregular verbs
- use coordinate and subordinate conjunctions correctly
- identify and correct fragments and run-on sentences
- discuss and identify the different purposes for writing
- identify the appropriate formats, tone, language, and style for different audiences and purposes for writing
- choose topics to write for specific audiences and purposes
- use pre-writing techniques and organize paragraphs to convey a central idea
- develop an introduction, body, and conclusion, e.g. use the hamburger image
- select new vocabulary and use correctly
- write several paragraphs about the same topic and place in logical order
- use prepositions, adjectives, and adverbs correctly
- use present, past, and future verb tenses in writing

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Go for a walk. Then write in a journal the things that you saw, smelled, tasted, touched, and heard. Demonstrate sensory awareness to enrich descriptive writing.	Write a short email and attach a piece of writing on a work-related topic, e.g. step-by-step instructions to complete a task. Send it to your practitioner.	Write about your community, e.g. the history of a special building, a tourist brochure, a film review, an article about an event, a letter to the editor on a community issue.

Suggestions for Portfolio Development

- copies of regular and irregular verbs in present, past, and future tenses
- photocopies or originals of pre-writing and drafts
- copies of final drafts selected as best writing for feedback
- a rubric for a well-written paragraph
- learner-selected excerpts from reflective blog or response journal, e.g. personal insights, frustrations, peer feedback, conferences with the practitioner, pride in achievements
- checklists of writing skills

Writing Level 2

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Learning Outcome #3

Complete complex forms and create documents for creative and practical purposes.

Learners can:

- analyze data from a survey, table, graph, or chart and transfer information into summary paragraph (integrate with numeracy)
- complete work-related forms, e.g. a self-evaluation, occupational health and safety documents, or logs of completed duties
- create a Word document and write a expository paragraph on a topic of interest
- analyze a combination graph or pie chart to compare information
- draw a diagram with written instructions
- write regularly in a reflective journal or blog
- represent learning in various forms as a means of expressing the creative writing process, e.g., cartoons, a poem, a role-play, a poster, a descriptive story

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Write multi-step directions about something you are very familiar with, e.g., beading a bookmark, knitting an afghan, building birdhouses, changing a tire. Share this writing with others in your home as you teach them these skills.	Select an application form from a business in your community. Complete the form and check for errors. Submit the form to the practitioner for feedback.	Read a learner's driving manual and write notes to study for a learner's licence. Ask someone to quiz you for the written test. e.g. Driver's Handbook

Suggestions for Portfolio Development

- plan for a personal or work-related project
- collection of written materials across content areas, e.g. business forms for a trade, starting a home business, health & safety in the workplace
- a learner-created survey or questionnaire, data collection, and short report
- a video demonstration of a skill mastered step-by-step
- a selection of best work for evaluation of the project
- a checklist of skills mastered across content areas

Writing Level 2

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Learning Outcome #4

Demonstrate writing skills in different formats for varied purposes.

Learners can:

- apply the writing process to write a report, e.g., a film review, a book report, a follow-up report after a minor accident, a work-related report
- identify a writer's biases, opinions, facts in oral and written texts
- write about characters, plots, themes, and settings from oral and written texts
- write a narrative of an event in time-order sequence
- select descriptive language and common figures of speech, e.g., simile, metaphor, personification, for inclusion in descriptive writing
- use adjectives, adverbs, comparative, superlative, and sensory language
- debate a social issue to demonstrate different points of view, facts, and opinions that influence individuals and groups in society
- write a summary of information learned from a debate
- write a persuasive paragraph to influence a particular audience
- review a comedian on television or a YouTube video

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Listen to a television show or watch a film. Write a review for others to read. Include facts, opinions, likes, and dislikes with the intention of influencing the reader in some way.	Listen to a customer's complaint and take notes. From the notes, write a short report or email for the supervisor to contact the customer the next day.	Write a response to the editor of an online article in a local or national newspaper. Include the date the article was published, the title, name of the reporter, and page(s). Be clear about your reason for writing.

Suggestions for Portfolio Development

- collection of paragraph writing, e.g. narrative, descriptive, persuasive, and expository writing
- rubrics or other assessment tools provided by the practitioner
- digital video of a local landmark and a short report written for tourists to learn about the significance and history
- a reflective blog on skills and strategies learned from writing assignments
- an article about an event for publication in a community newsletter
- contributions submitted to an in-class electronic newsletter on Evernote (or alternate platform)
- checklist of writing skills achieved over time

Writing Level 2

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Tips for Implementation:

- 1 Use the writing process to plan, write, revise, and produce a final copy.**
 - brainstorm ideas using a web or alternate pre-writing organizer
 - write a first draft without worrying about correct spelling, punctuation, and grammar
 - review, rethink, and rewrite ideas to clarify meaning and to organize writing more appropriately in a second draft
 - get feedback and edit the second draft for spelling, capitalization, punctuation, and grammar
 - read aloud to spot missing words and punctuation
 - write a final draft
- 2 Compare the final draft to your previous copies. What changes did you make? Why did you make these changes?**
- 3 Create a Word document to copy the final draft (optional, depending on availability of appropriate computer software).**
 - compose and revise paragraphs using a word processing program
 - apply the spell checker, grammar check, and thesaurus features in a word processing program
- 4 Share writing with others according to your comfort level and as appropriate.**
- 5 Respond to others' questions and comments about your writing.**
- 6 Provide assistive technology and/or one-on-one support for learners with special needs, e.g. dyslexia, to overcome personal challenges with writing, e.g., fine motor skills, learning and/or physical disability**

Observing & Reflecting Level 1

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Describe different visual formats (e.g., billboards, posters, safety symbols, road signs, brochures).				
Identify the message (what is being communicated) by various visual formats.				
Identify the audience to whom a message is directed.				
Apply what is already known to help in observing and understanding.				
Participate in observation, including asking questions or following instructions.				
Observe without speaking or asking questions, when appropriate.				
Describe what is communicated by body language, gesture and voice tone, volume and pace.				
Learn how to do something by carefully observing someone else doing it.				

Oral Communication Level 1

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Listening Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Identify and set a purpose for listening.				
Listen for the main idea and overall message.				
Understand and follow simple daily instructions and commands from another person.				
Listen for feelings and tone.				
Listen for personal enjoyment (e.g., radio, storytelling).				
Select what is already known from past experience and other sources, to help in understanding a message.				
Reflect on a message and restate the main idea to check understanding of the message.				
Ask follow-up questions to ensure understanding of the message.				
Ask a question at the appropriate time.				
Respond to questions appropriately.				
Use body language to show interest when listening (e.g., appropriate eye contact, nod head, lean forward in chair).				
Describe the appropriate distance that cultures determine for normal conversation.				
Ask for quiet when there are auditory or visual distractions that prevent the ability to listen.				
Be aware of dialect and accent variations, and know what to do in order to ensure understanding of what the person is saying.				
Be aware of feelings that may arise and make it difficult to listen (e.g., worry, anger, fear, grief).				

Oral Communication Level 1

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Speaking Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Recognize when to allow others to speak.				
Wait for one's turn to speak in conversations or group discussions.				
Respond to non-verbal cues such as facial expressions, gestures and pauses.				
Ask for more information when needed.				
Restate the main idea to check understanding of what was said.				
Express feelings in familiar settings.				
Introduce two or more people in a small group.				
Give information in a logical order.				
Share information and ideas on a familiar topic.				
Express personal thoughts, ideas, opinions, and feelings in clear language.				
Apply listening and speaking skills on Skype or similar technology.				

Reading Level 1

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Identify and say the letters of the alphabet at random.				
Say the sounds of the letters.				
Explain the difference between upper and lower case letters.				
Explain the difference between vowels and consonants.				
Understand that reading goes from left to right/top to bottom.				
Describe the difference between a letter and a word.				
Explain the difference between a sentence and a paragraph.				
Guess how to say new words.				
Sound out unknown words.				
Guess the meaning of words in context.				
Put words in alphabetical order.				
Divide words into syllables.				
Use a beginner's dictionary (online or hard copy).				
Define and give an example of a root word.				
Define and give examples of prefixes and suffixes.				
Find information in what is read.				
Understand what is read.				
Find key information in a document, such as a grocery flyer or job posting (online or hard copy).				
Read days/months on calendars.				
Read local street signs.				
Use a local telephone book or directory to find names and phone numbers.				
Read food items on menus.				
Read bus schedules and other authentic documents. (Online or hard copy materials)				

Writing Level 1

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Hold and use a pencil or pen comfortably.				
Print all letters of the alphabet in upper and lower cases.				
Copy new words accurately.				
Learn new words to spell from memory.				
Write and say new words by decoding and grouping sounds.				
Write simple sentences using a capital, subject, predicate, and punctuation.				
Use articles a, an, and the.				
Write short sentences to ask a question and use punctuation.				
Create a set of basic directions, e.g. steps in a recipe.				
Write numbers in words from one to one hundred.				
Complete a simple form (e.g. application for a library card).				
Write a list of important names and telephone numbers.				
Write a shopping list using a grocery store flyer.				
Write a message, note, invitation, or postcard.				
Identify and write key words from a story.				
Understand that writing is a process.				
Use the computer keyboard to type letters, numbers, and words.				
Use the computer to search for spelling practice websites.				
Use a beginner's dictionary online or in hard copy.				
Identify symbols and write the meaning, e.g. traffic signs, toxic chemicals, computer icons/apps				

Observing & Reflecting Level 2

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Understand the main message of a visual text.				
Ask critical questions about the message.				
Watch a commercial and describe the visual appeal.				
Form an opinion about what is observed.				
Observe a variety of colours and discuss what they symbolize in different cultures and contexts.				
Observe a variety of communication skills in a workplace. Identify positive or negative communication.				
Reflect on the meanings and messages of visual images.				
Ask critical questions about a news report on television.				
Watch a commercial and reflect on the visual appeal.				
Form an opinion about the tone of a verbal exchange after observing it from a distance and support your opinion with facts.				
Observe a variety of colours and discuss what they symbolize in different cultures and contexts.				
Observe and analyze materials with a sub-text.				
Observe a musician talking about a song or piece of music. Share your observations with others.				

Oral Communication Level 2

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Listening Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Understand and follow multistep or sequential instructions.				
Listen in order to comment positively on another's ideas.				
Listen in order to respond constructively to different ideas or points of view.				
Listen in order to expand personal understanding.				
Ask questions at the appropriate time in order to increase understanding.				
Distinguish fact from opinion in a speaker's message.				
Listen for key points in a presentation.				
Listen in order to compare and contrast ideas with personal knowledge and experience.				
Minimize auditory and visual distractions before listening.				
Adjust body language appropriately to the specific audience.				
Identify personal feelings, bias, or prejudice related to the topic being discussed.				
Mentally set aside personal feelings, bias, or prejudice while listening to another.				
Be silent and give someone else time to think and talk.				
Pay attention to what is not being said (e.g., facial expressions, gestures, body language, other nonverbal clues).				
Listen to another's problem and respond appropriately.				

Oral Communication Level 2

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Speaking Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Respectfully express opinions and reflect on different points of view.				
Express thoughts, opinions and ideas from various sources (e.g., other people, newspapers, radio, television).				
Ask a question for clarification or additional information when it is appropriate.				
Give positive comments on what others have said.				
Express negative comments or a different opinion in a respectful way.				
Contribute thoughts, ideas, or feelings during a discussion.				
Describe some cultural differences in terms of body language, eye contact, and gesture.				
Show understanding of when to use formal and informal language when speaking in different contexts.				
Use clear pronunciation, appropriate pace, tone, and volume when speaking in order to be understood.				
Give multi-step or sequential directions of instructions.				
Develop confidence in oral communications and reflect on progress.				

Reading Level 2

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Find key words in stories, news articles or documents.				
Practise pre-reading strategies.				
Skim a document for general information and ideas.				
Compare two pieces of information from reading different articles on the same subject.				
Read and analyze short stories and study a novel.				
Read a workplace document, such as a safety policy.				
Use an intermediate dictionary.				
Use a thesaurus to increase reading comprehension.				
Identify and describe the plot, theme, setting, and characters in a short story.				
Describe the difference between non-fiction and fiction.				
Express own ideas and opinions and assess other points of view.				
Read a variety of online materials and synthesize information.				
Read short news stories or magazine articles for meaning.				
Read and follow directions on a variety of documents.				
Research a topic of interest and organize information in logical order.				
Read maps to plan for family or work-related travel.				
Listen to audio books and oral stories to hear written language and develop sensory awareness.				
Read aloud to others.				
Read online emails, news articles, job postings, and other topics.				

Writing Level 2

These checklists are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Use an intermediate dictionary, online or hard copy, to find definitions and confirm spelling.				
Use a beginners thesaurus, online or hard copy, to find synonyms and antonyms for familiar words.				
Apply prefixes and suffixes to root words to build vocabulary.				
Self-correct spelling, grammar, and punctuation errors.				
Write well-written paragraphs on a variety of topics.				
Use adjectives and adverbs to develop descriptive paragraphs.				
Use coordinate and subordinate conjunctions for sentence variety.				
Identify basic parts of speech.				
Use a variety of verb tenses: simple, past, future, perfect, and conditional.				
Write poetry or lyrics for a song and identify basic figures of speech.				
Use pre-writing strategies to develop the writing process.				
Write narrative, descriptive, persuasive, and expository paragraphs.				
Correct fragments and run-on sentences.				
Write about an event in time order sequence.				
Interpret data from a survey, graph, or chart to write a summary of the information.				
Complete forms, e.g., new patient form, driver training application, work order forms.				





Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Search online for a variety of writing samples and analyze the writer's audience and purpose.				
Develop note-taking skills while listening to the instructor or guest speakers.				
Keep a reflective blog on a specific topic for a portfolio				
Write emails and send to other learners and/or the instructor.				
Select a job posting online or in a newspaper and complete an application form.				
Write a basic cover letter and resume for work preparation.				
Write interview questions that an employer might ask. Then, write the responses.				
Create basic Word documents.				
Use the grammar check, spell check, and thesaurus in a word processing computer program.				
Develop a portfolio for personal interest and/or work preparation.				
Research and write notes about the company, e.g. their values, hours of operation, shifts, safety and human rights records, benefits, educational options, wages. (Advanced Level 2)				
Write a book report on a book read for enjoyment and present the report to others. (Advanced Level 2)				

English Phonics Charts

Teach phonics when a learner is struggling to recognize or pronounce a sound or letter. Do not teach letters and sounds that the learner already knows.

Phonics strategies work best with learners who learn well by listening. However, other learners may also find these approaches useful.

Teach phonics in combination with other learning strategies such as sight words and word patterns. No learner can learn through phonics alone.

The two charts in this section are not meant to be followed step by step. They are a general guide for introducing phonics to a learner. Some sounds and letters will not need to be taught, and the practitioner may wish to skip some of the steps outlined in order to accommodate a learner's needs.

These charts are intended for reference only; they are not meant to be given to learners to memorize.

The following order for introducing new sounds is generally accepted:

STEPS :	EXAMPLES :
Start with consonant sounds .	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Start by teaching consonants that come at the beginning of the word .	bat, ten, lip, got, sun
Next, teach consonants that come at the end of the word .	at, end, if, on, up
Then work on short vowel sounds .	"a" as in apple "e" as in elbow "i" as in in "o" as in ox "u" as in up
Long vowel sounds are generally taught next.	"a" as in ate "e" as in email "i" as in idea "o" as in open "u" as in use

STEPS :	EXAMPLES :
Consonant blends are two consonants that blend together, but keep some of their original sounds.	Beginning blends: bl, cl, fl, gl, pl, sl br, cr, dr, fr, gr, pr, tr sc, sk, sm, sn, sp, st, sw sch, scr, spl, spr, sq, str dw, tw End blends: ll, lm, ld, lp nd, ng, mn, nt rt, st, ft, lt ss, mp
Consonant digraphs are taught at a later stage. They are a pair of letters that form a new sound, unlike either of the original sounds the letters made.	ch, gh, ph, sh, shr, thr, sch, th, wh, ck th can have two sounds: the, thin gh has three sounds: - hard "g" sound as in ghost - "f" sound as in tough, and - silent "g" as in brought
Vowel digraphs are also taught later. They are two vowels that take on the sound of the first vowel.	"ai" as in main "ea" as in beat "oa" as in boat
Diphthongs are two vowels wherein the first rolls into the second vowel sound.	"oi" as in boil "oy" as in boy "au" as in caught
Vowels preceded by an r, l or w. The vowels have a slightly different sound because they are followed by these consonants.	far, stir, cold, belt, saw, sew

The following chart explains the sound/letter with consonants. Consonants are the most consistent sounds in English, which is why they are usually taught first. Vowel sounds are the least consistent because there are so many different spellings for each vowel sound.

B	usually a consistent sound (bat, bell) can be silent in words such as comb, subtle, thumb
C	can have a hard "k" sound when followed by an "o" or an "a" (cat) can also be a soft "s" sound when followed by an "e", "i", or "y" (face, circle, fancy)
D	a consistent sound (dog, dirt)
F	a consistent sound (fun, fabric)
G	can have a hard sound (go, get) can have a soft "j" sound when followed by an "e", "i", or "y" (edge, Regina, gym) there are exceptions to this rule (girl) can be silent when followed by an "n" (sign)

H	can be a consistent sound (home, hockey) can be silent (honest)
J	a consistent sound (January, junk, Jennifer)
K	a consistent sound (kite) can be silent when paired with an "n" (knife)
L	a consistent sound (look, lucky, lake) often blends with other consonants (blend, clear, sleep) can also be silent (half, talk) can make a long vowel sound when it follows "o" (cold, bolt)
M	a consistent sound (moon, mind)
N	a consistent sound (nine, nose) can also be silent (autumn, hymn)
P	a consistent sound (puppy, pen) can be silent (psalm, receipt)
Q	is almost always paired with a "u" (queen) may sound like a "k" when the "u" is silent (liquor)
R	a consistent sound (run, rack) often forms blends with other letters (tree, break, proud) changes the vowel sound when it follows a vowel (far, stir)
S	a consistent sound (snake, sand) can also sound like a "z" at the end of a word (wears, cars, dogs) can be silent (island)
T	a consistent sound (ten, travel) can be silent (depot, castle) can sound like "sh" in other letter combinations (-tion, -tious)
V	a consistent sound (vitamin, vine)
W	a consistent sound (woman, worn, watermelon) can be silent (sword, who) almost always silent when paired as "wr" (write, wrong)
X	makes a "ks" sound at the end or in the middle of a word (tax, exit) makes a "z" sound at the beginning of a word (xylophone, Xerox)
Y	is usually a consonant at the beginning of a word (yellow, yo-yo) may sound like a long "e" at the end of a multi-syllabic word (baby, daisy)
Z	A consistent sound (zoo, zebra)

Adapted from *The Circle of Learning* Saskatchewan Adult Literacy Benchmarks Levels 1 and 2. (October, 2006).
Saskatoon, SK: Author, pp. 184-186.

The Common Conventions of English

The following list includes common conventions of English that learners may need to understand and use in Levels 1 and 2.

The list is not meant to be exhaustive, but rather to give a general indication of what may be required at each level of proficiency.

This chart is intended for reference only.

	Introduce at Level 1 if needed	Introduce at Level 2 if needed
SPELLING PATTERNS:		
To form the plural of most nouns, simply add "s". (e.g., stone becomes stones, dog becomes dogs, valley becomes valleys)	X	
The "ie/ei" rule: Put "i" before "e," except after "c," or when it sounds like "ay" in neighbour or weigh. (e.g., believe, relief, tie, receive, conceit, eight, freight)	X	
The "silent e" rule: If a word ends with a silent "e," drop the "e" when adding an ending that starts with a vowel. (e.g., hope becomes hoping, create becomes creation)	X	
The "final y" rules: If a word ends with a "y," change the "y" to "i" when preceded by a consonant and add es or ed (e.g., baby/babies) or when adding a suffix, (e.g. happy/happiness). Some verbs ending in "y" do not drop the "y" before adding "ing", (e.g., study/studying and pray/praying)	X	
"Doubling the final consonant" rule: If a word has one syllable, ends with a consonant preceded by a vowel and the ending starts with a vowel, double the final consonant. (e.g., hop becomes hopped, plan becomes planning, hot becomes hotter)	X	

	Introduce at Level 1 if needed	Introduce at Level 2 if needed
APOSTROPHE:		
Contractions (e.g., don't for do not)	X	
Plural forms of letters, certain words, and symbols (e.g., two e's in there, three months' wages, 6's and 7's, #'s of people)		X
The possessive singular and plural forms of nouns, (e.g., girl's dress, girls' dresses) and irregular nouns, (e.g., a child's bicycle, the children's bicycles)		X
CAPITAL LETTERS:		
Days, months, and time periods (e.g., Monday, June, the Stone Age)	X	
Proper names, titles, holidays, and religious terms (e.g., Mary, Executive Director, Canada Day, God, Allah)	X	
Geographical terms, nationalities and ethnicities, and languages (e.g., Emma Lake, Canadian, Irish)		X
Titles and subjects (e.g., Dr., Sir, English, History)		X
SENTENCE IMPROVEMENT:		
Subjects and predicates	X	
Sentences with more than one subject and predicate.		X
Prepositional phrases		X
Imperative, Declarative, Exclamatory, and Interrogative sentence types	X	
The simple sentence	X	
The compound sentence	X	
The complex sentence		X
The compound-complex sentence		X
Correcting run-on sentences		X
Eliminating sentence fragments		X
Misplaced and dangling modifiers		X
Correcting shifts in verb tense		X
Correcting faulty parallel structure		X

	Introduce at Level 1 if needed	Introduce at Level 2 if needed
SENTENCE AGREEMENT:		
Subject-predicate agreement		X
Pronoun-antecedent agreement		X
Pronoun as vague reference		X
PUNCTUATION:		
Period for completion at the end of a sentence	X	
Period for abbreviation (e.g., Mrs. for Misses)		X
Question mark (?)	X	
Exclamation mark (!)	X	
Comma in a series (e.g., I ate an apple, banana, sandwich, and cake.)		X
Comma within dates, addresses and geographical locations (e.g., June 3, 2004, 200 – 46 Studer St., La Ronge, SK)		X
Comma with introductory words, phrases, or clauses (e.g., Clearly, I made the mistake. In such a situation, the smartest thing to do is run.)		X
Comma with co-ordinating conjunction		X
Comma with parenthetical expressions and appositives		X
Quotation marks to show special words or phrases		X
Quotation marks for titles of articles, stories, and poems		X
Colon		X
Semi-colon		X

	Introduce at Level 1 if needed	Introduce at Level 2 if needed
PARTS OF SPEECH:		
Nouns as persons, places, or things (e.g., boy, school, ball)	X	
Nouns as ideas or qualities (e.g., religion, beauty)		X
Personal pronouns (e.g., I, you, we, they, he)	X	
Demonstrative pronouns (e.g., that, this, these, those)		X
Possessive pronouns (e.g., mine, his, yours, hers, etc.)		X
Indefinite pronouns (e.g., all, somebody, another, any, each, few, many)		X
Relative pronouns (e.g., who, whom, which, what)		X
Active verbs (e.g., run, sit, stop)	X	
Passive verbs (e.g., be, have)		X
Auxiliary verbs (e.g., be, have, do)	X	
Modal verbs (e.g., can, could, may, might, must, shall, should, will, would)		X
Simple present and past tenses	X	
Future and perfect verb tenses		X
Adjectives		X
Adverbs		X
Prepositions		X
Coordinate Conjunctions	X	
Subordinate Conjunctions		X
Interjections		X

COMPUTERS & DIGITAL TECHNOLOGY

Introduction

Terms and definitions related to computers and digital technology are constantly changing. The term “digital literacy” combines basic literacy skills with computers and digital technology. In a slide presentation, Donna-Lee Wood (2014) compares digital literacy with digital fluency. A person who is digitally literate “has acquired basic abilities that allow for the full use of technologies” [whereas] digital fluency means [t]hey are able to know when and why to use different forms of technology” ([Digital Literacy/Fluency](#)).

In order to keep pace with social and economic change, adult literacy learners need to gain digital fluency. Use of technology across content areas is recommended.



The Programme for International Assessment of Adult Competencies (PIAAC) conducted a survey that measured literacy, numeracy, and problem-solving in technology-rich environments. Results of the survey show that individuals need to be able to use computers for work and daily life. Gurria (2013) reports,

Problem solving in technology-rich environments is defined as the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks. The assessment focuses on the abilities to solve problems for personal, work and civic purposes by setting up appropriate goals and plans, and accessing and making use of information through computers and computer networks. (4) ([Initial Report on PIAAC 2013](#))

Developing computer use and digital technology skills requires continuous learning and decision-making. Access to new high-speed Internet connections for hardware, e.g. cell phones, laptops, tablets, and software, e.g. Word, PowerPoint, Excel, is becoming more readily available in communities in Saskatchewan. Where learners have limited access to high-speed connections and computer use, practitioners will need to work closely with local institutions and organizations so that the learners have opportunities to acquire skills in technology-rich environments.

Workplaces often utilize specific hardware and software for efficiency and consistency. Workers may be required to learn how to use these new technologies, sometimes on the job with relatively little training. If adult literacy learners have basic computer skills, they are more likely to ask for technical support in new situations and feel confident in their ability to keep pace with technological change.

Technology simplifies tasks by helping to complete them quickly. However, learners require higher order thinking skills to use technology competently and ethically.

Learning outcomes for computer use and digital technology include the following:

- discuss and reflect on ways technology is used at home, at work, and in the community
- use computers and other digital technology to locate, process, and manage information
- increase knowledge and skills through instruction, practice, and interaction with others
- observe and discuss visual materials, using a variety of tools and technology
- apply computer and digital technology skills in practical, real life contexts
- think critically and analyze information for accuracy and usefulness
- use numerical skills in a variety of contexts and for a variety of purposes
- identify and solve problems
- form opinions and make decisions based on critical reflection
- create and apply new ideas and concepts, using digital technology
- demonstrate good communication skills and the ability to cooperate with others
- complete a variety of forms for work preparation and practical purposes
- develop awareness of social responsibility and digital citizenship
- understand and apply safe practices using the Internet and social media
- monitor learning progress, using assessment tools and checklists

Of concern is online security and privacy. Social media, e.g. Facebook is a case in point. While social media does connect people quickly and easily over large distances, there is an added responsibility to instruct learners about privacy issues and respectful interactions.

Many people are proficient at using technological hardware, software and the Internet, and they have sufficient knowledge to upgrade their technological skills as needed.

However, being proficient at using technology is not the same as reflecting critically about the influence technology has and how to use it responsibly as digital citizens ([MediaSmarts](#)).

This section does not include examples and suggestions for portfolios. It is suggested that practitioners choose current materials and resources to provide instruction. Ideas for integrating the use of computers and digital technology have been included in the other content areas.

Defining some terms:

Below is a list of definitions about digital technology and examples that help describe each term. Because new kinds of digital technologies are increasingly available to consumers, these examples should not be considered as comprehensive at any given point in time. These examples were last updated in 2014.

Hardware

The physical objects which contain digital technology. Some examples are:

- Computers
- Parking meters
- Televisions
- Satellite radios
- Automated bank teller machines
- Self-checkout machines at the grocery store

Portable digital devices

Small physical objects which contain digital technology. Some examples are:

- tablets
- e-readers
- smart phones

Electronic media

The physical objects we use to store text or media (video or audio files). Some examples are:

- USB Flash Drives
(Also called thumb drives or memory sticks)
 - DVDs & CDs
 - External hard drives
- (Adapted from Alberta Education, 2012 , p. 49).

Software

The programs you use to make things happen when you're using the hardware. Software also makes programs run on websites.

For example, a PC computer user creates documents with Microsoft Office Word. When versions of Word are updated, they may create incompatibility issues with earlier versions. Another type of software runs the automated bank teller machine when you go to withdraw money. Software on the Internet means we can move from website to website and navigate inside a website and store information using Cloud. [Alberta Education](#)

Some examples of software are:

- Word
- Excel
- Skype
- Adobe Photoshop
- iTunes
- Windows Media Player
- PowerPoint
- Google Hangouts
- Video games

Social media

Software we use on the Internet to connect with our friends, family, and others. Social media includes instant-messaging, photo sharing, texting and social networking. Some examples of social media are:

- Twitter
 - Facebook
 - Yelp
 - Instagram
 - YouTube
 - LinkedIn
 - Blogs (web logs)
 - Pinterest
 - Google+
- [Alberta Education and Social Media Index](#)

Staying safe online:¹

Safety must be a priority whenever people use the Internet, especially when communicating with emails and social media. Inexperienced technology users often share personal information with strangers. Like any community, the Internet exposes people to being hurt by family, friends, and strangers. Remind learners to be cautious when sharing personal information.

Remember: What goes online, stays online.

Usually only trained or experienced technology users know how to delete things that are put online. For the rest of us, whatever we put up on a website, put in an online form, or send by email or social media, it can be retrieved, copied, edited, or forwarded to anyone in the world.

1. This section adapted from various websites. See the references at the end of this section for more information.

Tips for staying safe online:

1 Do not answer any online requests for information unless the sender is known.

- Never give out your name, gender, email address, credit card numbers, phone number, address, birth date, social insurance number, pictures or any other personal information online. This can result in identity theft.
- Never respond to an email unless you know who sent it.
- Do not participate in online surveys, quizzes or contests or click on pop-up ads on websites. Some may be a scam and download a virus on your computer. Others may sell your personal contact information to an advertising company who will send you annoying emails promoting their products or service.
- Maintain password security to block potential hackers.

2 Be careful what words or images you put online.

- Don't write anything, or post images that you would be too embarrassed to show to your children, parents, other family members, boss, or best friend.
- It is very easy for others to copy, save, or send anything you have written or said.
- Even when you delete things you have put online, it is possible for someone to find the deleted file.



3

Be careful using information others have sent you.

- Do not open email attachments or accept photos or files from others unless you know the person who sent them.
- Do not click on a link on a website unless you know the website is accurate and has a good reputation.


4

Create effective passwords and change them often.

- Don't use personal information, such as your pet's name or your birth date, to create passwords. Too many others will be able to figure out your password, including strangers trying to steal your identity.
- Create passwords using words and numbers that can't be directly connected to you. For example, "sock890" is a random word and number.
- Change your passwords often – at least every 6 months.
- Create a new password for every service you sign up for. For example, you should have a different password for your online banking account, Facebook page, email account, etc.
- Do not give your passwords to others. You must remember them yourself.

5

When online shopping, only give your credit card number to websites that are secure.

- Websites that have safe financial security software have a symbol of a lock (see below) to the left or right of the website address at the top of the browser screen.
- 
- The website address starts with https:// - note the "s" – that's the sign of a secure website.

6

Use the highest privacy settings on your social networking page.

- Anyone can take a screen capture or copy any words, images or videos you have on your social networking page.
- Make sure you have set your privacy settings so that you know who is reading or connected to your social networking page.
- Block people who bully you online or send you pictures that make you uncomfortable.

7

Install software that will protect your identity and your computer. Update the software as soon as it expires. There are several free sites that offer effective protection.

- Every computer needs to have anti-virus software.
- Set the firewall on your computer to the most secure setting.
- Install anti-spyware. Sometimes companies use spyware to track what you look at online. They do this so that they can sell you products and services later based on what kinds of things you like. They are spying on you – if you install anti-spyware, you will have fewer problems with this kind of activity.
- Install spam blockers. Spam are those annoying emails you get trying to sell you products or services. A spam blocker on your email account can greatly reduce those annoying emails.

Online scams:

What is an online scam?

- emails from an unknown source
- offers of free prizes or money (lottery winnings or from a long lost "relative")
- pop-up ads: ads on websites selling a service or an online survey
- request for money
- chain letter from an unknown source
- Internet links embedded in an email from an unknown source
- greeting card without the name of a person who sent the card

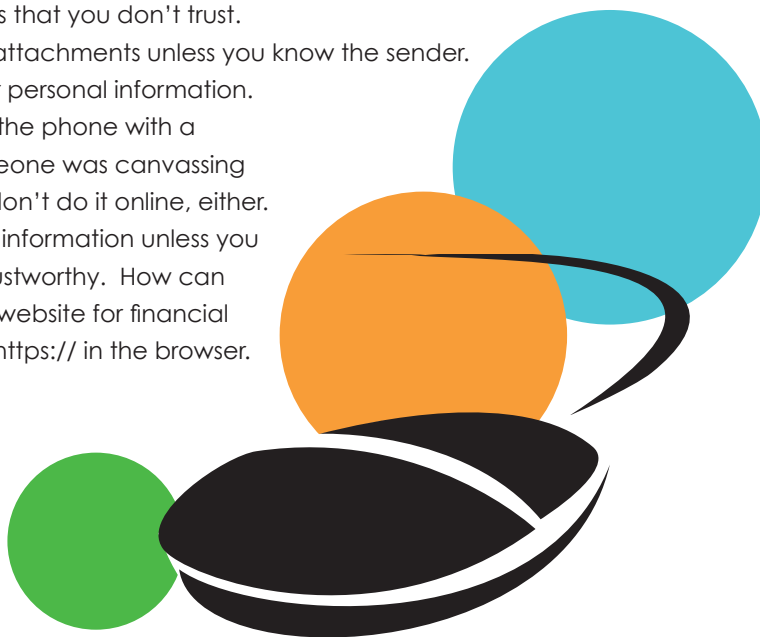
What is phishing (pronounced "fishing")?

- email scam pretending to be a friend, a bank, a lottery, credit card rewards, or your email service, so check the following:
 - spelling of a friend's name in the "from" line is incorrect
 - message in the "subject" line appears phoney

Note: Banks never contact you by email about financial matters. They always phone or send letters, so don't be fooled by this one. Reward programs will send information with your permission but will not request personal or financial information by email.

How can you avoid being scammed online?

- Don't open any emails that you don't trust.
- Don't download any attachments unless you know the sender.
- Don't tell anyone your personal information.
You wouldn't do it on the phone with a telemarketer or if someone was canvassing on your doorstep, so don't do it online, either.
- Don't give your credit information unless you know the website is trustworthy. How can you tell if it's a secure website for financial transaction? Look for https:// in the browser. The "s" means secure.



Computer Use & Digital Technology Levels 1 & 2

The checklist below outlines some foundational computer and digital technology skills which learners will use at home, at work, and in the community.



Computer Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Demonstrate understanding computer terminology such as:				
<ul style="list-style-type: none"> • Mouse • Virus • Touchscreen • Click • Download • Software • Scrolling • Desktop, etc. 				
Demonstrate how to use a mouse (external mouse, laptop mouse pad, or fingers on a touchscreen).				
Describe and demonstrate the difference between a single mouse click and double mouse click, right click, and left click.				
Scroll through text online using a mouse or fingers on a touchscreen.				
Use fingers on a touchscreen to enlarge text or images.				
Type on a keyboard using correct hand positions.				
Save documents to a computer hard drive.				
Save documents to a memory stick.				
Create and organize folders to save multiple documents on a hard drive.				
Change file name of a document.				
Print various document styles, e.g. word documents, pictures, brochures, etc.				
Delete files and recover deleted files from the Recycle Bin.				
Scan documents and save them in a specified location or on the hard drive.				
Create PDF's of a Word, PowerPoint, or Excel document.				



Software Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Create documents using word processing software.				
Use the grammar and spell checker in word processing software.				
Create a simple slide presentation with PowerPoint.				
Use a basic spreadsheet.				
Install and use Adobe Reader.				
Use an online calendar.				
Install anti-virus software.				



Email Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Sign up for a free email account.				
Use carbon copy (cc) and blind carbon copy (bcc) emails.				
Create, send, and respond to emails.				
Attach documents to emails.				
Create and organize folders to save email messages.				
Identify sender and block spam in an email account.				
Understand online security and password protection.				



Internet Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Find online search engines such as Google, Bing, etc.				
Choose appropriate key words to use in search engines.				
Create a list of favorites and bookmark websites in an Internet browser.				
Log in to WiFi when working at remote sites like coffee shops, public libraries, etc.				
Save documents to a cloud such as DropBox, etc.				
Share files with others on a social networking website.				
Refresh a website page.				
Create a reflective blog.				
Change privacy settings on an online profile like LinkedIn, Facebook, etc.				
Download documents and save to a hard drive file or memory stick.				



Mobile Devices Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Create, send, and receive text messages.				
Send and receive phone calls.				
Download applications (Apps).				
Access the Internet for personal and work preparation.				
Take digital pictures and upload to a hard drive or produce a hard copy.				
Video record and play back to an audience.				
Send and receive emails.				

NUMERACY

Introduction

A holistic approach to numeracy allows learners to gain confidence as 'numerate' people while acquiring skills and making connections to math concepts in daily life. "Numeracy is grounded in purpose, use, or application in life: it is contextual. . . .When a learner can take math content and apply it in a context that is specific to him [her], such as installing baseboards at work [or cutting pieces for a quilt], then that person is working with numeracy" (SLN, 2016, p. 9). *The Circle of Learning* Saskatchewan Adult Literacy Benchmarks Levels 1 & 2 is a guide for practitioners when planning contextually-relevant materials with their learners.

In planning and selecting content, help learners recognize the skills they use every day and consult with them on the learning outcomes they want to achieve.



To apply numeracy in practical ways, practitioners can begin with a concept and then ask learners to identify contexts in which the concept can be applied. For example, a carpenter, a hair stylist, or a cook uses numeracy at work. A project that is learner-centred, such as health and nutrition, provides opportunities to integrate numeracy with other foundational skills, including communication, collaboration, computer use, document use, and critical thinking.



Many people experience “math anxiety”, so practitioners are encouraged to talk with their learners about their concerns based on past experiences. A guided intake interview helps the practitioner identify gaps in knowledge or fear of failure that creates barriers to moving forward. Past experiences can either enable or disable learning. If practitioners build on real life numeracy skills that learners already know, the learners are more likely to approach new concepts with confidence.



Learning holistically involves the whole person—mind, body, emotions, and spirit—in the process of acquiring numeracy skills. Rather than the traditional role of teacher as expert, using textbooks, rote learning and memorization of abstract concepts, it is recommended that the practitioner, in collaboration with the learner(s), selects materials and activities to address three basic questions.

1. What does the learner want to be able to do?
2. What numeracy skills does the learner already have?
3. What new skills does the learner need to achieve his/her goals?



Practitioners and learners can begin to answer these questions by using the Numeracy Skills and Goals Checklists as part of the intake and assessment process. The Checklists are intended to be used throughout the learning period as a record to show the learners' skills achieved over time and given to them at the end of the program.

Benchmarks and Learning Outcomes for Numeracy

NUMERACY Level 1

Benchmark

Demonstrate basic numeracy skills and solve simple numeracy problems for daily life.

Learning Outcomes

1. Demonstrate knowledge of numbers for practical use.
2. Demonstrate knowledge of basic numerical operations.
3. Calculate basic money math for practical purposes.
4. Identify and label common geometric shapes and use basic tools for measurement.
5. Relate familiar events to time, days, months, and seasons.

NUMERACY Level 2

Benchmark

Demonstrate complex numeracy skills and solve relevant numeracy problems for practical purposes.

Learning Outcomes

1. Demonstrate the ability to perform complex numerical operations.
2. Show knowledge of and use fractions, decimals, and percentages for practical purposes.
3. Apply their knowledge of Imperial and Metric systems of measurement to a variety of contexts.
4. Understand and apply complex knowledge of space, shape, and measurement as it relates to geometry.
5. Demonstrate computer skills for the purpose of solving complex numeracy problems for practical purposes.

Numeracy Level 1

Benchmark: *Demonstrate basic numeracy skills and solve simple numeracy problems in daily life.*

Learning Outcome #1

Demonstrate knowledge of numbers for practical use.

Learners can:

- recognize and use numbers in daily life
- read and write numbers in numerals and words from 1 to 100
- identify odd and even numbers
- add numbers to a 12-month calendar template
- transfer concrete/tactile learning to abstract concepts using numbers
- use a computer and keyboard to type numbers read aloud by the practitioner
- use an interactive computer math program for basic numeracy practice
- use numeracy to sort and classify objects in a list

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
From a list of household items provided, write the number for each item in your home, e.g. chairs ____ stoves ____ tables ____ beds ____ doors _____. Complete the inventory as homework.	Complete a basic timesheet by filling in the number of hours worked (or spent in a learning environment) in a week.	You have been asked to help make sandwiches for 30 people. 1. Estimate how many sandwiches the group will need. 2. How many slices of bread are needed? 3. How many loaves of bread should you buy? 4. Plan what fillings to make and estimate the quantity needed to make a variety of sandwiches.

Suggestions for Portfolio Development

- examples of printed and typed numbers and words, e.g. 5 and five
- a current calendar with days, months, and dates
- evidence of basic numerical problem solving
- examples of numeracy used in the home, at work, and in the community
- a list of interactive math websites used for in-class practice and review

Numeracy Level 1

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Learning Outcome #2

Learners will demonstrate knowledge of basic numerical operations.

Learners can:

- know numerical symbols and words for addition and subtraction
- identify and apply whole numbers on documents for daily use
- identify and write whole numbers and basic fractions, e.g. a recipe, wedges of a pie
- compare greater than $>$ and less than $<$ and equal to $=$
- demonstrate critical thinking skills to solve numeracy problems

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Observe and ask how numbers are used at home for a variety of tasks. Share this exercise with others. Bring objects from home that require numerical calculations, e.g. measuring tape, measuring cups and spoons, recipes, schedules, calculator	Consider ways that numeracy tasks in the home can be transferred to skills at work, e.g. in a bakery, at a construction site, in a restaurant, at a retail store.	Create a booklet of favorite recipes to share or sell at a fund-raising event. Use basic numeracy skills to double the quantity and half the quantity.

Suggestions for Portfolio Development

- list numeracy skills in the home that transfer to work and community
- list words that show an understanding of working with others to do numeracy tasks, e.g. time management tasks
- create a booklet of recipes to share with others
- videotape a demonstration of objects from home or work used for measuring
- include activity sheets and checklists

Numeracy Level 1

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Learning Outcome #3

Calculate basic money math for practical purposes.

Learners can:

- identify and apply decimals in money math
- understand how to estimate and round off to the nearest dollar, e.g. \$2.05, \$2.95
- round off cents to the nearest 10 and estimate total dollars of a grocery bill
- use a calculator to find the total of up to 10 items under \$100
- apply knowledge of Canadian currency and banking, e.g. ATM receipts, grocery bill, rent receipt
- collect and record numerical information
- simulate or role-play a garage sale

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Create a grocery list and check the cost of each item. Add the total. Compare costs for two weeks in a row. Apply greater than and less than using different items and combinations of numbers to compare prices.	Select three items from a restaurant menu. Add the total amount.	Volunteer to work in a food concession or sell tickets for an event. Count change from loonies, toonies, \$5, \$10, and \$20 bills.

Suggestions for Portfolio Development

- collect grocery receipts for one month and compare weekly costs
- use flyers to calculate full retail prices and sale prices
- select and compare grocery items at regular price and sales price
- include a list of items and prices from a garage sale
- create a digital video of role-playing customers and sales people in a variety of workplace settings requiring financial transactions

Numeracy Level 1

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Learning Outcome #4

Identify and label geometric shapes and use basic tools for measurement.

Learners can:

- read and interpret a simple line, bar, or combination graph and pie chart
- use common geometry tools, e.g., ruler, protractor, compass, graph paper
- draw, identify, and name common geometric shapes, e.g., circle, square, rectangle, triangle, diamond
- measure the perimeter of a square and rectangle
- calculate the area of a square and a rectangle
- read and solve simple math problems from daily life
- practice new numeracy skills using online math websites

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Measure the perimeter of a room. Use graph paper to draw the floor plan to scale. Calculate the area.	Measure at least two windows. Calculate the size of blinds you would need to cover each window.	Measure length and width in metres along 2 sides of a gym or playing field. What is the perimeter of the space?

Suggestions for Portfolio Development

- draw and label shapes using geometry tools
- photographs or computer images of shapes with labels
- different-shaped objects recorded by category
- copy of a list of ways to cut and identify shapes, e.g. quilt pieces, pieces to assemble an object
- audio file describing shapes of common objects for listeners to guess
- checklist of numeracy skills

Numeracy Level 1

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Learning Outcome #5

Relate familiar events to time, days, months, and seasons.

Learners can:

- use digital and analog clocks or watches for daily life
- demonstrate how to read and express time: expressing time using a 12-hour clock and a 24-hour clock
- understand different ways to read and say time, e.g. 1:30 p.m. = half past one in the afternoon; 7:45 a.m. = quarter to eight in the morning
- round off and estimate time
- write time for hours, half hours and quarter hours in fractions, whole numbers, and words
- demonstrate knowledge of clockwise and counter clockwise turns

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Keep a journal of time for tasks in the home. Discuss how long routine tasks usually take during a regular week.	Complete a basic schedule for school or work. Calculate an hourly wage, hours worked, and gross pay for a week.	Interpret a bus schedule or a schedule of activities organized by a community centre.

Suggestions for Portfolio Development

- complete a daily timetable to estimate minutes and hours to do tasks and meet deadlines
- activities to demonstrate knowledge of time in 60 minutes, hours, $\frac{1}{2}$ and $\frac{1}{4}$ hours
- keep a log or blog of how time organizes our activities, e.g. get up, arrive at school, eat lunch, etc.



"Numeracy is defined as the ability to access, use, interpret and communicate mathematical information and ideas in order to engage in and manage the mathematical demands of a range of situations in adult life . . . and involves managing a situation or solving a problem in a real context, by responding to mathematical content and concepts represented in multiple ways"

OECD/PIAAC 2013, p.4.

Numeracy Level 1

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Tips for Implementation:

- 1 Help learners understand and use numeracy on a variety of real life situations.**
 - use interactive computer programs, math websites, and You Tube demos
 - use manipulatives for visual representation in solving problems
 - use prepared math fact sheets and flash cards for repetition and review
 - colour code for clarity, e.g. whole numbers, numerator, and denominator with quantities in recipes to introduce fractions and mixed numbers
 - use graph paper for lining up columns of numbers
 - teach basic key words needed In Level 1 that provide clues in solving word problems
 - use real life examples, such as cooking to estimate and introduce proportion
 - show different ways to approach a numeracy problem and talk through the process to show critical thinking and decision making
 - create hands on activities, group work, class projects

Numeracy Level 2

Benchmark: *Demonstrate complex numeracy skills and solve relevant numeracy problems for practical purposes.*

Learning Outcome #1

Demonstrate the ability to perform complex numeracy operations.

Learners can:

- illustrate the process of solving a problem using manipulatives or diagrams
- know and apply multiplication in real-life contexts, e.g. work orders, lumber dimensions, carpentry, sewing, or cooking
- multiply numbers of any size using efficient written and mental methods
- know the language of multiplication, e.g. times, by, product
- understand fractions, decimals, percent, area, volume, ratio, and proportion (learned over time during a program)
- know and apply the basic order of operations with whole numbers
- know and apply the order of operations using the acronym BEDMAS (learned over time during a program)
- use a calculator to check answers

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Measure the length, width, and height of your living room. Estimate how much paint is needed to paint the walls with 1 coat of primer and 2 coats of fresh paint.	Use an online source, e.g. kijiji, to select furniture for an office. Put each item and the asking price on a spreadsheet, e.g. desk, chair, bookcase, file cabinet. What is the total cost for the furniture?	Calculate the perimeter and area of a local athletic field. How many square metres of artificial turf would be required to cover the field?

Suggestions for Portfolio Development

- plan for an individual or group project, e.g. budgeting and banking math, recipes using fractions and mixed numbers, numeracy for a trade
- examples of applying multiplication in a variety of contexts
- a selection of worksheets and quizzes
- completed hard copies of documents printed from the Internet
- copy of an Excel spreadsheet relevant to the project, e.g. a food literacy project to show items and prices for a weekly grocery list
- checklists to show skills learned during the project

Numeracy Level 2

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Learning Outcome #2

Show knowledge of and use fractions, decimals and percentages for practical purposes.

Learners can:

- know mathematical terms: numerator, denominator, common denominator, mixed numbers
- know and apply place value, place holder (0), comma, decimal point
- change percents to fractions and fractions to percent
- understand and apply ratio and proportion
- read, interpret, and draw line, bar, and combination graphs and pie charts, as appropriate to represent mathematical data
- analyze simple statistical data from charts, tables, and graphs
- compute the average of a series of numbers

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Use sale flyers to calculate the sale price of 10 items. Select one sale item you would like to buy and explain your process for making that choice.	Ask 3 local employers, e.g. a bank, drug store, and grocery store the number of males and females they employ. What is the ratio of males to females? How many males or females need to be hired to have gender equality in each workplace?	Create a simple bar graph to compare the amounts that your community spent on road repairs, education, and health care last year.

Suggestions for Portfolio Development

- create a variety of graphs to record, read, and interpret
- plan a creative project that integrates numeracy and other skills, e.g. building a shed or making a quilt that involves communication skills, working with others, and computer use
- create a survey and collect data for analysis, discussion, and presentation to an appropriate agency
- write a letter to an appropriate agency to share results of the survey
- display data in multiple formats, e.g. charts, graphs, or a written explanation of the information

Numeracy Level 2

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Learning Outcome #3

Apply their knowledge of Imperial and Metric systems of measurement to a variety of contexts.

Learners can:

- identify when and how numeracy is used in daily life, e.g. cooking, carpentry
- apply percentages in practical math problems, e.g. food labels
- convert Metric measurements to Imperial measurements, and vice versa, as appropriate, e.g., one teaspoon is five millilitres of liquid).
- make simple conversions between Metric units of measurement, e.g., 10 centimetres is the same as 100 millimetres
- convert Celsius temperatures to Fahrenheit temperatures, and vice versa, as appropriate
- apply numerical calculation skills to become a critical consumer of products
- apply time management skills to schedule daily activities and other events
- analyze and present numerical data to argue a point in a discussion

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Convert pounds to grams and oven temperature from Fahrenheit to Celsius to estimate cooking times.	Find the graph for work-related injuries by region for 2010 at Work Injuries . Which province had the least number of injuries per 1000 workers? Check the Canadian average for accuracy.	Collect sales flyers from stores in your community and/or online. Compare prices in different locations. Where would you save the most if you decide to make a purchase?

Suggestions for Portfolio Development

- a personal project on health literacy or a work preparation project involving research of a trade or home business and completion of work-related documents
- the project plan and timeline
- a collection of documents that include complex numeracy and problem solving
- evidence of critical thinking and sharing information with others
- copy of conversion tables accessed online and show a variety of applications
- checklists of concepts mastered over time

Numeracy Level 2

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Learning Outcome #4

Demonstrate complex knowledge of space, shape, and measurement as it relates to geometry.

Learners can:

- identify, name, and draw common three-dimensional shapes (e.g., cylinder, cone, cube, pyramid).
- demonstrate the ability to measure length, width, height, area, volume diameter, radius, circumference, and perimeter of familiar geometric shapes
- demonstrate the slide of a geometric shape
- demonstrate a rotation or turn of a geometric shape
- demonstrate a flip of a geometric shape
- demonstrate knowledge of symmetry in geometric shapes (advanced/optional)
- define the concept of mass and how to measure it
- identify, measure and draw common angles, e.g. 45, 90, 180
- demonstrate how to rotate angles identify what each variable in a common algebraic expression represents (e.g., for the volume of a cube, V is volume, L is length, W is width, and H is height; for the area of a parallelogram, A is area, B is base, and H is height (advanced/optional)
- know common formulas used in geometry and measurement, e.g., the volume of a cube is $V=L \times W \times H$; the area of a parallelogram is $A=B \times H$

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
To practise using angles and geometry, make a small scale model of a garden shed out of popsicle sticks.	Find and name the common angles on objects in your workplace, e.g. 15, 30, 45, and 90 degrees	A community vegetable garden has an area that needs new soil. For an area of 8 metres by 12 metres, calculate the amount of topsoil you'll need to order from a garden shop by using the website Garden Topsoil Guide

Suggestions for Portfolio Development

- explore websites that demonstrate or record real life applications of algebra and geometry (refer to the SLN website for online numeracy resources)
- keep a math blog or journal to reflect and describe strategies for problem-solving and recording new concepts
- recognize and name a range of 2-D representations and 3-D shapes, e.g. in diagrams, maps, or plans
- include a chart of geometry symbols
- include a glossary of terms used in geometry
- worksheets, quizzes, and checklists

Numeracy Level 2

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Learning Outcome #5

Demonstrate computer skills for the purpose of solving complex numeracy problems for practical purposes.

Learners can:

- maintain a math journal to reflect on learning over time
- relate numeracy concepts to real-life contexts
- describe personal methods for solving mathematical problems.
- demonstrate critical thinking skills to analyze numerical information and problems
- apply knowledge of math vocabulary by solving word problems
- use computer for practice drills, quizzes, games, conversion charts, Excel, and document use, e.g. work forms

Examples of applying this learning outcome outside the learning environment:

HOME	WORK	COMMUNITY
Choose a room in your home. Re-design the interior to include renovations or an extension to provide better use of space. Fill in data on a spreadsheet to itemize materials and estimated cost of the renovation.	Obtain catering menus from different catering companies online. Compare the prices of meals to help plan the catering for an event, e.g. lunch time fund-raising event	Visit a flooring company. Select materials, e.g. wood, tiles, carpet, and calculate the cost to re-do your floors. Calculate the cost and how many months to pay off your credit card for the flooring.

Suggestions for Portfolio Development

- videotape a demonstration using numeracy for a work preparation portfolio, using a tape measure to cut pieces to build a bookcase, measuring dry and liquid ingredients for making bread in a mock bakery
- maintain a blog to share with others on ways to solve complex numerical problems
- input information on an existing Excel spreadsheet
- include workplace forms that require numeracy
- select best work and the practitioner's assessments collected over time
- include checklists and comments from the practitioner

Numeracy Level 2

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Tips for Implementation:

- 1 **Instruct learners to simplify math expressions by using the order of operations.**
 - first, do all math operations that lie within parentheses
 - working from left to right, do all multiplication and division
 - finally, working from left to right, do all addition and subtraction (BEDMAS)
- 2 **Present concepts that learners understand and use rate, ratio, and proportion.**
 - rate shows the relationship between numbers with different units, usually between some quantity and time, e.g., km/h for speed of driving or dollars/hour for rate of pay
 - ratio is a fraction that shows how many times bigger or smaller one number is than another, e.g., when making bannock, the ratio of flour to water is 2 to 1 or 2:1 expressed as a ratio; this means you use twice as much flour as water in the recipe
 - proportion shows the relationship between two ratios. Two ratios that look different ($\frac{4}{8}$ and $\frac{8}{16}$), but are actually equal proportions (both are equal to $\frac{1}{2}$), e.g. 1 part water/2 parts cement
- 3 **A slide is when an object has the same shape and orientation but has been moved to a different location through a shift up, down, forward, back, right, or left.**
- 4 **A rotation or turn of an object occurs when the geometric shape is turned at an angle (usually 45, 90, or 180 degrees) on a central point of axis.**
- 5 **A flip of an object occurs when the geometric shape is reflected or mirrored.**
- 6 **Increase learners' understanding of symmetry in geometric shapes.**
 - one demonstration of symmetry is when an object is folded in half and both sides of the object are equal; symmetry occurs in squares, equilateral triangles, and regular polygons such as hexagons and octagons; a cut-out paper heart is also symmetrical
 - rotational symmetry occurs when a shape remains the same when it is rotated on a central point of axis. Of the above shapes, only squares, equilateral triangles, and polygons have rotational symmetry; a heart does not have rotational symmetry because it changes shape when it is rotated on a central point of axis



Numeracy Level 2

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7 Encourage learners to understand and use problem-solving skills.

- think about how to solve the problem based on prior knowledge and experience with a similar problem
- examine the problem carefully to determine which information is useful and which information is not needed or is missing
- identify the words that signal the use of specific mathematical operations, e.g., the word "into" often indicates that division is needed to solve the problem; "of" often signals that multiplication is needed
- plan how to solve the problem by choosing the appropriate strategy and then writing out, drawing, or saying the plan.
- use the plan to solve the problem.
- to reflect on a solution, consider the following:
 1. Are the numerical calculations correct?
 2. Is the solution reasonable given the information provided?
 3. Is the solution reasonable given your own estimation or guess as to the answer?

8 Fahrenheit is still used in many countries, including the United States; for example, zero degrees Celsius (freezing) is 32 degrees Fahrenheit. The two systems are commonly used in cooking instructions and online recipes so are useful to know.

Numeracy Level 1

These checklists are examples only and do not limit what may be taught at each level. Learners may have gaps in prior learning, such as multiplication tables, yet understand basic measurements required in the home or at work. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Understand the symbols and vocabulary of numeracy (e.g., + for sum, - for subtraction).				
Add and subtract whole numbers up to 3 digits.				
Know place values.				
Read and write numbers in words and numerals from 1 to 100.				
Count forward and backward.				
Use a calculator to check basic operations.				
Know the difference between odd and even numbers.				
Understand how streets are numbered.				
Show greater than, less than, equal to using symbols.				
Use a number line to add and subtract positive and negative.				
Use whole numbers in simple word problems.				
Multiply whole numbers by 1, 2, 5, and 10.				
Use whole numbers and fractions in authentic contexts.				
Interpret simple line, pie and bar graphs.				
Understand order of operations.				
Identify and label common geometric shapes.				
Recognize basic 2-D and 3-D geometric shapes.				





Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Use a converter for Metric to Imperial systems and vice versa.				
Use a ruler and tape measure.				
Recognize abbreviations for units of measure, e.g. mL, kg, c, tsp.				
Use measuring cups and spoons.				
Know how to measure liquid and dry ingredients.				
Understand numbers on a food label.				
Use decimals in money math.				
Complete a basic budget.				
Make a short grocery list from a flyer and write the cost per item.				
Know time reading digital and analog clocks.				
Estimate to the nearest ten.				

Numeracy Level 2

These checklists are examples only and do not limit what may be taught at each level. Some concepts are for advanced learners planning to continue their education. Please adapt the contents to suit the contexts of individual learners and your organization.



Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Order numbers up to 1,000.				
Know times table by 12 for multiplication and division.				
Add and subtract numbers with 4 or more digits.				
Estimate sums, products, and quotients				
Add, subtract, multiply and divide whole numbers and fractions.				
Reduce fractions to lowest terms.				
Convert fractions to decimals and percentages (e.g., $\frac{1}{2}$ equals 0.5 or 50 percent).				
Estimate costs to buy and operate a vehicle.				
Calculate fuel at miles/gallon and miles/litre.				
Understand pay stub deductions.				
Complete an income tax form.				
Fill out a housing application form.				
Understand a phone and utility bill.				
Understand the basics of banking, credit, loans, interest, and debt.				
Calculate an annual budget for living and personal expenses.				
Draw line, bar graphs, and pie charts to represent numerical data.				
Interpret statistical data from charts, tables, and graphs.				
Average a set of numbers.				





Skills and Goals Checklist

Learner can...	Yes	No	Would like to learn	Portfolio item that shows mastery of this skill
Identify and use geometric tools, e.g. ruler, protractor, compass, graph paper.				
Measure perimeter, area, and volume.				
Identify, measure and draw common angles (45, 90, 180).				
Know types of triangles.				
Identify parallel, perpendicular, and intersecting lines.				
Measure one, two, and three-dimensional shapes.				
Understand and use rate, ratio and proportion.				
Write variable expressions.				
Solve variable equations.				
Write variable equations to represent word problems.				
Use algebraic formulas to measure shapes.				
Know and apply operation symbols on a keyboard				
Use a spreadsheet to collect data, enter in cells, and calculate totals.				
Use a converter tool for Metric to Imperial measurements and vice versa.				
Use a converter tool for Metric units of measurement (e.g., 10 centimetres (cm) is the same as 100 millimetres (mm)).				
Convert Celsius temperatures to Fahrenheit temperatures and compare averages over 7 days.				
Know abbreviations for Imperial and Metric measurements.				
Convert kilometres to miles.				
Calculate time to travel from point a. to b. at 100 km/hr or 100 miles/hr.				
Use numerical data to argue a point in a discussion.				

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APPENDIX A

Glossary

Authentic Assessment - refers to assessment tasks that learners perform to demonstrate meaningful and relevant applications of the foundational knowledge and skills they need for everyday life.

Benchmarks – points of reference for assessing learner performance in formal and informal learning environments.

Clear Language – refers to plain written or spoken language that the audience can easily understand.

Common Conventions of English – include rules for spelling, capitalization, punctuation, grammar, and sentence formation.

Diversity – understanding of and respect for different cultures, languages, religions, genders, ages, abilities, sexual orientations, socio-economic status, political beliefs, and other ideologies that enrich our homes, workplaces, and communities in Canadian society.

EAL – is an acronym for English as an Additional Language

Holistic – a learning environment that respects the interrelationship of individuals, families, communities, and cultures and recognizes the importance of including all aspects of a person's being -- mind, body, emotions, and spirit – in the learning process.

Inquiry-Based Learning – a learning cycle of asking questions about real life problems, searching to find answers, making meaning of new information, sharing knowledge and skills, and repeating the cycle for deeper understanding. This process of inquiry allows for the acquisition of skills across content areas and provides opportunities for learners to collaborate throughout the process of inquiry.

Learner-Centred – the approach values the learners' diverse experiences, interests, and learning styles and situates the learners in a partnership with the practitioner to plan, implement, and evaluate what knowledge and skills the learners need to achieve their goals. The development of voice and choice is key to the learner-centred approach.

Project-Based Learning – an approach that aims to encourage continuous learning and motivate learner(s) to explore contextually-relevant issues or concerns, become self-directed in their learning, and develop problem-solving and critical thinking skills while working independently or with others. Inquiry-based learning is similar and complimentary to project-based learning.

Learning Outcomes – identify the knowledge, skills, attitudes, and values that learners need to know in order to communicate effectively and participate fully at home, at work, and in the community.

Learning Styles – the impact of the senses on a learner's way of taking in, storing, and recalling information. The most widely recognized system is VAKT: Visual (learn by seeing), Auditory (learn by hearing), Kinesthetic (learn by doing), and Tactile (learn by touching).

Numeracy – refers to knowledge of mathematics that includes problem-solving and reasoning skills that can be applied in real contexts.

Observing – refers to the active process of watching external stimuli to learn, to do, and to reflect on one's understanding.

Phonics – a method of teaching low literacy learners how to read and pronounce words by connecting sounds with letters.

Process Portfolio – an ongoing, developmental portfolio that contains artifacts that show a learner's achievements over time. Learners can choose items from a process portfolio for inclusion in a product portfolio.

Product Portfolio – a product portfolio contains artifacts that demonstrate a learner's best work towards achievement of a goal and may include a presentation and assessment. A work preparation portfolio is one example.

Theme-Based Learning – means planning and organizing learning around a central idea or theme of interest to the learner(s). This thematic approach creates a focus for a practitioner to collaborate with the learner(s) in identifying learning outcomes and planning activities and assessment tools. A theme can be used across content areas for learner(s) to acquire a variety of skills.

APPENDIX B

Sample Assessment Tools

The following assessment tools are examples of what could be developed for use with the Literacy Benchmarks. They are intended to introduce practitioners to the wide variety of tools that can be used in portfolio assessment.

All of the tools in this section have been developed specifically for use with Levels 1 & 2 learners. Individual practitioners are encouraged to consult Saskatchewan Literacy Network's *Learner Centred Intake and Assessment Process for Literacy Programs* in Saskatchewan for more ideas about how to assess learners in an authentic way. This document is online at <http://saskliteracy.ca>

Suggestions for Learner Reflective Pieces:

Ask learners to complete the following statements for inclusion in a reflective journal or blog for their portfolios:

- This week I studied ...
- This week I learned ...
- This week I used what I learned in the following situations ...
- This week I spoke with the following people ...
- I am still having difficulties with ...
- This week I corrected some errors by ...
- I would like to know ...
- My learning plans are ...



Checklists

Initially, checklists can be used to assess learners' knowledge and skills and help them create learning goals. Checklists help learners maintain a record of what they know, what they are in the process of learning, and what they plan to learn over time. They can also be used as self-assessment tools. It may be helpful to put the date for mastering each skill in the "yes" column, and to specify examples of best work in the "portfolio item" column.

Not all of the skills for Levels 1 & 2 Literacy Benchmarks are included in these checklists. The lists are not exhaustive, and the skills are not listed in progression. The lists are meant to provide a snapshot of the skills that a learner will need to complete Levels 1 & 2 without prescribing the order these skills should be accomplished.

Inventories

Inventories are an open-ended way of getting learners to reflect on their skills. Each inventory question begins with a sentence stem and the learner fills in the rest of the information.

Inventories help to reveal learners' aptitudes and the skills that they currently possess. The following problem-solving skills inventory is an example only. Please adapt the contents to suit the contexts of individual learners and your organization.

Sample Problem-Solving Skills Inventory

When I run into a problem, I usually . . .

I usually feel _____ about problems because . . .

When it comes to personal problems, I wish I could . . .

When I have problems at work, I talk to _____ . . . because . . .

I notice that other people react to problems by . . .

I usually find help for my problems from . . .

I can tell when I am making a good decision because . . .

I can tell when I am making a bad decision because . . .

What I like the most about discussing problems and solutions with others is . . .

What I like the least about discussing problems and solutions with others is . . .

Rating Scales

A rating scale usually contains descriptive words and numbers that indicate a performance level. Rating scales can be used to assess skills and tasks or to practise self-evaluation.

Sample Self-Assessment Continuous Learning and Working with Others

4 = Always 3 = Usually 2 = Sometimes 1 = Rarely

	4	3	2	1	Portfolio Evidence
TIME MANAGEMENT AND ORGANIZATION					
I arrive on time, ready to work.					
I complete tasks on time.					
I plan what I need to do ahead of a deadline.					
I organize my time effectively.					
I complete tasks in the order they need to be done.					
PROBLEM-SOLVING					
I identify a problem and think of ways to handle it.					
I break a problem into smaller chunks to solve it step-by-step.					
I handle problems well and ask for help if I need it.					
I use the skills I have learned to help solve problems.					
SELF-CONFIDENCE					
I can do some parts of my learning on my own.					
I like to try new things.					
I use new skills I have learned and take pride in my efforts.					
I feel good about the progress I am making.					
SELF-ASSESSMENT					
I accept praise for my work.					
I consider suggestions about how to improve my work.					
I evaluate my work fairly.					
I know my strengths.					
I know areas I need to improve.					

(Adapted from "Way to Go!" in A Bulletin of the Ontario Literacy Coalition, (2), 2001)

The following computer skills rating scale is an example only.
Please adapt the contents to suit the contexts of individual learners and your organization.

Sample Computer Skills Rating Scale

1 = needs improvement 2 = satisfactory 3 = very good 4 = excellent

Criteria	1	2	3	4	Comments
Demonstrates appropriate use of the mouse.					
Demonstrates how to use the printer.					
Demonstrates how to save to a memory stick or hard drive.					
Demonstrates correct keyboarding technique (typing).					
Describes the uses of a word processing program.					
Uses a word processing program.					
Describes the uses of a spreadsheet program.					
Uses a spreadsheet program.					
Demonstrates how to open a home page online.					
Demonstrates how to use a search engine online.					
Demonstrates how to send a personal email.					
Describes the purpose for using the computer before performing a task.					
Describes the limitations of using the computer for finding information.					
Describes the limitations of using the computer for communicating via email.					

Turning a rating scale into a self-evaluation shows how learners assess themselves on the same skills. Glaring differences between the two assessments may mean that the instruction was not as effective as everyone had hoped, or that the learner has an unrealistic view of his/her own performance.

While discussing the ratings, the practitioner and learner can negotiate future lessons that will have a more positive effect on learning. Sometimes learners do not rate themselves as highly as the practitioner feels is appropriate. Then the discussion can serve to give the learner a much-deserved and needed boost of confidence.

Sample Computer Skills Self-Assessment

1 = needs improvement 2 = satisfactory 3 = very good 4 = excellent

Criteria	1	2	3	4	Comments
I know how to use the mouse.					
I know how to use the printer.					
I know how to save to a memory stick or hard drive.					
I apply the correct keyboarding technique (typing).					
I can describe the uses of a word processing program.					
I know how to use a word processing program.					
I can describe the uses of a spreadsheet program.					
I know how to use a spreadsheet program.					
I know how to open a home page online.					
I know how to use a search engine online.					
I know how to send a personal email.					
I can describe the purpose for using the computer before performing a task.					
I can describe the limitations of using the computer for finding information.					
I can describe the limitations of using the computer for communicating via email.					

Logs and Blogs

Logs or blogs help keep track of learning activities and personal reflections. They are used for a specific purpose, e.g. numeracy journal, response journals, blog postings for a content area or project, annotating references, recording definitions, artwork.

It is best for learners and practitioners to decide together what kinds of logs would be most helpful and how long to keep them. The following logs of research sources and readings are examples only. Please adapt for individual learners.

Log of Research Sources

Abbreviations:

COMM = Communications **CL** = Continuous Learning
NUM = Numeracy **WWO** = Working with Others **TECH** = Technology

Research Source:	Used to reach a goal in:	Notes on what I learned:	Good resource for:
Newspaper article			
Community newsletter			
Magazine			
Movie			
Television show			
Memo			
Friend			
Family member			
Elder			
Expert in the community			
Library			
Radio program			
Website			
Electronic books			
Story			
Art exhibit			
Demonstration			
Diagram			
Flow chart			



PAGE 2 OF LOG OF RESEARCH SOURCES

[illegible]

Reading Log

Type of text read:	Date read:	Purpose(s) for reading:	This type of text could also be used to learn about:
Short story			
Biography			
Novel			
Poetry			
Bus schedule			
Calendar			
Timetable			
Map			
Newspaper or magazine article			
Poster			
Instructions			
Diagram			
Schematic (technical drawing or diagram)			
Flow chart			
Organizational chart			
Dictionary			
Graph			
Thesaurus			
Online encyclopedia entry			
Sequenced illustrations (such as a comic book or instructions to put together an object)			
Equipment gauge			
Personal letter			
Business letter			
Job posting			
Work form			
List further reading texts in the blanks below:			

Rubric for a Well-Written Paragraph (Level 2)

NOTE: Read rubrics row by row from left to right, rather than in columns.

Categories of Performance	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence/main idea	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 related sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to a main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

Comments: _____

Portfolio Assessment

Portfolio assessment is suggested for use with Benchmarks Levels 1 & 2 because portfolios:

- are created, organized, and maintained by the learners
- can be used by both classroom practitioners and one-to-one tutors
- can be used by both formal and informal programs

The development of portfolios is a collaborative process involving the learner(s) and practitioner. A theme-based portfolio may stem from a topic of interest to a group whereas a work preparation portfolio will be an individual project. Portfolios include:

- a topic chosen by the learner(s)
- materials across content areas to demonstrate knowledge and skills acquired over time
- evidence of the learner's strengths, interests, and goals
- concrete examples of a learner's voice and choice in each stage of developing a portfolio: planning, collecting, selecting, and reflecting on learning
- a record of personal and/or work preparation achievements
- evidence of changes in a learner's development over time
- feedback and assessment

Saskatchewan Literacy Network's (2008) *Learner Centred Intake and Assessment Process for Literacy Programs in Saskatchewan* is a valuable resource for informal intake and assessment for Levels 1 & 2 learners. It contains excellent initial assessment tools for reading, writing, numeracy, and spelling.

Creation of a Portfolio

Portfolios involve the following basic steps:

- choosing a topic
- developing a plan
- collecting information, materials, and activities
- selecting best work to showcase achievements
- reflecting on knowledge and skills acquired over time

A **process portfolio is developmental**: A process portfolio contains work done by the learner and supporting evidence of assessment and mastery of skills over time. The purpose of a process portfolio may relate to a specific content area, such as a writing portfolio. However, a topic of interest to the learner, such as local history, may inspire other learners to form a group and share materials and activities in the process.

A **product portfolio is summative**: A product portfolio is a showcase of achievements. Learners choose their best work from the process portfolio that will demonstrate the goals they have met and skills mastered at a point of completion. An example of a product portfolio is a work preparation portfolio to include a learner's job search, application, cover letter, résumé, references, and possibly a digital video presentation of skills needed for work.

Another type of product portfolio is created when a learner has researched a subject of special interest and completed a theme. This type of product portfolio:

- shows all of the learner's best work demonstrating progress toward the goal
- could contain required elements from a course of study, such as written assignments, a standardized test, a personal profile, or a digital video file
- provides evidence of learning that boosts the learner's confidence and shows others how the learner reached the goal

A product portfolio provides a showcase of best work. Learners may wish to review all of their process portfolios in order to choose items for this specialized type of product portfolio.

Suggested Outline for Using Portfolios with Adult Learners

- 1 **Discuss the use of portfolios with learners.**
 - describe the relative benefits of process and product portfolios
 - talk about the process of using portfolios
 - make it clear that the learners will decide what to include in their portfolios
- 2 **Have individual learners collect their work in a file folder, binder, or other storage system.**
 - Make sure that all learner portfolios are kept in a safe place. Portfolios are confidential and private documents. Portfolios should not be put in a place where others can look through them without permission.
 - As learners add items to their portfolios, ask them to reflect on each item. They can either write down or say something about the item.
 - They can use the following reflective questions to guide their thinking: "How does this show that you are working towards your goals?" and "How do you think you can use what you have learned in other areas of your life?"
- 3 **Set aside time to conference with individual learners about their process and progress while providing feedback.**
- 4 **Review and reflect on the portfolios.**
 - Help learners understand how to conduct self-evaluations or self-assessments.
 - Hold conferences with every learner. Prepare a list of questions that ask the learner to reflect on what they have learned.
 - Ask the learner to choose samples of work as evidence of progress toward learning goals. Ask them to talk about what each item says about their skills and knowledge.
 - Ask the learners to talk about his or her "best" examples of work or work which makes them feel proud.
 - Ask the learner to identify what he or she has learned and how they can use this learning in their daily lives outside the learning setting.
 - Ask the learner to identify his or her learning strengths and areas for improvement, based on the evidence in the portfolio.
- 5 **Ask learners to organize their portfolios to show the key things they now know and can do.**
- 6 **Together with each learner, complete the checklists of skills learned and decide if the portfolio is ongoing or complete.**

Contents of a Portfolio

In addition to work done by the learner, portfolios contain other external evidence of the learners' progress, such as formal tests. Whatever goes into the portfolios should directly relate to the learning goals that learners have set for themselves.

The following is a list of materials that could be included in a portfolio. It is not exhaustive. Practitioners and learners are encouraged to use their creativity when deciding what to include in a portfolio.

- table of contents or summary sheet
- goal-setting checklists or goal statements
- skills checklists
- dated work samples
- self-evaluations and personal reflections
- tutor or practitioner assessments
- standardized tests
- pictures
- recordings
- notes
- journal entries
- oral retellings recorded digitally
- projects
- video or audio files of a learner demonstrating particular skills
- rubrics
- logs
- certificates earned
- inventories
- notes based on portfolio assessment conferences between the learner and the tutor or practitioner
- reflection pieces that identify learning and how the learning will be used in the learner's life
- photos of learner accomplishments (e.g., a craft produced, a correct weld)
- letters or notes of support from other people

Tips for Organizing a Portfolio

1. Put the date on everything.
2. Use a summary sheet at the beginning and keep it up to date.
3. Include different kinds of work.
4. Set up regular conferencing times with the learner.

APPENDIX C

Theme-Based Learning

Theme-based learning means planning and organizing learning around a central idea or theme that learners identify as being important to them. With a main theme, several learning objectives can be integrated across content areas.

Theme-based planning flows in the following way:

1. The practitioner and learner choose a **theme** that is personally relevant to the learner.
2. Together, the practitioner and learner identify the desired **learning outcomes**. Identify learning outcomes by describing what the learner will know and be able to do at the end of the theme unit.
3. Together, the practitioner and learner develop **learning activities** that relate to the theme and integrate skills across content areas.
4. The practitioner keeps track of the learning outcomes, organizes the flow of learning activities and helps choose **appropriate assessment tools**.
5. Learners can develop **self-assessment techniques** and document their own learning.
6. The practitioner and learner use the assessment tools to help **describe how they have met the learning outcomes**.
7. The practitioner and learner use the assessment tools and learning outcomes to help **describe the literacy Benchmarks learners are achieving** as they progress through the theme.

Practitioners may initially have to suggest the learning activities if their learners have little or no experience in guiding their own learning. Learning activities may change as the theme progresses and the learners gain interest and confidence.

Use **portfolio assessment techniques** when working with Levels 1 & 2 learners who may not read or write well enough to produce a large number of print items in a portfolio. Progress is measured over time and not graded, so rating scales, journals, logs and checklists are recommended for feedback and assessment.

Finally, the practitioner will need to keep track of the learning outcomes during theme-based projects. If some learning outcomes are consistently missed from theme to theme, the practitioner and learners will need to develop learning activities to meet those outcomes.

Since program sites vary, the two examples provided in this section provide ideas for how to think through the planning phase with the learners. It is not expected that practitioners will write out their own unit or project plans in such detail.

Planning a Theme-Based Project

Learners' experience:

- reminds the practitioner of what the learners have in common or what is most important to an individual learner

Theme topic:

- chosen by the learner(s) in response to the questions: "What kinds of things interest you?" and "What is it you want to know or be able to do?"

Inclusive practices:

- acknowledge a wide range of perspectives, e.g., Aboriginal, immigrant, refugee, various ethno-cultural backgrounds, people with disabilities, etc.

Learning activities and outcomes:

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
To be decided by the learner(s) and practitioner. Plan activities that allow the integration of content areas.	Communications Reading Writing and document use Oral Communications Observing & Reflecting Numeracy Computer Use and Digital Technology Continuous Learning Working with Others

Digital literacy skills:

- Identify the digital literacy skills and activities learners can perform to complete the learning activities.

Assessment possibilities:

- Refer to sample assessment tools and checklists.

Discussing Benchmarks:

- Use the suggestions for portfolios and learning outcomes to describe the learner's progress through the literacy Benchmarks.

Brainstorming learning activities with learners

Theme:			
Communications learning activities:	Numeracy learning activities:	Working with others learning activities:	Continuous learning activities:

Planning a Theme

Theme:			
Communications learning activities:	Communications learning outcomes:	Numeracy learning activities:	Numeracy learning outcomes:
Working with others learning activities:	Working with others learning outcomes:	Continuous learning activities:	Continuous learning outcomes:

Example of a Family Literacy Theme

Background

A group of parents and grandparents meet regularly at a day care centre in the evenings to work on their literacy and to be involved in what happens at the day care. The day care has children from 18 months to 5 years of age and has an after school program. The parents and grandparents who attend this literacy class have children and grandchildren in all levels of the day care programs.

These adults are concerned about the amount of bullying that happens to children in school and on the playground at the day care. They have chosen bullying as the theme for their literacy work over the next few weeks. The class has a mixed level of abilities and cultures. Some people are at Level 1 and some are at Levels 2. Activities need to be planned in such a way that all can participate.

The practitioner of this group did some brainstorming with the learners in order to discover what kinds of things they would like to do to explore the theme of bullying. Use the brainstorming chart and the theme unit plan to guide the activities.

Family Literacy Theme Unit

Brainstorming Learning Activities with Learners

Theme: Bullying at the daycare			
Communications learning activities:	Numeracy learning activities:	Working with others learning activities:	Continuous learning activities:
<p>Create a questionnaire about bullying.</p> <p>Observe a playground to see how children and adults deal with bullying.</p> <p>Write a letter of concern to the day care director and school principal.</p> <p>Make some homemade books about bullying.</p>	<p>Look up some statistics about bullying.</p> <p>Add statistics from the questionnaire to a prepared chart or spreadsheet.</p> <p>Use these statistics in the letter to the day care director and school principal.</p>	<p>Practise asking questions and responding, and discuss polite ways to ask a person to complete the questionnaire.</p> <p>Work collaboratively to complete the project.</p>	<p>Gather suggestions on how to prevent bullying from various people with children at the daycare and in the community.</p> <p>Invite a guest speaker with expertise.</p> <p>Learn ethical research practice to keep responders to the questionnaire confidential.</p>

Theme-Based Plan

Learners' experience:

- All of the parents are concerned about bullying that happens at school and daycare.

Theme topic:

- Bullying at the daycare

Inclusive practices:

- Form a sharing circle to discuss the topic. The learners are culturally-diverse and some may require explanation of the protocol of turn taking to speak, individually, around the circle while others quietly listen. The sharing circle gives each learner a chance to speak without interruption.

Learning activities and outcomes:

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
<p>Talking about the issue:</p> <ul style="list-style-type: none"> • As a class, define bullying and identify bullying behaviours. • Using the sharing circle, give all participants a chance to speak about experiences with bullying. • Invite participants to respond to each other and ask questions. 	<p>Oral Communications Levels 1 & 2 Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes.</p> <p>Working with Others Learners will increase awareness of group dynamics and cooperative learning.</p>
<p>Interviewing others based on the theme:</p> <ul style="list-style-type: none"> • Learners will create a brief questionnaire about bullying. • Learners will collect responses to the questionnaire. 	<p>Writing Level 1 Learners will brainstorm ideas and copy short sentences of learners' ideas written by the practitioner.</p> <p>Writing Level 2 Learners will collaborate as a group to form questions and create a short questionnaire to collect data.</p> <p>Oral Communications Level 1 Learners will role-play the task of asking questions and receiving a response.</p> <p>Oral Communications Level 2 Learners will practice asking questions and recording responses before taking the questionnaire into the community.</p> <p>Computer Use & Digital Technology Levels 1 & 2 Level 1 learners will be assisted by the practitioner to find YouTube or news reports on bullying. Level 2 learners will use technology to search for information on bullying for a portfolio and record data from the questionnaire on a prepared spreadsheet.</p>



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Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
<p>Problem-solving about bullying:</p> <ul style="list-style-type: none"> • Learners describe the problem of bullying, based on what they have said during the sharing circle and what they have heard others say. • Learners analyze the situation by describing why it is a problem. They also discuss how people have been affected by bullying. • As a group, learners identify what goal they have to raise awareness of bullying. What, specifically, do they want to accomplish? 	<p>Speaking Level 1 Learners will share or present information in familiar situations in order to practise public discussion.</p> <p>Listening Level 2 Learners will demonstrate that listening is an active process of constructing meaning.</p> <p>Continuous Learning Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions.</p>
<p>Synthesizing the information and continuing to problem solve:</p> <ul style="list-style-type: none"> • Using the sharing circle, learners share what they have discovered through their research about bullying. • In small groups, learners brainstorm solutions to the problem of bullying, based on their own experiences, and what they have learned from their research. One person in each small group acts as a recorder and writes down the brainstorming ideas. • One person in each small group volunteers to speak to the whole group about what they have written down. • Once the small group discussions are over, the groups' speakers share the solutions with others. • The whole group then selects the best solutions. 	<p>Speaking Level 1 Learners will share or present information in familiar situations in order to practise participation in a discussion.</p> <p>Listening Level 2 Learners will demonstrate that listening is an active process of constructing meaning.</p> <p>Continuous Learning Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions.</p> <p>Working with Others Learners will empower themselves in community. Learners will demonstrate co-operation and work skills.</p>



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Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
<p>Implementing the solutions:</p> <ul style="list-style-type: none"> • This class has chosen to implement two solutions to the problem of bullying. • Write a letter of concern to the day care director and school principal about bullying. In their letter, they will include statistics found during their research and quotations from their interviews. The adult learners will write letters, either individually, in pairs, or in small groups, so that the more proficient writers can help those who are still learning reading and writing skills. Learners who want to work on their computer skills have offered to type and print the letters on a computer. • Create homemade books about bullying. They will write the books with the children in the day care as a project in the after-school program. They will interview the children about bullying and then use the children's words to create the text of the books. The children will be encouraged to draw pictures to go with the stories. Some of the homemade books will stay in the day care, and some will be given to the school library. 	<p>Writing Level 2 Learners will demonstrate knowledge of the writing process and write effective paragraphs to share with others. Learners will write long paragraphs and more complex documents for practical purposes.</p> <p>Speaking Level 2 Learners will speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes.</p> <p>Listening Level 2 Learners will listen with understanding to long messages for personal enrichment, practical purposes, and interpersonal skills. Learners will listen with empathy in order to respond appropriately.</p> <p>Numeracy Level 2 Learners will collect statistics and analyze their data. They will use a prepared spreadsheet to records the information.</p> <p>Continuous Learning Learners will direct their own learning for personal improvement. Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. Learners will use technology to search websites for information.</p> <p>Working with Others Learners will participate as a group to support anti-bullying awareness. Learners will empower themselves in their community. Learners will demonstrate co-operation and teamwork skills.</p>

Digital literacy skills:

- develop a questionnaire or survey to collect data
- create a graph to represent statistics collected from the questionnaire or survey
- access YouTube videos on the topic of bullying
- create a blog and respond to comments
- create a variety of Word documents, e.g. news report using the 5 W's, personal narrative, summaries of information located on the Internet
- collect and select information anti-bullying from Internet websites

Assessment possibilities:**Portfolio**

Learners will use their portfolios to collect information that they have gathered about bullying.

Learning log

Learners will keep learning logs of the research sources they found as they learn about bullying.

Checklists

Learners will meet with the practitioner to record achievements and skills mastered.

Self-assessment rating scale

Learners will use a rating scale to assess their group co-operation skills.

Rating scale

Learners with computer skills will document their research on the Internet about bullying and use Word to create a graph and type related documents.

Rubric

A paragraph rubric may be used to assess writing skills, e.g. letters sent to the day care director and school principal.

Measuring progress against a baseline

From the questionnaire, record a total of bullying incidents that happened at the daycare before the theme began. At the end of the theme, inquire about the number of bullying incidents. Compare the two numbers to see if incidents of bullying have increased or decreased at the daycare.

Benchmarks:

- Use the checklists, assessment tools, portfolio and learning outcomes to discuss and record learners' progress.

Example of a Workplace Literacy Theme Unit

Background

A fast-food franchise in a small city has a diverse staff. The employees are also at various age levels. About a third of them are immigrants and refugees from other countries. The management of this franchise has a policy of using staff meetings every two weeks to discuss problems and teach new skills.

For some months, staff members have been learning new skills at every meeting.

However, some employees are more skilled than others in several areas of the work, and they find some of the instruction boring or a “waste of time.” As well, there have been constant problems with till procedures and cashing out. Scheduling has recently become difficult, as several staff members have religious holidays that they would like to celebrate, but which do not fall within the statutory “Canadian” holidays. Some of the staff members who are learning English also feel uncomfortable at times because they do not understand all of the language at staff meetings and sometimes misinterpret what is said on “the prep line” as they prepare food.

These problems were raised at a staff meeting. The management has decided to ask the staff for some potential solutions to these problems. After much discussion, the staff members requested a form of mentoring to help each other with work problems and improve their job skills. Some of the workers are also interested in becoming managers. All staff members want to have staff meetings every two weeks but would like to develop some mentoring between meetings as well. On the next page is a chart of the theme planning ideas developed during the workers’ discussion with management, followed by the theme unit plan.

Note: If learners are in a classroom preparing for work, create role-plays and simulate a work place environment.

Planning a Theme

Theme: Mentoring to create a positive work environment.			
Communications learning activities:	Communications learning outcomes:	Numeracy learning activities:	Numeracy learning outcomes:
<p>Share ideas and discuss problems at a meeting.</p> <p>Give a presentation in a familiar setting.</p> <p>Communicate clearly with English-as-an-Additional Language (EAL) learners.</p>	<p>Learners will speak in conversation, discussion or small groups in familiar situations.</p> <p>Learners will share or present information in familiar and new situations.</p> <p>Learners will demonstrate active listening behaviours.</p>	<p>Learn how to use money math skills in a variety of settings.</p> <p>Learn how to use a calculator and balance a personal chequing account.</p>	<p>Learners will understand and use basic numerical calculation.</p> <p>Learners will understand and use numeracy for practical daily living tasks.</p>
Working with others learning activities:	Working with others learning outcomes:	Continuous learning activities:	Continuous learning outcomes:
<p>Learn about others' religious holidays.</p> <p>Share information about cultural holidays and traditions.</p> <p>Pair native English speakers with learners whose first language is not English.</p> <p>Teach each other workplace skills that can be transferred to home or community.</p>	<p>Learners will gain appreciation and respect for diversity.</p> <p>Learners will participate in the community.</p> <p>Learners will demonstrate cooperation and teamwork skills.</p>	<p>Engage in job shadowing, work placement, or volunteer work.</p> <p>Learn how to discuss problems in a group situation, e.g. a meeting.</p>	<p>Learners will direct own learning.</p> <p>Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions.</p>

Theme-Based Plan

Learners' experience:

- All members want to learn from each other and increase their work skills.

Theme topic:

- Mentoring to Create a Positive Work Environment.

Inclusive practices:

- Learn to use clear language so that all group members, including people with English as an Additional Language (EAL), can understand what is said during meetings and on "the prep line."
- Create direction sheets with more visuals and fewer words for beginning employees who are learning English.

Learning activities and outcomes:

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
<p>Improving communication:</p> <ul style="list-style-type: none"> • Learners make a list of essential workplace words and brainstorm for synonyms that are easier to understand in English. • Use clear language on the prep line and explain new terms to help EAL members increase their vocabulary. • Learners brainstorm a list of skills that they can practice as a group, such as: <ul style="list-style-type: none"> • asking questions • paraphrasing or restating in clear language what has just been said • asking EAL learners to repeat back or paraphrase an instruction that has just been given • Learners may choose to use a sharing circle to discuss problems or concerns, so that everyone will have a chance to speak about the issues. 	<p>Reading Level 1 Learners will read basic words, terms, and short sentences related to work.</p> <p>Speaking Level 1 Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes.</p> <p>Oral Communication Level 1 Learners will demonstrate active listening behaviours.</p> <p>Oral Communication Level 2 Learners will practise active listening and responding appropriately. Learners will listen with empathy in order to improve daily interactions.</p> <p>Continuous Learning Learners will keep a journal of new vocabulary and numeracy concepts. Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions.</p> <p>Working with Others Learners will increase self-awareness by practicing and reflecting on interactions with others. Learners will develop awareness of and respect for diversity. Learners will demonstrate co-operation and teamwork skills to enhance work opportunities.</p>

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Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
<p>Mentoring and Job Skills Training</p> <ul style="list-style-type: none"> • Learners with work experience will pair with inexperienced learners to learn basic skills for the workplace. • Learners will perform basic numeracy functions to fill out cash-out forms on a computer and learn the keys on the fill that correspond to food items (if appropriate). • Use flash cards to practise food items and abbreviations. • Learners will demonstrate how to make calculations using a calculator. • Learners may be assigned a job shadowing opportunity to gain confidence in or communication and performing duties at work. 	<p>Numeracy Level 1</p> <p>Learners will demonstrate knowledge of numbers and number sense.</p> <p>Learners will demonstrate knowledge of basic numerical operations.</p> <p>Learners will understand and use numeracy for practical daily living tasks.</p> <p>Learners will apply common workplace numeracy operations.</p> <p>Continuous Learning</p> <p>Learners will direct their own learning to acquire skills for entry-level work.</p> <p>Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions.</p> <p>Learners will use technology to communicate and acquire work-related skills.</p> <p>Working with Others</p> <p>Learners will work as a team to support each other.</p> <p>Learners will gain confidence in communicating with others through role-plays and group work.</p>



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Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
<p>Using the portfolio:</p> <ul style="list-style-type: none"> • Learners will create work portfolios. • Workplace learners may use these portfolios during job performance reviews. • Learners who apply for work will bring their portfolios to interviews. 	<p>Reading Level 2 Learners will collect and select a variety of documents for a work portfolio. Learners will demonstrate critical thinking and problem-solving skills while reading and following instructions.</p> <p>Writing Level 1 Learners will complete simple documents that are work related. Learners will match symbols and labels used in workplace settings.</p> <p>Writing Level 2 Learners will demonstrate knowledge of the writing process and write a polished cover letter. Learners will complete a Résumé and job application form to prepare for employment. Learners will use a computer for online templates and information gathering and create Word documents.</p> <p>Oral Communication Level 1 Learners will role-play a scenario between an employee and an employer.</p> <p>Oral Communication Level 2 Learners will participate in a mock interview and receive constructive feedback.</p> <p>Continuous Learning Learners will direct their own learning for ongoing self-improvement and career advancement.</p> <p>Working with Others Learners will collaborate in small groups to complete assigned tasks. Learners will demonstrate assertive behaviour and gain confidence in asking questions and expressing opinions.</p>

Digital Literacy skills:

- using a till, if appropriate (Level 1 & 2)
- using a calculator for basic numeracy operations (Level 1 & 2)
- reading and filling in documents or forms on a computer (Level 2)
- sending and receiving email messages (Level 2)
- using a mobile phone to text messages (Level 1 & 2)
- writing work-related documents in Word (Level 2)
- filling in an online application (Level 2)
- keeping an online blog (Level 2)

Assessment possibilities:**Portfolio**

The Level 2 learners will create work preparation portfolios.

Journal

The learners will keep written or graphic journals to record new skills and procedures learned.

Self-assessment

Learners will use their portfolios to assess their skills before every job performance review.

Checklist and rating scale

Learners will collaborate with a mentor or practitioner to complete checklists and rating scales to show skills and personal growth over time.

Benchmarks:

- Use the checklists, assessment tools, portfolio and learning outcomes to discuss and describe learners' progress.

APPENDIX D

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