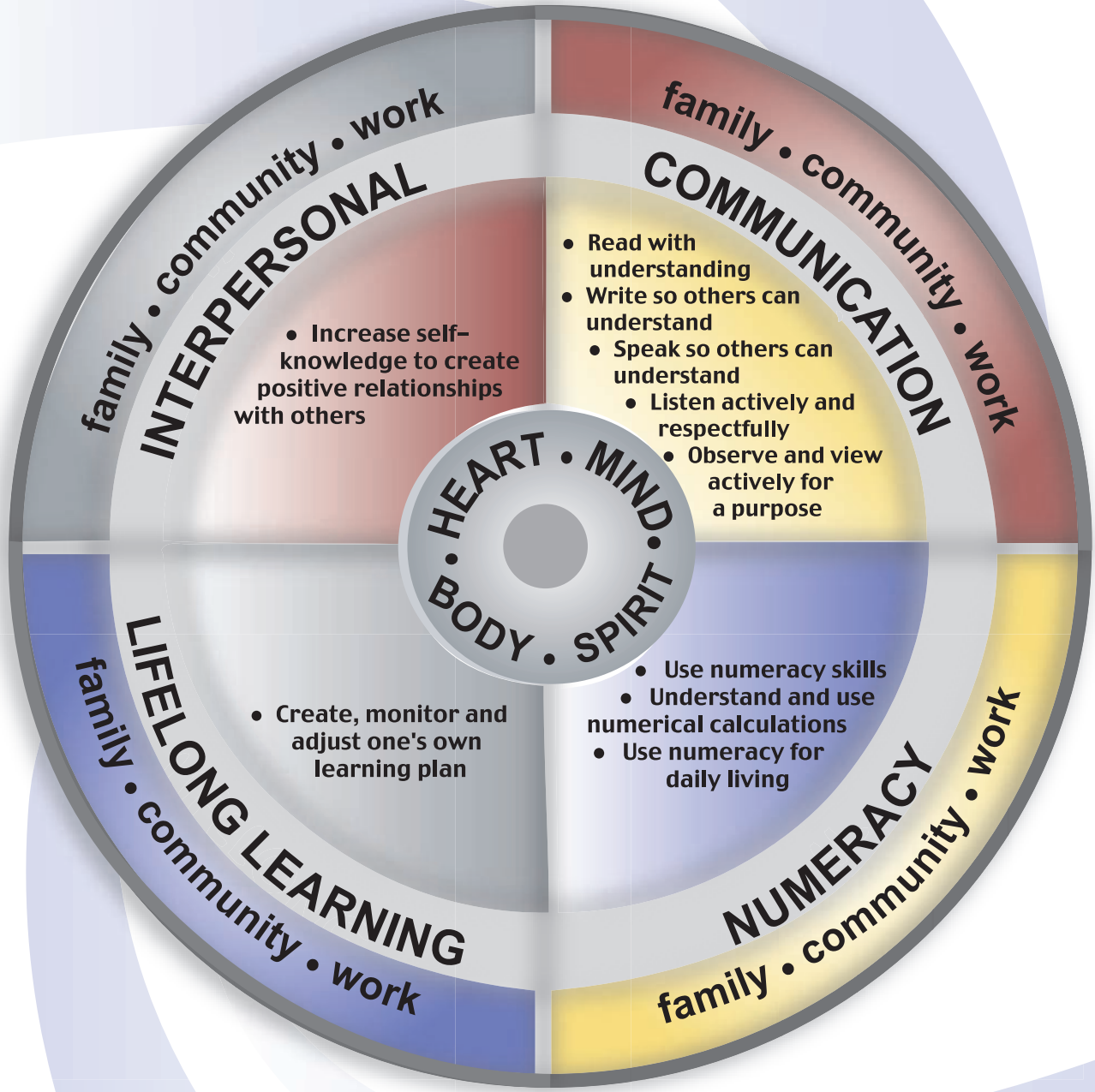
The Circle of Learning



Saskatchewan Adult Literacy Benchmarks

Levels 1 and 2

October 2006

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For more information, please contact the following:

Saskatchewan Literacy Network
206 - 220 - 3rd Ave. South
Saskatoon, SK S7K 1M1
Telephone: (306) 653-7368
Toll-free: (888) 511-2111
Fax: (306) 653-1704
E-mail: saskliteracy@sasktel.net
Website: www.sk.literacy.ca

Saskatchewan Literacy Commission

Saskatchewan Literacy Commission
1170 - 1801 Hamilton St
Regina, SK S4P 4B4
Telephone: (306) 787-2513
Fax: (306) 787-4345
E-mail: saskliteracy@slc.gov.sk.ca
Website: www.sasksmart.ca

Saskatchewan Advanced Education and Employment

Advanced Education and Employment
1945 Hamilton Street
Regina, SK S4P 2C8
Telephone: (306) 787-6030
Toll-free: (888) 511-2111
Fax: (306) 787-7182
E-mail: abe@sasked.gov.sk.ca
Website: www.aee.gov.sk.ca

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Project Management Team

Pat Duggleby	Advanced Education and Employment, Regina
Debbie Griffith	Saskatchewan Literacy Network, Saskatoon
Jeri Marchinko	Advanced Education and Employment, Regina
Donna Woloshyn	Saskatchewan Literacy Commission, Regina

Project Advisory Committee

Sandra Cook	Northlands College, La Ronge
Sally Greenough	SIAST, Kelsey Campus
Irene Jacques	Elder, Standing Buffalo First Nations
Lynda McPhee	Cumberland Regional College, Tisdale
Lynda Richards	Provincial Learners' Focus Committee, Swift Current
Alice Samkoe	Regina Public Library, Regina
Ngeune Selinger	Provincial Learners' Focus Committee, Prince Albert
Adeline Steinley	Cypress Hills Regional College, Swift Current
Tricia Switzer	YAIL Harbor Inc., Yorkton
Carol Vandale	Saskatchewan Aboriginal Literacy Network, Saskatoon

Past Advisory Committee Members

Carmen Bussiere	Saskatchewan Aboriginal Literacy Network, Saskatoon
Lavonne Dubois	Albert Community School, Regina
Bebe Ivanochko	Northlands College, La Ronge
Alan Mills	Saskatchewan Labour Force Development Board, Regina
Shirley Penner	Saskatchewan Aboriginal Literacy Network, Saskatoon
Lisa Wilson	Dumont Technical Institute, Saskatoon

2005 Pilot Testers

Larry Crook	SIAST Kelsey Institute, Saskatoon
Margaret Plunz	Northlands College, La Ronge
Margaret Purich	Parkland Regional College, Yorkton
Fred Reekie	Northlands College, La Ronge
Kimberly Rowe	Dumont Technical Institute, Prince Albert
LaVera Schiele	Pine Grove Correctional Centre, Prince Albert
Kathryn Stewart	Dumont Technical Institute, Ile-a-la-Crosse
Tricia Switzer	YAIL Harbor Inc., Yorkton

2006 Pilot Testers

Peggy Adamack	Family Literacy Project, Regina
Jean Campbell	Saskatoon Open Door Society, Saskatoon
Sandra Cook	Northlands College, La Ronge
Germaine Desnomie	Regina Treaty/Status Indian Services (RTSIS), Regina
Cindy Focht	Balcarres Community School, Balcarres
Sarah Geisler	Balcarres Community School, Balcarres
Charlotte Halyk	Balcarres Community School, Balcarres
Sheryl Harrow	READ Saskatchewan, Saskatoon
Jim Hartman	Balcarres Farm School, Balcarres
Ken Hiebert	Northwest Regional College, Meadow Lake
Manisha Khetarpal	Chinook Regional Library, Swift Current
Tam Miller	Regina Family Literacy Project, Regina
Jim Perry	Balcarres Community School, Balcarres
Alice Samkoe	Regina Public Library, Regina

Benchmarks Project Mentors

LaVera Schiele	Pine Grove Correctional Centre, Prince Albert
Tricia Switzer	YAIL Harbor Inc., Yorkton

Benchmarks Project Contract Workers

Ruth Blaser	Phases 1 & 2 Project Manager, Benchmarks Developer
Linda Fraser	Phase 1 Benchmarks Developer
Lorraine Weidner	Phase 1 Researcher
Terri Peters	Phases 2 & 3 Project Manager, Benchmarks Developer
Lisa Erickson	Phase 4 Project Manager
Bev Kynoch	Phase 4 Content Development Writer
Marion Terry	Phase 4 Benchmarks Developer
Deborah Todd	Phase 4 Project Manager

This project is also indebted to the following current and past Adult Basic Education Redesign Task Team members' visioning and curriculum work:

Adult Basic Education Redesign Task Team

Bart Abrahamson *	Parkland Regional College
Brian Banks *	Advanced Education and Employment
Lorene Bonnett	Northlands College
Sharon Chicoose	Saskatchewan Indian Institute of Technologies
Kami DePape	Parkland Regional College
Pat Duggleby	Advanced Education and Employment
Betty Fisowich *	Canada-Saskatchewan Career and Employment Services
Rod Goertzen	SIAST Kelsey Campus
Trona Guenther	Dumont Technical Institute
Don Harris *	Carlton Train Regional College
Tavia Inkster *	Dumont Technical Institute
Karen Kjargaard *	North West Regional College
Richard Klyne *	Parkland Regional College
Jeri Marchinko	Advanced Education and Employment
Lynn McCaig	SIAST Palliser Campus
Claudette Moran	Dumont Technical Institute
Maynard Quewezance *	Advanced Education and Employment
Jim Seiferling	Advanced Education and Employment
Pat Steiert	North West Regional College
Ron Torgerson *	Saskatchewan Labour Force Development Team
Lisa Wilson *	Dumont Technical Institute
Tricia Wuschenny *	Saskatchewan Department of Community Resources and Employment

** denotes former members of the Task Team*

FOREWORD

For literacy workers, learners, and friends who have participated in the ***Circle of Learning Levels 1 and 2***, this document is the realization of a five-year investment in developing a tool for quality literacy programming in Saskatchewan.

Development of the Circle of Learning Benchmarks for Levels 1 and 2 was born out of work undertaken by the Provincial Literacy Steering Committee established in 2001 by Saskatchewan Learning to develop a "provincial literacy strategy for Saskatchewan". For the first time in two decades, this represented a new opportunity to assess what was happening in literacy, to define strengths and gaps, and finally, to figure out what was needed. As the provincial literacy strategy took shape, the Steering Committee realized the value in laying the foundations for benchmark development, even before the strategy was completed. The Saskatchewan Literacy Network, with funding and support from the National Literacy Secretariat and Saskatchewan Learning, hired staff and established a Benchmarks Advisory Committee in 2002.

Comprised of learning sector representatives that included practitioners, administrators and employers, the Advisory Committee also included two learners, Lynda Richards and Ngeune Selinger, and Elder Irene Jacques from Standing Buffalo First Nation. To guide our work, each meeting began with a prayer in Irene's own language. In an interview[1], Elder Irene explained:

> *… Before I start meetings, I always like to start with a prayer, that's where I offer tobacco to the four directions, to the Grandfathers, to accept my tobacco in a good way and help us out, whoever is at the meeting – that we talk about is good, that what we want to know that we share our information in a good way – we're all working toward one goal and I always…when the meetings are over that we all go our own ways, different directions. Get these people home safe, that they'll see their home again. Bless everyone that they get home well – that's the prayer that I ask. And for everybody's help, prayers mean a lot.*

The Committee was entrusted with the task of developing literacy benchmarks to be used in a variety of formal and non-formal learning contexts and communities. The benchmarks also had to dovetail with Level 3 of the Adult Basic Education Re-design model. Of particular concern was how we could develop a system of Literacy Benchmarks that were relevant to Aboriginal stakeholders. Irene's presence and her prayers helped to guide our discussion. Through her teachings and our conversations within the group, we strengthened our understanding of the significance of the circle, its power and importance in First Nations' culture, identity and spirituality:

Everything that the Indian people do is done in the circle. Because we believe in that Mother Earth is round, the sun is round, the moon is round and we follow those patterns. When we make that circle, that circle becomes sacred, we have more power – whoever is praying, more power is given to them and that circle helps all the people who sit in the circle. Indian people do everything in a circle. If you look around, you'll notice we do everything in a circle and that's all Mother Nature's way.

Her teachings also revealed to us the significance of the Grandfathers, the Medicine Wheel, the Four Directions - South, West, North, East - and prayer within Indian tradition and family life:

…The West is where some of our Grandfathers are. When we have a healing ceremony, that's the strongest, the West, because Grandfathers come from that. And the black represents the West. And now we have North. White represents the North because the North is where our winter comes from and winter could be harsh and the wind could be harsh. We pray to the Grandfathers to the North to give us strength to live through the four seasons and we come to the East. Red represents the East. From the East we get the sun. The sun comes up. The sun provides for our food. Things grow so that we can live a healthy life. That's the East. Yellow represents the South. Yellow stands for wisdom. We pray to the Grandfather to the South to give us wisdom. So that is the four directions and the four seasons of Mother Earth. We have a lot of significance to it – these four directions. It's very sacred to us. Today if we follow all this, we're going to be stronger people….

…I just know what my grandparents, great grandparents have taught me since I was growing up and this is what I talk about today. Hoping that generations to come and the ones that are not born yet, that they'll get these messages; that there will be healthy nations to grow as the years come. This is what we pray about morning and night.

The Benchmarks Advisory Committee believes that literacy is an evolutionary process, and that to become literate involves the physical, intellectual, spiritual and emotional aspects of our being. As such, the Circle of Learning model reflects and honours the wisdom and traditional teachings of the Medicine Wheel, as shared by First Nations and Métis Elders and advisers.

On behalf of the Benchmarks Advisory Committee and the Project Management Team, we invite you to come with us on a journey of discovery and learning. Our intention was to create a tool that would inform, guide and assist literacy practitioners and learners. Our overall goal was to find a way to document and recognize learner accomplishments and achievements, and enhance learner transitions between levels and across programs. We hope the document will provide support to organizations, and guide literacy program development, assessment and instruction.

- The Benchmarks Project Management Team

1 Quotes included in the Foreword include quotes from Irene Jacques in a taped interview with Saskatchewan Literacy Network staff, Debbie Griffith and Lisa Erickson, on September 25, 2006. Quotes included in the foreword further articulate concepts shared with participants at the Literacy Benchmarks Advisory Committee meetings.

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Introduction to
The Circle of Learning

Background and Framework

Benchmarks are points of reference that serve as a basis for evaluation or comparison. The need for Literacy Benchmarks has been identified by learners, practitioners, Advanced Education and Employment (formerly Saskatchewan Learning), and the Saskatchewan Literacy Network. The Circle of Learning Levels 1 and 2 Literacy Benchmarks[1] have been developed by taking into consideration the identified needs of adult learners and practitioners[2]; the objectives and values of various stakeholders; and the national, international, and Aboriginal resources currently available on literacy benchmarks.

Background

The Saskatchewan Literacy Network and Advanced Education and Employment, with funding support from the National Literacy Secretariat, have been working in partnership to develop Saskatchewan Adult Literacy Benchmarks Levels 1 and 2. The Benchmarks project began in February 2003 with the recruitment of a 12-member Project Advisory Committee. In addition to adult learners and literacy practitioners who serve in public institutions and community-based organizations, the committee included administrators and policymakers. Its members are representative of First Nations and Métis, and other individuals who live and work in rural, urban, and northern communities.

The Benchmarks content has also been greatly influenced by a research review of national, international, and Aboriginal literacy benchmarks. Of particular note is the literacy standards work done by the Northwest Territories Education, Culture and Employment (2000), the SkillPlan of British Columbia (BC Construction Industry Skills Improvement Council, n.d.), Literacy Ontario (1998), the Literacy Stages of Manitoba Education, Training and Youth (2002a, 2002b, 2002c), the Essential Skills database of Human Resources and Skills Development Canada (2005), the Employability Skills 2000+ of the Conference Board of Canada (2006) the Certificates in General Education for Adults of Australia (ARIS, Language Australia, 2001), and the Equipped for the Future Content Standards of the National Institute for Literacy of the United States (Stein, 2000). All of the Levels 1 and 2 Benchmarks have benefited from the visioning and curriculum work done by the Adult Basic Education Redesign Task Team (Saskatchewan Post-Secondary Education and Skills Training, 2002). As well, this project received invaluable input from the Project Management Team and

[1] For purposes of brevity and ease of reading, this document refers elsewhere to the *Circle of Learning* Levels 1 and 2 Literacy Benchmarks as *Circle of Learning* Benchmarks, Levels 1 and 2 Benchmarks, Literacy Benchmarks, and Benchmarks.

[2] In this document, the term *practitioner* is all-inclusive. It refers to everyone who is involved in adult literacy program delivery, whether paid or volunteer: instructors, co-ordinators, program planners, office support workers, etc. The term *learner* refers to adult literacy students, regardless of the type of educational program they attend: formal/non-formal, group/ individual, etc.

Project Advisory Committee, and a special subcommittee of Life Skills content experts. With gratitude, The Circle of Learning model also incorporates the wisdom and traditional teachings of the Medicine Wheel, as shared by First Nations and Métis Elders and advisers.

The Circle of Learning also represents input from a wide range of adult literacy learners and practitioners in Saskatchewan. Initial input was sought from 236 people who participated in 20 focus groups located throughout the province. Forty-two percent of these participants were adult learners. About seventy percent of the adult learners and seventeen percent of practitioners, administrators and community-based participants were Aboriginal.[3]

Framework

Literacy programming is included in Saskatchewan's umbrella term for adult basic education, defined as:

> a wide range of services and credit and non-credit programs designed to help learners achieve their goals. These goals may include increasing education and/or certification levels; gaining prerequisites for further training or employment; enhancing life skills, independence and self-sufficiency; or learning skills in specific areas (such as technological literacy, communication skills, portfolio development).
> *(Saskatchewan Post-Secondary Education and Skills Training, 2002, p. 6)*

Levels 1 and 2 Literacy Benchmarks fall within a broader four-level framework for credit programs developed by Saskatchewan Learning's Adult Basic Education Redesign Task Team (see diagrams, pp. 4-5). These Benchmarks are broadly based. They focus on Generic Skills, which are best understood as transferable general life skills or skills that contribute to independence (see Appendix A). Levels 1 and 2 Literacy Benchmarks include the Generic Skills that are integrated throughout all Level 3 curricula. Thus, learners at Levels 1 and 2 acquire the foundations of skills that are further developed in Level 3.

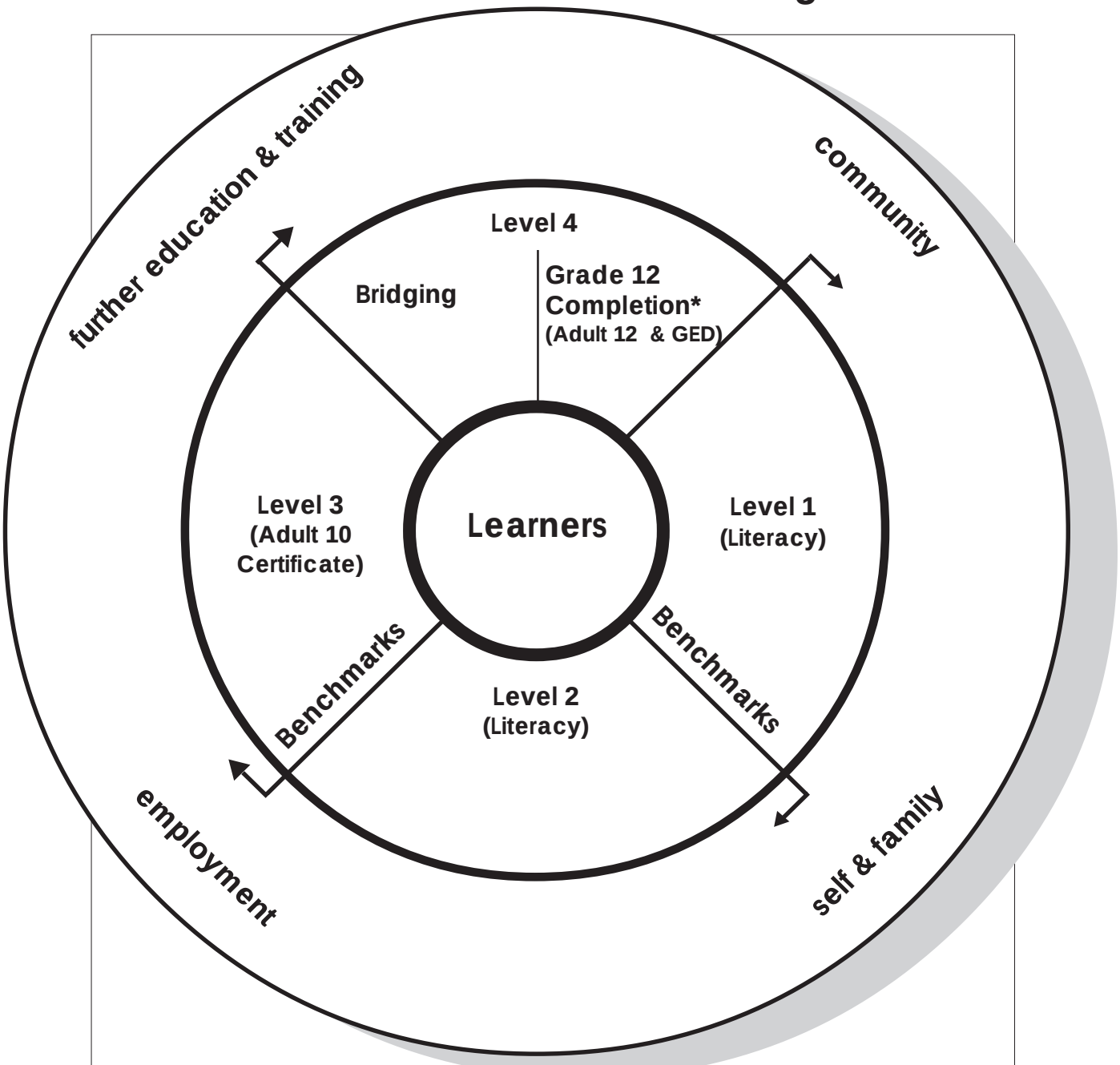
Levels 1 and 2 Literacy Benchmarks are designed:

> to reflect adult roles as family members, community members and workers. Functional skill areas related to these roles are identified. The intent is to go beyond those standards developed solely for academic disciplines. Organizations will develop their programs based on their learners' needs and goals and will use contexts that have the most relevance to their learners. The transferability of skills to different contexts will be encouraged.
> *(Saskatchewan Post-Secondary Education and Skills Training, 2002, p. 12)*

The Benchmarks for Levels 1 and 2 include learning outcomes for communications, numeracy, lifelong learning and interpersonal skills. Level 3 leads to the Adult 10 certificate and includes credit courses in communications, social sciences, mathematics, science and life/work studies. Level 4 has a bridging component for mathematics, science and English, as well as options for high school completion. (See Scope and Sequence Charts, pp. 24-31, for a more detailed outline of Levels 1 through 4).

[3] According to the Saskatchewan Office of the Treaty Commissioner (2004), the term *Aboriginal* refers to "the descendants of the original inhabitants of North America. The Canadian Constitution recognizes three groups of Aboriginal people - Indian, Métis, and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs."

Overview and Context of Adult Basic Education Credit Programs

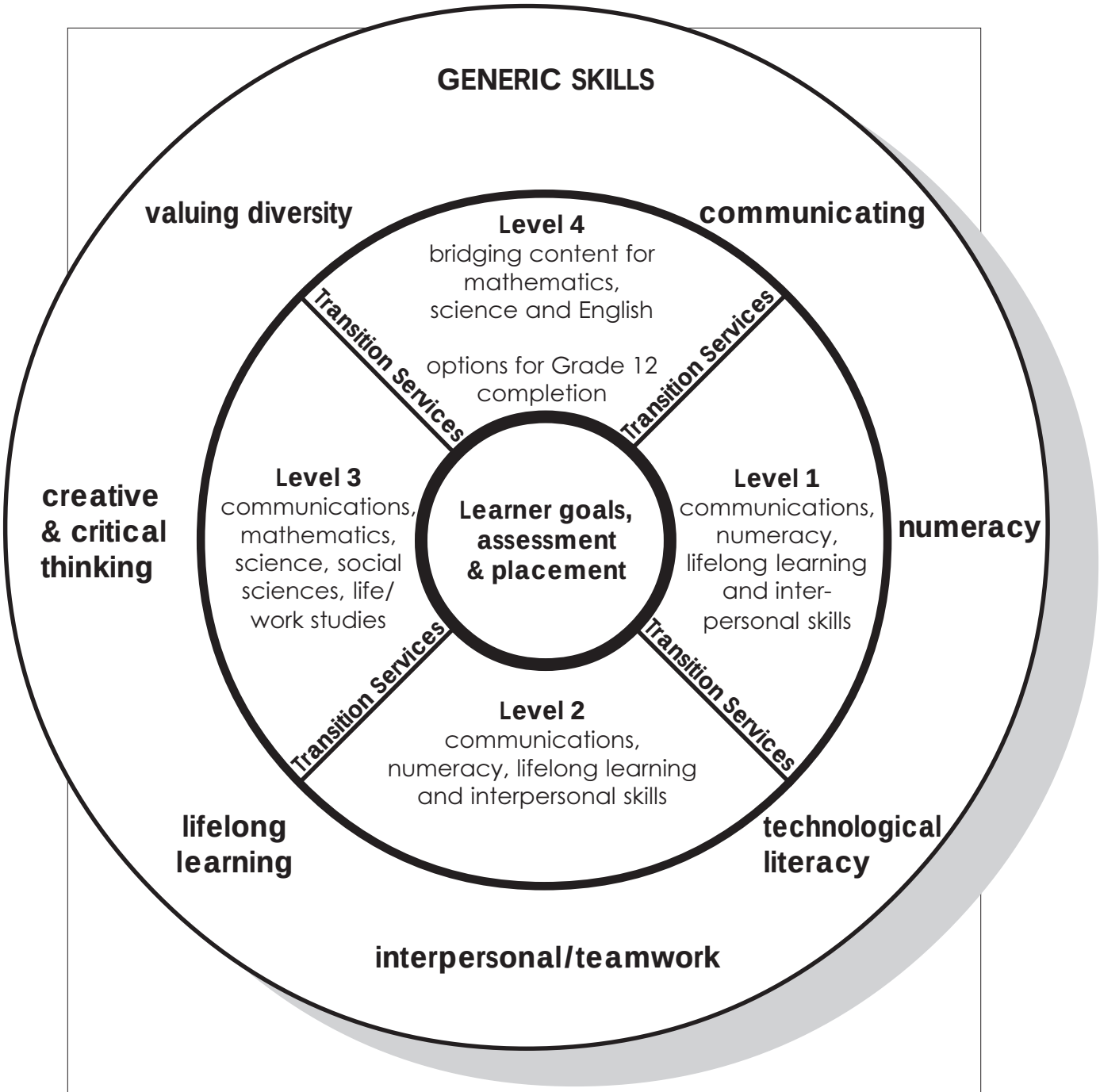


Appropriate **assessment and placement** services are essential for learner success.

*** Options for high school completion include G.E.D., G.E.D. with selected subjects, Adult 12 (credits for 30 level and some 20 level courses), or completion of the 24 credits required by the K-12 system.**

(Saskatchewan Post-Secondary Education and Skills Training, 2002, p. 11)

Content of Adult Basic Education credit programs



Transition services help learners plan and prepare for their next steps.

(Saskatchewan Post-Secondary Education and Skills Training, 2002, p. 11)

Purposes & Goals

The overarching aim of the Circle of Learning project has been to develop Levels 1 and 2 Benchmarks for use by formal and non-formal literacy and adult basic education programs and services in Saskatchewan. These Literacy Benchmarks serve the following purposes and goals:

Purposes

- to provide ways to ***document and recognize learner accomplishments and achievements***
- to ***enhance learner transitions*** between levels and across programs. Having consistent provincial Benchmarks will help learners demonstrate their skills and learnings if they move to another geographic area or to a different delivery organization.
- to facilitate the development of courses. Delivery organizations can use Benchmarks to ***plan programs/courses and place learners appropriately*** within those programs/courses.

Goals

- to ***provide support to organizations*** providing literacy and basic education to adults. These include public agencies such as regional colleges, the Saskatchewan Institute of Applied Science and Technology (SIAST), and Dumont Technical Institute; adult literacy programs in community schools, public libraries, and correctional facilities and community-based organizations such as YAIL Harbor in Yorkton, Circle Project in Regina, READ Saskatoon, and LEARN Lloydminster.
- to ***guide program development, assessment and instruction***. The Benchmarks communicate what is important for adults to learn without dictating how ideas or information should be taught. Individual programs and institutions can choose how to develop learning plans based on the Benchmarks.
- to ***be clear enough for all stakeholders to understand*** and compelling enough to inspire adult learners, literacy practitioners and tutors to enhance their literacy skills.

Vision, Guiding Principles, & Philosophy

Levels 1 and 2 Literacy Benchmarks have been developed based on the groundwork done by the Provincial Literacy Steering Committee, Saskatchewan Literacy Network, the Saskatchewan Aboriginal Literacy Network, and the Adult Basic Education Redesign Task Team of Advanced Education and Employment. These groups' philosophies describe the best practices of adult learning as learner-centred, holistic, and flexible enough to meet the needs of learners in different regions of the province.

The Benchmarks weave theory with practice. They encourage literacy practitioners to engage in philosophical thought, questioning why they instruct as they do. Elias and Merriam (1980) explain, "Theory without practice leads to an empty idealism, and action without philosophical reflection leads to mindless activism" (p. 4). When theory is applied to real-life situations, the learning becomes relevant, learner centred, and holistic - and the educational experience is enhanced for everyone involved.

The vision, guiding principles, and philosophy of The Circle of Learning are grounded in the following best practices for adult learning:

- draw on the gifts of mind, body, heart, and spirit to create a holistic learning experience
- take a learner-centred approach to lifelong learning
- learn together as adult learners and practitioners
- honour the knowledge that learners bring to the learning environment
- reflect critically on what has been learned
- respect, affirm, and empower the self and others

Notes:

Vision

Theory and practice cannot be articulated without first describing what is meant by adult literacy. Through broad-based consultation and reflective discussions, the Provincial Literacy Steering Committee and the Saskatchewan Aboriginal Literacy Network have each developed working definitions of literacy. These definitions comprise the backbone of all literacy work in Saskatchewan.

The Provincial Literacy Steering Committee's working definition of literacy is as follows:

> Literacy is the foundation to a lifelong learning process that empowers individuals to draw on the gifts of mind, body, heart and spirit toward the fulfillment of personal and family life and community responsibility.
>
> Literacy is a continuum of interrelated skills, practices and learnings that contribute to an individual's ability to understand, communicate and participate at home, at work, in education, in community and includes the following:

- listening and speaking
- reading and writing
- observing, viewing and representing
- spelling
- numeracy
- use of technology, such as computers and calculators.

Literacy is essential to and influences the ability to:

- think critically
- make decisions
- solve problems
- resolve conflicts

(Saskatchewan Learning, 2005, pp. 13-14)

The Saskatchewan Aboriginal Literacy Network's (SALN, 2006) definition of literacy honours these ideas with an Aboriginal focus:

> Aboriginal literacy is a learner-centred approach to lifelong learning that honours the inter-connectedness of all aspects of creation for personal empowerment, community development and self-determination.
>
> Aboriginal literacy encompasses first languages, elder involvement, culture and community in a holistic developmental approach to unify mind, heart, body and spirit.

In March 2002, the Adult Basic Education Redesign Task Team articulated a vision of adult basic education. Together with the previous definitions of literacy, this vision underpins the philosophy and guiding principles of Levels 1 and 2 Literacy Benchmarks:

> Basic education in Saskatchewan provides opportunities for adults to further develop academic, employability and functioning skills that contribute to lifelong learning. It helps learners to speak with their own voice and enhances individual and community well being.

[4] As used by the Provincial Literacy Steering Committee and within the Literacy Benchmarks, ***observing*** is an active process of watching to learn, to do and to understand; ***viewing*** is receiving a prepared message through an audiovisual or print medium; and ***representing*** is demonstrating a skill learned through a variety of means (singing, dancing, mime, puppetry, giving a speech, showing someone how to do something, writing in a journal, etc.). Representing can be as creative as the individual chooses.

Basic education is accessible, responsive and supportive of adult learners. Integrated approaches and partnerships are used to address learner needs. The diversity of learners from all cultures and with varying abilities is respected. Success in basic education is measured by learners setting and progressing toward goals.

Basic education incorporates adult learning principles and practices to ensure learner success. Curricula reflect a holistic approach to learning and are flexible in order to meet diverse regional needs.
(Saskatchewan Post-Secondary Education and Skills Training, 2002, p. 5)

Notes:

Guiding Principles

The Benchmarks also draw upon the Guiding Principles articulated by the Adult Basic Education Redesign Task Team. These principles outline the philosophy and best practices of a learner-centred, holistic approach to adult learning and instructing:

Holistic - Basic education recognizes and respects the interrelationship of individuals, families, communities and cultures.

Learner-Centred - The voice of the learner is heard and respected. Basic education responds to the diverse needs of individuals, valuing their experiences, knowledge, goals, skills and learning styles. It recognizes that learning new skills is a developmental process that may not be a continuous, linear process.

Equitable - Basic education is inclusive in nature. It respects cultural, economic, social and educational diversity. All people are treated and viewed in an equitable manner.

Affirming - Basic education reflects the realities of the learners it serves in a manner that is meaningful and empowering. Learners encounter an inviting, respectful environment from initial contact to completion of goals.

Respectful of Aboriginal Cultures - The diverse experiences, knowledge and cultures of Aboriginal people in Saskatchewan are recognized, respected and incorporated into basic education development, design and delivery.

Critically Reflective and Action-Oriented - Learners are encouraged to move beyond surface acceptance of ideas, information and knowledge. Existing assumptions and biases are examined and issues are viewed from a variety of perspectives. Problem-solving and solutions for change are emphasized. Learners are empowered by their learning experiences.

Accessible - Basic education is responsive to learner access needs, which may include geographic location, scheduling, various abilities and financial considerations.

Accountable - Basic education develops and maintains standards of good practice and is accountable to the learner, the community and governments.
(Saskatchewan Post-Secondary Education and Skills Training, 2002, p. 7)

Philosophy

Levels 1 and 2 Literacy Benchmarks also follow the philosophical foundations adopted by the Adult Basic Education Redesign Task Team *(Saskatchewan Post-Secondary Education and Skills Training, 2002, pp. 14-18)*:

1. moving towards transactional and transformative perspectives
2. putting adult education principles into practice
3. valuing biculturalism
4. respecting all types of knowledge and learning
5. making a commitment to renewal

Explanations of these foundations follow:

1. moving towards transactional and transformative perspectives

The transactional and transformative perspectives rely on the instructor as a facilitator of lifelong learning. The focus is on moving adult learners beyond the memorization of facts and procedures, in order to make them active participants in their own learning. This means assisting adults in articulating their prior knowledge on a subject, to understand and control their own thought processes, and to reflect critically on what they have learned. The learners create their own meaning, instead of simply accepting what others have said.

From the transactional perspective, adult learners form their own questions, articulate prior knowledge, and then connect it to new information. They take responsibility for their own learning within a context of their own choice, rather than learning skills and drills outside of a relevant context. The instructor facilitates the process by helping learners to find information from a wide variety of sources, and to reflect on what they have found and on their own learning and thought processes. Hence, learners and instructors become collaborators on the learning journey.

From the transformative perspective, adult learners undergo personal and social change. Learners and instructors plan reflective activities to explore events and issues from many diverse perspectives. They re-evaluate their own thoughts and opinions by learning about other points of view. The knowledge that accrues from this co-operative reflection can then be used to create change outside of the classroom or tutoring setting.

2. putting adult education principles into practice

Imel (1998) identified the principles accepted by many adult education practitioners:

- 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

These principles fall in line with the transactional and transformative intent of the Literacy Benchmarks. Learning outcomes in all four quadrants of The Circle of Learning model - Communication, Numeracy, Lifelong Learning, and Interpersonal Skills - ask adult learners to reflect on their past experiences and knowledge. Learners and instructors then use this knowledge to develop collaborative learning plans that accommodate the learners' interests/needs and incorporate a variety of Benchmarks and learning outcomes. The adult learners become more self-directed in their learning as they develop skills, and they have the potential to transform their lives as they engage in critical reflection. Using contextualized approaches to planning, moreover, cultivates an inclusive learning environment that affirms all participants, regardless of individual differences such as skill levels or cultural affiliations. *(See Appendix B for suggestions to integrate learning outcomes within a theme).*

Notes:

3. valuing biculturalism

Biculturalism is a key foundation of Levels 1 and 2 Literacy Benchmarks. Darder (1991) defines biculturalism as "a process wherein individuals learn to function in two distinct sociocultural environments: their primary culture, and that of the dominant mainstream culture of the society in which they live" (p. 48). Many Saskatchewan adult learners adapt to mainstream society, but live within a different primary culture at home (Cree, Dené, Métis, Francophone, Sudanese, etc.). Valuing biculturalism opens ways of learning about the second culture and shares ways of operating effectively within it, without requiring changes in a learner's cultural identity and loyalty. The instructional goal is not, therefore, to assimilate learners into mainstream language and values, but rather to:

- become aware of the learner's primary culture, and
- find ways to integrate learners' personal experiences and knowledge into meaningful lessons.

Cultural awareness is a valuable beginning place for learners and instructors to become bicultural. Each student brings his or her unique experiences and a cultural richness and resourcefulness that can be used to launch meaningful interaction and lessons. To value biculturalism is to help learners develop positive feelings about both cultures. The Literacy Benchmarks acknowledge this frame of reference and ask learners and instructors to reflect on their place in society through transactional and transformational perspectives.

4. respecting all types of knowledge and learning

Integrated into the Benchmarks are various learning outcomes that ask instructors and learners to explore other ways of knowing and being. For example, learners are asked to describe their own culturally based forms of learning and to learn about other ways of knowing. They are asked to explore learning styles and learning preferences. They are encouraged to express themselves artistically and creatively. They are invited to share their own learning in a variety of ways: from singing, dancing, art and drama, to writing, speaking and preparing a portfolio. This process encourages learners to expand their knowledge and value other ways of knowing.

Holistic learning environments respect various kinds of knowledge. Banks (1993) offers the following typology:

- personal/cultural knowledge learned through personal experiences in the home, family and community cultures
- popular knowledge institutionalized within television, movies, records and other forms of the mass media
- mainstream academic knowledge that is traditional and established Western-centric knowledge
- transformative academic knowledge that challenges mainstream academic knowledge
- school knowledge presented in textbooks, teachers' guides and other forms of media designed for school use

Levels 1 and 2 Literacy Benchmarks ask learners to value and integrate all forms of knowledge. Many adults have had some exposure to mainstream academic or school knowledge, but have not considered the impact of their own personal or cultural knowledge. All of Banks' types of knowledge are respected within a transactional/transformational frame of learning. Learners are encouraged to affirm and question what they have learned in the past, and to be open minded about the wide range of learning opportunities available to them.

5. making a commitment to renewal

Literacy is a dynamic and lifelong process, so literacy education practices, including the development of Benchmarks, need regular renewal. This renewal requires ongoing research, monitoring, evaluation, and adjustment. Levels 1 and 2 Literacy Benchmarks will be reviewed and refined as practitioners and learners engage with the content.

The Circle of Learning is a living document. It has benefited from the expertise of literacy practitioners and learners across the province through focus groups, committee work, pilot testing, and the curriculum planning done by the Adult Basic Education Redesign Task Team. As more input from the field is gained, the document will be updated and renewed. This September 2006 publication is just one more draft of Levels 1 and 2 Literacy Benchmarks, not the final product.

The Circle of Learning Model

The Circle of Learning model [see diagram, p. 14] responds with an image to the following key question:

> *What do adults need to know and be able to do to live meaningfully as parents and other family members, workers, community members, and citizens?*

To sharpen the focus, this key question has been reshaped into the following:

1. *What are the knowledge and skills that Levels 1 and 2 learners need to communicate, understand, and participate effectively with family, in the community, and at work?*
2. *What knowledge and skills lend themselves to being benchmarked?*

The Benchmarks Project has worked with these two questions in all of its research and consultation activities. The answers have been divided into the following four Circle of Learning skills quadrants: Communications, Numeracy, Lifelong Learning and Interpersonal Skills.

Development of the Model

Each Canadian province is responsible for developing literacy standards and performance criteria in relation to its own delivery processes and populations. Saskatchewan's Circle of Learning Levels 1 and 2 Literacy Benchmarks have been developed by taking into consideration the identified needs of adult learners and practitioners, the objectives and values of the various stakeholders, and the national, international, and Aboriginal resources currently available on literacy models. As partners for this project, the Saskatchewan Literacy Network and Advanced Education and Employment (formerly Saskatchewan Learning) have worked with the intention of respecting and being accountable to both adult learners and literacy practitioners.

The research and consultation process used in developing Levels 1 and 2 Benchmarks has also sought to be respectful of all values and histories, with particular attention to First Nations and Métis cultures. The Circle of Learning model draws on the concept of the Medicine Wheel, incorporating the mind, heart, body, and spirit of the adult into the learning process. The circle is a powerful symbol that can represent the cyclical and ongoing nature of learning, for it is a lifelong endeavour. The Medicine Wheel is often used as a teaching tool that demonstrates the need for balance and harmony. The Circle of Learning wheel demonstrates the intersections and connectedness of our learning communities, our learning subject areas, and the components of self as we engage in the learning process.

The Circle of Learning Model

Overview of the Document

This document is divided into the quadrants of The Circle of Learning model: Communications, Numeracy, Lifelong Learning and Interpersonal Skills. Each section includes an introduction, followed by Literacy Benchmarks, ideas for portfolio development, learning outcomes, knowledge and skills sets, sample tasks, and (usually) tips for instruction.

The **introduction** to each section identifies the skills categories and summarizes the Literacy Benchmarks and outcomes that belong to its quadrant. It also offers instructional ideas to position the learning within the overall Circle of Learning framework.

The **Literacy Benchmarks** are specific points of reference for evaluation and comparison. They are not equivalent to grade levels, and they do not dictate how information should be taught. They serve as guideposts to facilitate learning within the context of individual program and learner goals. The Benchmarks in *The Circle of Learning* document build on, rather than duplicate, the excellent work done by others within Canada. Several related documents have been developed to serve specific purposes (such as essential skills in the workplace) and special target populations (such as English as a Second Language learners). Rather than attempt to include in the Benchmarks document information that would suit all contexts and all learners, please refer to the Annotated Bibliography in Appendix G.

The **suggestions for portfolio development** offer concrete ideas for demonstrating the completion of each Benchmark. These lists are examples only. They do not stipulate what every learner should be required to present as evidence of having learned a given skill. Learners are encouraged to include proof of prior learning as well as new learning, and to include knowledge and skills acquired outside as well as inside the learning environment.

The **learning outcomes** identify the knowledge, skills, attitudes and values that learners need in order to communicate, understand, and participate with family, in the community, and at work. They provide a clear focus for learning, while giving learners and instructors the freedom to develop flexible, creative, learner-relevant lesson plans and skills assessment. *The Circle of Learning* outcomes also explain how learners can transfer their learning to life settings outside of the literacy classroom.

Knowledge and skills sets subdivide *The Circle of Learning* outcomes. They represent what learners may be expected to know and do. Instructors are encouraged to focus on "real-life" learning by using learners' experiences and needs as the context for preparing lessons. This approach facilitates lifelong learning by helping learners identify how they have used the knowledge and skills in the past, and how they can use them in present and future.

Examples of applying this learning outcome outside the learning environment follow each skill set. These examples suggest ways that learners can perform the skills with family (i.e., one's immediate household, including relatives and other loved ones), in the community, and at work. They are sample tasks only. They are not exhaustive, and they do not dictate what must be learned. The sample tasks are linked to assessment in that they represent actual demonstrations of skills that can be evaluated.

Tips for Instruction are given at the end of most Literacy Benchmarks. Some tips break the knowledge and skills sets into subsets. Others provide definitions of terms used in the knowledge and skills sets, or give hints on teaching the skills.

Facilitating Contextualized Learning

Adults seek personal relevance in their learning. They want to learn things that draw on their own experiences to solve real-life problems (Imel, 1998). Adults are not bound by institutional or societal expectations, and their lives provide the context for any learning they undertake. Instruction that acknowledges and actively uses these individuals' contexts in curriculum, course, and lesson design respects their diverse needs. This learner-centred approach is advocated when using the Levels 1 and 2 Literacy Benchmarks.

In keeping with the transactional and transformative philosophy of the Benchmarks, moreover, instructors act as facilitators, focusing on learners' needs and helping them to expand on the knowledge base they already have (see chart below). Facilitative instructors build on learners' strengths, slowly helping learners to become more responsible for their own learning. The emphasis is on the learning process and on developing self-direction, while recognizing that learners will demonstrate higher or lower levels of independence in

Transactional Perspective	Transformative Perspective
Instructors act as facilitators. ▪ Learners and facilitators are collaborators on the learning journey. ▪ Learners form their own questions to answer. ▪ Learners articulate prior knowledge before forming or answering these questions. ▪ Learners and facilitators find information from various sources to answer questions. ▪ Learners connect prior knowledge to new information to reflect on their own learning and thought processes. ▪ Independent learning is encouraged.	▪ Instructors act as facilitators. ▪ Learners and facilitators are collaborators on the learning journey. ▪ Learners and facilitators reflect on their own thoughts and opinions. ▪ Learners and facilitators explore events and issues from a wide variety of perspectives. ▪ Learners and facilitators use new information to re-evaluate their own thoughts and opinions. ▪ Learners and facilitators use new information and opinions to create personal and social change beyond the classroom. ▪ Creating positive change is encouraged.

accordance with their levels of familiarity and comfort with individual learning tasks. As Merriam (2001) explains, individuals occupy different positions on a continuum of self-direction under different life and learning circumstances.

Literacy skills are embedded in a variety of learner-centred contexts, only one of which is the program setting and the learning situations that occur within it. As individuals with unique life and learning contexts, adult learners have their own cultural affiliations, learning styles and experiences, special educational needs, family relationships, community

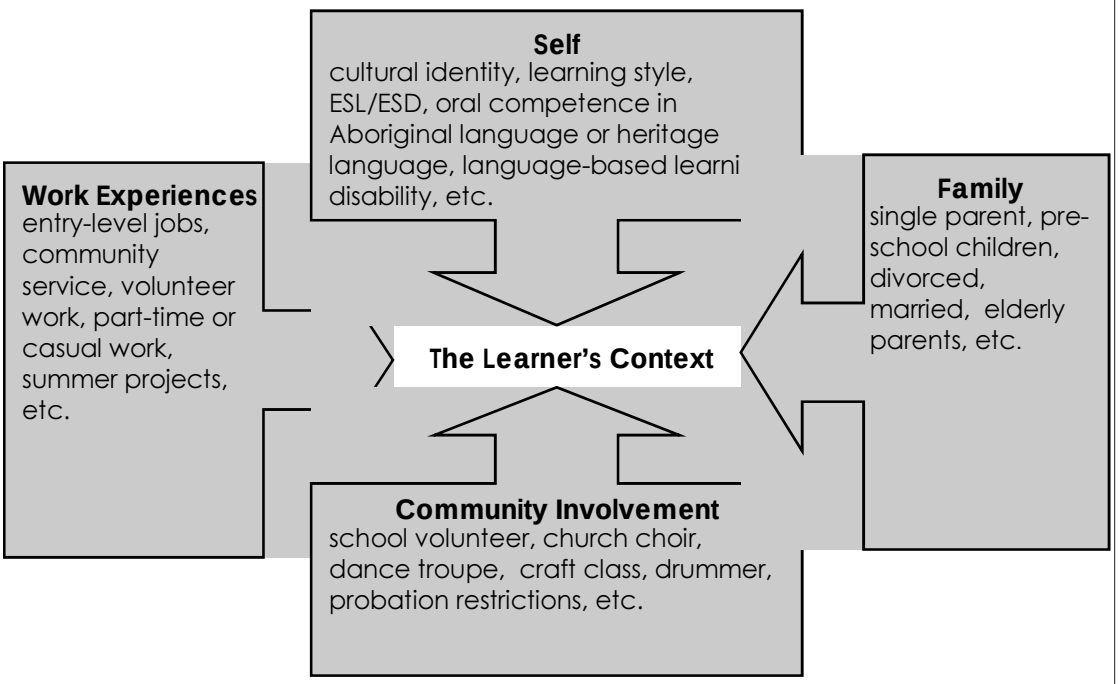
Contextualized Learning

Benchmarks
Literacy Benchmarks offer guided direction for knowledge and skills development by adults who are actively pursuing personal and learning goals in a variety of program settings.

Program Settings
community-based organizations, institution-based programs, tutorial programs, workplace training, justice literacy,
family literacy, etc.

Learning Situations
one-to-one or group instruction, project work, panel discussions, role playing, guest speakers, etc.

Literacy Is All Around Us



Theme-Based Learning
Knowledge cannot simply be transferred or trained. Learning occurs when it is self-determined and situated in real-life situations.

Authentic Assessment
Learners are asked to perform real-life tasks. A portfolio is used to demonstrate a learner's progress of meaningful applications of acquired knowledge and skills.

associations, and work histories. The Contextualized Learning chart (see p. 17) outlines these concepts, and advocates theme-based learning and authentic assessment (using portfolios to record the evidence) as best practices in facilitating contextualized learning.

The six concepts illustrated in the Contextualized Learning chart are explained in more detail below:

1. benchmarks

Benchmarks are tools for adults to learn competencies that mesh with their personal goals. Since the focus of instruction is firmly on context, instructors and learners together can choose the Literacy Benchmarks that best suit each learner's needs. The Literacy Benchmarks are meant to be used holistically. They should not be taught in isolation from each other or simply in the order they are presented in this document. For example, if a learner wants to improve job search skills, it would make sense to use some Benchmarks from the reading, writing, observing, viewing, and listening portions of the Communications quadrant, along with some technological Literacy Benchmarks from the Lifelong Learning quadrant, and many of the Benchmarks from Interpersonal Skills. In this way, learners gain knowledge in a context that is personally relevant. Contextualized learning not only motivates learners; it also empowers them to be more self-directed in their own learning.

2. program settings

Literacy programs occur in a variety of formal and non-formal settings that include institutions, community organizations, tutorial settings, and the workplace. When adult literacy programs use *The Circle of Learning* Benchmarks, Levels 1 and 2 learners can transfer easily from one program to another. Literacy Benchmarks suit a variety of learners in different programs while honouring learners' individual contexts and maintaining the integrity of transferability.

3. learning situations

Many types of instruction honour learners' contexts. Learning situations can range from formal lectures and panel discussions to informal discussions and role playing. Any learning activity can focus on learners' goals and needs while helping them to achieve the Benchmarks they desire. Many literacy programs have high numbers of ESL (English-as-a-Second-Language) and ESD (English-as-a-Second-Dialect) learners with language-specific learning needs. Furthermore, given the high number of Aboriginal participants in the province's literacy programs, it is especially important to incorporate First Nations and Métis perspectives into Saskatchewan's literacy learning situations. Aboriginal learning methods, such as storytelling, talking or sharing circles, co-operative group work and experiential learning, facilitate learning for all. ("Core Activities that Acknowledge Aboriginal Perspectives" can be found in the "Foundations" section at the beginning of Saskatchewan ABE Level Three curricula, available from Advanced Education and Employment.) Literacy practitioners are encouraged to select materials and methods from a variety of perspectives and sources that encourage learners to articulate their own cultures and points of view.

4. the learner's context

Because adult learners bring their own values, skills, strengths, and experiences to every learning situation, it is important that literacy practitioners get to know learners before negotiating learning plans. Literacy service providers are responsible for developing intake and assessment models that fit their own community and program needs. These models focus on learners' academic skills, previous employment and education histories, career goals and anticipated learning challenges. The means to obtain this information range from formal testing to informal interviewing. The more that is known about learners' life and learning contexts, the easier it is to help learners choose appropriate themes for Benchmarks planning, and to design learner-appropriate lesson plans. (See *Intake and Assessment Framework for Basic Education and Related Programs for Adults*, Saskatchewan Learning, 2003, for an example of an intake and assessment model that can be adapted by different programs.)

Adults' diverse life and learning contexts include cultural identities, family situations, and community interactions, as well as their prior learning and work experiences and current learning needs. Each of these elements may be expected to have varying levels of influence on adults' literacy program participation at different times for different learners. Learners' individual needs guide the selection of Literacy Benchmarks and learning outcomes, as well as the choices of learning themes and activities to achieve them.

Notes:

Cultures evolve over time. For Saskatchewan First Nations and Métis learners, in particular, cultural ways of knowing are a vital component of literacy program participation. Aboriginal students often refer to loss of culture, and some First Nations and Métis people become uncomfortable when they are asked to identify their culture. Defining one's culture is a complex but necessary prerequisite to appreciating and understanding others who are different. Ross (1992) explains, "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" (p. 4). Literacy makes it possible to understand that we all originate from some place, some ancestral territory where our cultural heritage embraces traditions, rituals, and ceremonies that inform our identity. Honouring different cultures makes learning personally meaningful and supports learners in taking pride in their identity.

Learners come from **families** of all shapes and sizes. They may be married or single, or living with same or opposite-sex partners. They may be single parents, and their children may range from newborns to adults. Their younger children may live with them or with other family members, foster parents, or adoptive parents. Older learners may share their households with children and grandchildren. Learners from different cultures may live in families that have very different expectations than those typical of the mainstream culture. Regardless of a learner's age, culture, or marital and parental status, family relationships are

usually the basis for both motivating adults to embark on learning journeys and for setting up roadblocks that impede adults' completion of learning goals. Adult learners may need to tend to family members' needs before their own academic needs. Literacy instructors can plan themes and lessons that help these adults to explore family-related topics of interest.

Families do not live in isolation. Learners live in **communities** that provide networks of formal and informal interaction. Some learners feel dissonance because their own family structures, cultural practices, or learning aspirations do not mesh well with the communities in which they live. Others have community responsibilities that interfere with their ability to devote time and attention to their literacy program work. Still others wish to participate more fully in community activities. Literacy Benchmarks and learning outcomes, themes, and assignments acknowledge learners' community involvement and work, and provide opportunities to expand those sets of knowledge and skills.

Adults bring a wealth of school-related and life-related **prior learning** experiences to literacy programs. Learners' feelings about past schooling experiences can be positive or negative. Most adult literacy learners are attempting to acquire skills that they did not, for whatever school-related or unrelated reasons, acquire in grade school. Learners may need help in coming to terms with whatever negative memories they have of school and in recognizing the positive learning that has accrued in their lives since. Literacy Benchmarks build on learners' existing knowledge and skills. The themes and activities that are developed to achieve literacy outcomes based on those Benchmarks offer opportunities to celebrate what learners already know and can do, while exploring new ways to meet their learning goals both inside and outside the classroom context.

Adults can be motivated to attend literacy programs because of their prior **work experiences** - or lack thereof. Many adults have goals of becoming qualified for more desirable jobs than the ones they have held since leaving school. Others feel that their lack of any job experience is a result of not completing high school. Literacy practitioners can help adults acknowledge the job readiness skills they already have, identify the skills they still need in order to fulfil their job aspirations, and choose Literacy Benchmarks that will help fill in the gaps.

Adults often have individual **learning needs** grounded in special learning difficulties, learning style preferences and personal problems. The same learning difficulties that prevented them from completing grade school can get in the way of their literacy skills development as adults. These include Fetal Alcohol Effects (FAE), developmental challenges, Attention Deficit Disorders (ADD and ADHD), and learning disabilities (LDs) such as nonverbal disabilities, dyslexia, and visual-spatial disorders. Learning style preferences include visual, auditory, and psychomotor orientations to learning, as well as cognitive perception and processing patterns. In addition to these needs, learners can have personal problems ranging from mild emotional distresses to severe physical and psychiatric illnesses.

Literacy practitioners are not expected to have expertise in the wide range of special needs that learners bring to the classroom, but they can learn to be sensitive to problems that may require outside medical or psychological intervention, and they can listen carefully to

what learners say about their own needs and how to address them. They can also consult with other literacy practitioners and attend training sessions on working with learners who have special learning needs. Recommended resources available from the Saskatchewan Literacy Network (SLN) include the Level 2 tutor training kits *Learning How to Learn* (SLN, 2001) and *Drawing the Line: Dealing with Affective Issues in Literacy* (Horsman, 2001). See also Terry (2002) for tips on adapting learning situations to the needs of learners with different cognitive styles. (See the Annotated Bibliography in Appendix G for more information.)

Many adults with personal problems have a need to heal from hurtful past or present experiences. Learners may use terms such as "healing journey," "healing path," "healing the inner child," or "facing the past" to explain cultural approaches to this process. Perspectives on healing encompass mind, spirit, body, and heart. Aboriginal people on healing journeys learn to recognize the historical roots of their feelings of cultural loss and negative identity, to embrace their cultural differences and to share this knowledge with others, to take responsibility for their own mental and physical behaviours, and to develop positive behaviours that nurture healthy relationships with family, friends, and other community members. Aboriginal and non-Aboriginal practitioners and learners can learn to apply these holistic principles to their own lives and learning challenges. Aboriginal learners may also be willing to share stories of their healing journeys in their learning activities and portfolios. More information about these healing practices may be found in the Saskatchewan's Level Three Social Sciences Curriculum Guide. +(available from Advanced Education and Employment - see the Annotated Bibliography in Appendix G)

Notes:

5. theme-based learning

Of the many different strategies and approaches that can be used in instruction, theme-based learning most clearly addresses learners' needs for personal relevance and problem-solving. In theme-based learning, specific sub-tasks are identified that need to be accomplished in order to proceed to the desired outcome. Theme-based learning limits the overwhelming amount of learning that needs to take place, and puts it into manageable chunks to work on for a common goal. It helps in skills integration because learners see how all skills fit together and overlap.

Theme-based planning means organizing lessons around the general idea or theme that learners identify as being most important.

> Themes identified will represent all avenues of the learners' lives and can potentially correspond to a variety of social, cultural, political, and economic issues that learners experience. There is no end to the possibilities that can emerge. Getting a job, family

> responsibilities, abusive relationships, childcare, and dealing with government agencies are just a few examples of themes that could be generated by adult learners. *(Saskatchewan Learning, 2004, pp. 92-93)*

Literacy instructors are encouraged to include learners in the planning process, and to use creativity in designing real-life lessons around learner-designated themes, as "the literacy skills do not constitute the curriculum; the needs and interests of the students create the curriculum" (Askov, 2001, p. 13). Theme-based learning takes a holistic approach to meeting learners' self-identified goals and building on their strengths. Themes integrate skills across several quadrants at the same time. Furthermore, several theme choices can be offered to learners who need help to develop more independence in their learning. (See the Theme-Based Planners in Appendix B for examples of integrating Benchmarks and learning goals.)

6. authentic assessment

In authentic assessment, learning outcomes are evaluated within the specific contexts in which the learning has occurred.

> Making assessment authentic allows learners more opportunities for relevant application of skills. The instructor engages learners in a range of formative and summative assessment tasks that are directly related to the learning outcomes of the curriculum. These tasks require the application of knowledge and skills in real or authentic contexts. "Hands-on" exercises and real life problems and situations are used wherever possible. Instructors design assessment opportunities to allow for a true representative or an actual performance of a skill. For example, learners actually do writing for real audiences, rather than answering questions about writing or taking spelling tests.
> *(Saskatchewan Learning, 2004, p. 107)*

Portfolio assessment, in particular, honours these authentic contexts. Portfolios document both prior learning and the knowledge and skills that adult learners develop in a literacy program. As well, portfolios help to develop self-direction in learning. As the learners reflect on their prior experiences, they identify existing knowledge and skills, and determine what they wish to learn. They play an integral role in course planning as they speak about their goals and needs, and assess their own progress through portfolios. Instructors show learners how to include a variety of checklists, rubrics, learner self-assessments, goal-setting charts, samples of work, and other items in a portfolio. This evidence of learning showcases the attainment of learners' goals and highlights the Benchmarks they have achieved. Portfolios also make it easier for learners to transfer from program to program, instructor to instructor, or course level to course level. Portfolios can be used to earn credit for prior learning (RPL) at Levels 3 and 4. (See Appendix C for more suggestions about the use of portfolios.)

Scope & Sequence Charts

The Levels 1 and 2 Literacy Benchmarks in the following charts parallel the ABE Level 3 curricula's Generic Skills: lifelong learning, communications, numeracy, technological literacy, creative and critical thinking, valuing diversity, and interpersonal teamwork (see Appendix A). In this learner-empowering approach to knowledge and skills development, Literacy Benchmarks are chosen in accordance with the self-identified needs and goals of individual learners. Prior learning is assessed and demonstrated; then learning outcomes are selected on the basis of the knowledge, skills, attitudes, and values needed by the learner in order to achieve a particular goal. The learning activities that are developed to meet these outcomes acknowledge each learner's cultural ways of knowing and other aspects of diversity. This holistic approach facilitates lifelong learning, wherein "literacy skills are tools to be used by people in shaping their own world, and are not an end in themselves" (Ministry of Education, Government of British Columbia, n.d., p. 32).

Scope and Sequence charts appear on the following pages:

- Comparison of ABE Levels 1-4 p. 24
- Observing & Viewing, Levels 1-3 p. 25
- Listening, Levels 1-3 p. 26
- Speaking, Levels 1-3 p. 27
- Reading, Levels 1-3 p. 28
- Writing, Levels 1-3 p. 29
- Numeracy, Levels 1-3 p. 30
- Lifelong Learning, Levels 1-3 p. 31

Notes:

Scope and Sequence Charts

LEVELS 1 & 2 Benchmarks	LEVEL 3 - Adult 10 Certificate Courses	LEVEL 4 - Bridging Content & Options for High School Completion
Communications **Level One** Observe and view actively. Listen to short messages actively and respectfully. Speak in familiar situations so that others can understand. Read short paragraphs with understanding. Write sentences and a short paragraph that others can understand. **Level Two** Observe and view critically. Listen to long messages actively and respectfully. Speak in new situations so others can understand. Read 1-2 pages of text with understanding. Write long paragraphs that others can understand. **Numeracy** **Level One** Demonstrate basic numeracy skills. Solve simple numeracy problems in daily life. **Level Two** Demonstrate complex numeracy skills. Solve complex numeracy problems in daily life. **Lifelong Learning** Participate in creating, monitoring, and adjusting one's own learning plan. **Interpersonal Skills** Enhance self-reflection and engage in positive relations with others.	**Communications** Reading Writing Speaking Listening Observing, Viewing and Representing (integrated within the first 4 strands) **Mathematics** Numbers and Number Sense Algebra Ratio/Rate/Proportion Measurement Geometry Statistics and Probability **Life/Work Studies** Vision - exploring/defining self Emotion - personal management Thought - community participation/work exploration Action - community participation/ work engagement **Social Sciences** Culture and Identity Systems of Governance Topic of the learner's choice **Science** Order and Organization Measurement Systems Patterns of Change Ethics and Values Technology	**Bridging Content** For mathematics, science and English **Options for High School Completion** • GED • GED with selected subjects • Adult 12 - seven 30-level courses as follows: o English 30A, 30B o one math o one science o one social science o two electives • Completion of the 24 credits required by Advanced Education and Employment, Government of Saskatchewan

OBSERVING & VIEWING Level 1	OBSERVING & VIEWING Level 2	OBSERVING & VIEWING Level 3
Benchmark Observe and view actively. **Learning Outcomes** Learners will view for practical purposes and social skills development. Learners will observe for practical purposes and social skills development. **Tasks you can perform to show observing & viewing skills at Level 1** • View a documentary on a familiar topic. • Visit an art exhibit of a local artist. • Attend a pow-wow and view the dancing for enjoyment. • Observe a softball coach to get tips on how to help coach your child's Little League team. • Observe someone tan a hide and help as appropriate. • View a children's performance at school. • View a school assembly (e.g., awards). • Observe the way mainstream culture values eye contact and a firm handshake, in contrast to the way some First Nations value limited eye contact and a softer handshake. Practise both ways.	**Benchmark** Observe and view critically. **Learning Outcome** Learners will demonstrate critical observing and viewing behaviours to gain knowledge and for personal enjoyment. **Tasks you can perform to show observing & viewing skills at Level 2** • View your child's favourite television program. • View a safety demonstration at work. • Attend a pow-wow and carefully observe one dance. Learn the meaning conveyed in the dancer's movement. • Observe a science experiment. • Observe how a traditional healer prepares a medicinal tea. • Tour a reserve or rural area with a community Elder. Observe the differences that the Elder describes as having occurred in his or her lifetime. Picture in your mind the changes that you think may occur in your lifetime.	**Learning Outcomes** Observing and viewing activities are integrated with the learning outcomes for reading, writing, speaking, and listening at Level 3.

LISTENING Level 1	LISTENING Level 2	LISTENING Level 3
Benchmark Listen to short messages actively and respectfully.	**Benchmark** Listen to long messages actively and respectfully.	
Learning Outcomes Learners will listen with understanding to short messages for enjoyment and practical purposes. Learners will demonstrate active listening behaviours. Learners will minimize barriers to listening in order to improve daily interactions.	**Learning Outcomes** Learners will listen with understanding to long messages for personal enrichment and practical purposes. Learners will listen with understanding to long messages for social skills development. Learners will demonstrate that listening is an active process of constructing meaning. Learners will listen with empathy in order to improve daily interactions.	**Learning Outcomes** Learners will identify a variety of purposes for listening. Learners will recognize that listening is an active process of constructing meaning. Learners will practise appropriate behaviours of effective listeners while completing a variety of listening activities.
Tasks you can perform to show listening skills at level 1 • Listen to the radio for fun. • Nod your head to show you are listening. • Draw a picture of what you see as someone uses descriptive words to describe a sacred object (e.g., rock, pipe, bundle, family album, sash). • Turn off the television when you are talking to your children. • Take turns in class sharing your cultural beverage (e.g., tea) while listening to classmates discuss current events in their lives.	**Tasks you can perform to show listening skills at level 2** • Listen to a friend tell you how he is feeling. • Listen to a storyteller at your child's school. • Listen to an Elder share a cultural teaching. Then describe this teaching to a classmate, friend, or family member. • Ask questions during a town meeting. • Listen quietly as your spouse tells you about problems she is having at work. • Attend a cultural ceremony and carefully listen to one song. Learn the meaning conveyed in the singer's voice.	**Tasks you can perform to show listening skills at level 3** • Paraphrase key messages and key details from formal presentations. • Listen to learn proper telephone etiquette. • Tell your instructor how the last speaker in class was effective. • Identify the sequence or steps in a speech or brief lecture.

SPEAKING Level 1	SPEAKING Level 2	SPEAKING Level 3
Benchmark Speak in familiar situations so others can understand.	**Benchmark** Speak in new situations so others can understand.	
Learning Outcomes Learners will demonstrate knowledge of the foundations of speaking. Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes. Learners will share or present information in familiar situations in order to practice public discussion.	**Learning Outcomes** Learners will improve the foundations of speaking for social skills development. Learners will speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes. Learners will share or present information in new situations in order to encourage public discussion.	**Learning Outcomes** Learners will speak for a variety of purposes and audiences. Learners will recognize that speaking is a process as well as a tool for communicating, thinking and learning. Learners will practise the appropriate behaviours of effective speakers and complete a variety of speaking activities.
What you can Express at Level 1 • Ask for and share information about plans for a community event. • Make introductions at a social gathering. • Express your feelings when a family member says or does something that makes you especially happy – or sad. • Share with your children personal experiences and stories from your own childhood. • Talk about familiar events or traditions. • Sing traditional songs. • Tell a friend something you cherish about a loved one who has passed away.	**What you can Express at Level 2** • Express your own opinion or point of view about something that is important to you. • Contribute positive comments in group settings. • Tell personal stories. • Practise storytelling of traditional or new stories. • Use songs or drama to convey information or learning. • Read aloud a poem you have written or found in a book. • Use body language to highlight key points when speaking. • Introduce a speaker to a small group.	**What you can Express at Level 3** • Interview others. • Participate in job or parent/teacher interviews. • Conduct informational interviews with workplaces or other community agencies. • Give talks responding to an event, an experience or a piece of literature. • Give talks that inform or persuade others. • Participate in a debate. • Paraphrase words of others for clarity.

READING Level 1	READING Level 2	READING Level 3
Benchmark Read short paragraphs with understanding.	**Benchmark** Read 1-2 pages of text with understanding.	
Learning Outcomes Learners will demonstrate reading readiness skills. Learners will demonstrate knowledge of the foundations of reading. Learners will identify the elements of a sentence and paragraph in order to improve critical thinking skills. Learners will read short paragraphs and simple documents for enjoyment and practical purposes. Learners will choose, monitor, and adjust reading strategies as needed.	**Learning Outcomes** Learners will read short fiction and non-fiction texts and simple documents in order to increase vocabulary. Learners will demonstrate knowledge of the elements of non-fiction and simple documents to improve critical thinking skills and for public discussion. Learners will demonstrate knowledge of the elements of fiction to improve critical thinking skills and for public discussion. Learners will demonstrate critical thinking about fiction and non-fiction texts and documents to use for self-expression and public discussion. Learners will read short fiction and non-fiction texts and documents for enjoyment and practical purposes.	**Learning Outcomes** Learners will read with understanding for a variety of purposes, using a variety of texts. Learners will recognize that reading is a process of constructing meaning between self and text. Learners will apply a variety of reading strategies. Learners will read and integrate information from several sources. Learners will demonstrate reading strategies and new knowledge, thoughts or feelings gained from reading.
What you can Read at Level 1 • letters of the alphabet • sentences and short paragraphs • menus • simple timetables, maps, and road signs • street and shop signs • newspaper headlines and short news items • simple instructions • public service messages	**What you can Read at Level 2** • basic documents that are 1 or 2 pages long • stories that are 1 or 2 pages long • full-length news articles • biographies that are 1 or 2 pages long • basic personal and business letters • high-interest, low-vocabulary books	**What you can Read at Level 3** • newspapers • assembly instructions • pamphlets • essays • short stories • novels • articles from the Internet • textbooks • encyclopedias • workplace documents

WRITING Level 1	WRITING Level 2	WRITING Level 3
Benchmark Write sentences and a short paragraph that others can understand.	**Benchmark** Write long paragraphs that others can understand.	
Learning Outcomes Learners will demonstrate knowledge of the foundations of writing. Learners will identify the elements of a sentence and paragraph in order to improve critical thinking skills. Learners will demonstrate knowledge of the writing process and write an effective sentence or paragraph to improve critical thinking skills. Learners will write sentences, a short paragraph, and simple documents for practical purposes. Learners will write sentences and a short paragraph for self- expression.	**Learning Outcomes** Learners will increase knowledge of the foundations of writing to improve critical thinking skills and writing fluency. 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. Learners will write long paragraphs for self-expression.	**Learning Outcomes** Learners will identify a variety of purposes, audiences and formats for writing. Learners will adapt and prepare a writing process that is appropriate for the purpose of a particular writing task. Learners will use a variety of writing strategies. Learners will integrate information from a variety of sources to write for inquiry or research. Learners will write for a variety of purposes and audiences.
What you can Write at Level 1 • well-crafted sentences • invitations and greeting cards • short personal letters • simple forms (e.g., registration forms, warranty cards, catalogue orders) • phone messages • personal notes • shopping lists • simple diagrams or sketch maps • personal cheques • recipes • addresses on letters and envelopes	**What you can Write at Level 2** • well-written paragraphs on topics of personal interest • simple business letters • more complex forms (e.g., application forms, requests for leaves of absence) • basic résumé and cover letter • memos for work • notes of explanation to teachers or employers • notes based on a presentation or documentary	**What you can Write at Level 3** • biographies • literary analyses • creative writing • incident reports • letters to the editor • opinion pieces • letters of complaint • research papers • complex personal and business letters

NUMERACY Level 1	NUMERACY Level 2	NUMERACY Level 3
Benchmark Demonstrate basic numeracy skills. **Learning Outcomes** Learners will demonstrate knowledge of numbers and number sense. Learners will demonstrate knowledge of basic numerical operations. Learners will demonstrate basic knowledge of space, shape, and measurement.	**Benchmark** Demonstrate complex numeracy skills. **Learning Outcomes** Learners will demonstrate knowledge of complex numerical operations. Learners will demonstrate complex knowledge of space, shape, and measurement. Learners will demonstrate knowledge of data interpretation.	**Learning Outcomes** Learning outcomes have been developed for the following content strands: ▪ Numbers and Number Sense ▪ Algebra ▪ Ratio/Rate/Proportion ▪ Measurement ▪ Geometry ▪ Statistics and Probability
Benchmark Solve simple numeracy problems in daily life. **Learning Outcomes** Learners will demonstrate critical and creative thinking to solve simple mathematical problems. Learners will understand and use numeracy for practical daily living tasks. **Tasks you can Perform to show Numeracy at Level 1** • Compare prices of an item at several stores. • Use a thermometer to check for fever. • Estimate how much you spend on groceries in a month. • Calculate monthly interest charges on your credit card. • Use a calendar or daytimer to stay organized.	**Benchmark** Solve complex numeracy problems in daily life. **Learning Outcomes** Learners will demonstrate critical and creative thinking strategies to solve complex mathematical problems. Learners will understand and use numeracy for complex daily living tasks. **Tasks you can Perform to show Numeracy at Level 2** • Calculate the square footage of your house. • Compare interest rates on car loans. • Make a bar graph of your weekly expenses. • Use the Internet to compare car rental rates. • Use statistics to support your argument in a discussion.	

LIFELONG LEARNING Levels 1 & 2	INTERPERSONAL SKILLS Levels 1 & 2	LIFELONG LEARNING AND INTERPERSONAL TEAMWORK SKILLS Level 3
Benchmark Participate in creating, monitoring, and adjusting one's own learning plan. **Learning Outcomes** Learners will identify their own learning preferences to apply in future learning contexts. Learners will direct their own learning for personal empowerment and career development. Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. Learners will use technology to communicate and find information for daily interactions and applications. **Tasks you can perform to show Lifelong Learning** • Keep a portfolio of important events in your life. • Learn skills related to a new hobby. • Regularly read your community newsletter. • Seek an Elder's help in solving a problem. • Get a library card. • Volunteer in your community. • Take a computer class. • Send an e-mail message to a friend. • Find educational opportunities in your community or region.	**Benchmark** Enhance self-reflection and engage in positive relations with others. **Learning Outcomes** Learners will increase self-knowledge for personal empowerment. Learners will develop awareness of and respect for diversity for personal enrichment and social skills development. Learners will empower themselves in community. Learners will demonstrate co-operation and teamwork skills for social skills development and career opportunities. **Tasks you can perform to show Interpersonal Skills** • Take a parenting class. • Describe your personal strengths in a job interview. • Participate in a sweat or smudging ceremony. • Sign petitions. • Take a class in your first language. • Mentor a less experienced person. • Read the sexual harassment policy at work. • Become a parent helper at your child's school.	**Generic Skills** Lifelong Learning and Interpersonal/Teamwork Skills are Generic Skills (see Appendix A). Activities related to these areas are included in all five subjects. In addition, a "Computer Skills and Knowledge Checklist" is included as an appendix in all Level 3 curricula.

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Communications

Introduction to Communications

Communications Benchmarks are provided for the following areas:

- observing and viewing
- listening
- speaking
- reading
- writing

It is important not to separate the learning outcomes in each of the above Benchmarks. For example, opinions on a subject can be expressed through ***reading*** about or ***listening*** to someone else's opinion, ***writing*** ideas down in a journal, and ***speaking*** in a class discussion. All four types of skills are needed to clarify an opinion and make it known to others.

People shape language to communicate meaning. When using the Communications Benchmarks, be prepared to integrate many learning outcomes and skills to reach a goal. The Benchmarks are not meant to be learned separately or in the exact order they appear in this document. It is not uncommon for learners to have different levels of ability in different skill areas. For example, some learners may have Level 1 writing skills, but read at Level 2. All learners have areas of strength and other areas that need further development. The expectations for each learner's performance should be tailored to that learner's individual needs, abilities, and context.

Choose real life Communications tasks that are relevant within your community. The sample tasks suggested for applying the learning outcomes outside the learning environment are examples only; they are not meant to be followed exactly as written. Ask learners to suggest Communications tasks that would be appropriate for the Benchmarks they want to achieve.

Newspapers and magazines offer excellent ideas for theme-based Communications units. For example, find an article on an environmental problem. Read the article aloud with the learners. Discuss the ideas in the article in terms of their relevance to the world, to Canada, and to your community. Ask the learners to help you develop appropriate learning tasks that they can do as individuals and in small groups. Teach them how to use a readability formula to rewrite the article into simpler language for less experienced readers. (This rewriting exercise, which can be done individually or as a group, is also an excellent way to reinforce basic writing skills in more experienced writers.) Have the learners do library research or an Internet search to find more information on the same environmental issue. Prepare a set of interview questions for a government employee or community

service worker who has expertise in the subject area. Then invite this person to be a guest in the classroom, so that the students can practise their interviewing skills by taking turns asking the pre-prepared questions. Ask for volunteers to take notes on the guest's answers. Compare the students' research and the interview notes to the original article. What new ideas did they discover? The observing and viewing, speaking, reading, and writing activities for this type of exercise are limited only by the collective imaginations of the instructors and students who are involved.

It is important to integrate Communications skills with other quadrants of *The Circle of Learning*. For example, the project on environmental issues would most likely use all of the Communications skills as well as Numeracy, technological knowledge (from Lifelong Learning) and co-operation and teamwork (from Interpersonal Skills). Try to be as creative and open-minded as possible when developing lessons with learners.

Benchmarks and Learning Outcomes for Communications

OBSERVING & VIEWING Level 1	**OBSERVING & VIEWING Level 2**
Benchmark Observe and view actively **Learning Outcomes** 1. Learners will view for practical purposes and social skills development. 2. Learners will observe for practical purposes and social skills development.	**Benchmark** Observe and view critically. **Learning Outcome** 1. Learners will demonstrate critical observing and viewing behaviours to gain knowledge and for personal enjoyment.
LISTENING Level 1	**LISTENING Level 2**
Benchmark Listen to short messages actively and respectfully. **Learning Outcomes** 1. Learners will listen with understanding to short messages for enjoyment and practical purposes. 2. Learners will demonstrate active listening behaviours. 3. Learners will minimize barriers to listening in order to improve daily interactions.	**Benchmark** Listen to long messages actively and respectfully. **Learning Outcomes** 1. Learners will listen with understanding to long messages for personal enrichment and practical purposes. 2. Learners will listen with understanding to long messages for social skills development. 3. Learners will demonstrate that listening is an active process of constructing meaning. 4. Learners will listen with empathy in order to improve daily interactions.

SPEAKING Level 1	SPEAKING Level 2
Benchmark Speak in familiar situations so others can understand. **Learning Outcomes:** 1. Learners will demonstrate knowledge of the foundations of speaking. 2. Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes. 3. Learners will share or present information in familiar situations in order to practise public discussion.	**Benchmark** Speak in new situations so others can understand. **Learning Outcomes:** 1. Learners will improve the foundations of speaking for social skills development. 2. Learners will speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes. 3. Learners will share or present information in new situations in order to encourage public discussion.
READING Level 1	**READING Level 2**
Benchmark Read short paragraphs with understanding. **Learning Outcomes:** 1. Learners will demonstrate reading readiness skills. 2. Learners will demonstrate knowledge of the foundations of reading. 3. Learners will identify the elements of a sentence and paragraph in order to improve critical thinking skills. 4. Learners will read short paragraphs and simple documents for enjoyment and practical purposes. 5. Learners will choose, monitor, and adjust reading strategies as needed.	**Benchmark** Read 1-2 pages of text with understanding. **Learning Outcomes:** 1. Learners will read short fiction and non-fiction texts and simple documents in order to increase vocabulary. 2. Learners will demonstrate knowledge of the elements of non-fiction and simple documents to improve critical thinking skills and for public discussion. 3. Learners will demonstrate knowledge of the elements of fiction to improve critical thinking skills and for public discussion. 4. Learners will demonstrate critical thinking about fiction and non-fiction texts and documents to use for self-expression and public discussion. 5. Learners will read short fiction and non-fiction texts and documents for enjoyment and practical purposes.

WRITING Level 1	WRITING Level 2
Benchmark Write sentences and a short paragraph that others can understand. **Learning Outcomes:** 1. Learners will demonstrate knowledge of the foundations of writing. 2. Learners will identify the elements of a sentence and paragraph in order to improve critical thinking skills. 3. Learners will demonstrate knowledge of the writing process and write an effective sentence or paragraph to improve critical thinking skills. 4. Learners will write sentences, a paragraph and simple documents for practical purposes. 5. Learners will write sentences and a paragraph for self-expression.	**Benchmark** Write long paragraphs that others can understand. **Learning Outcomes:** 1. Learners will increase knowledge of the foundations of writing to improve critical thinking skills and writing fluency. 2. Learners will demonstrate knowledge of the writing process and write effective paragraphs to share with others. 3. Learners will write long paragraphs and more complex documents for practical purposes. 4. Learners will write long paragraphs for self-expression.

Observing & Viewing Level 1

Viewing is receiving a prepared message through an audio-visual (e.g., television, film, video) or print (e.g., newspaper, book, photograph) medium.

Observing is an active process of watching to learn, to do, and to understand.

Benchmark: Observe and view actively.

Suggestions for Portfolio Development

- journal entry on how individuals have demonstrated appropriate viewing behaviours
- videotape of a class discussion on the message of a movie
- brainstorming on what is already known about a topic before observing
- journal entry on what was communicated by a speaker in terms of body language and gesture

Learning Outcome #1

Learners will view for practical purposes and social skills development.

Knowledge and skills set:

- Discuss and identify purposes for viewing.
- Identify the message (what is being communicated) of a variety of visual formats.
- Identify the audience to whom a message is directed.
- Describe different visual formats (e.g., cartoons, billboards, posters, television advertisements, films, videos, brochures, illustrations).
- Apply what you already know to help in viewing and understanding.
- Demonstrate appropriate viewing behaviours. [See instruction tip #1.]
- View for pleasure (e.g., movies, art exhibits, television).
- Demonstrate skills learned and knowledge gained through viewing (e.g., through singing, poetry, and mime, or showing someone else how to do the skill).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Discuss with family members the reasons they view television. Use this information to identify a purpose for viewing future television programs.	Attend a local children's sporting event (e.g, hockey or baseball game). Watch the reactions of different adults in the audience. What do their behaviours tell you about modeling good sportsmanship for children?	Watch a training video at work. Afterwards, identify what information you already knew from past work experience.

Learning Outcome #2

Learners will observe for practical purposes and social skills development.

Knowledge and skills set:

- Discuss and identify purposes for observing.
- Notice and describe what is 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 participatory observation, including asking questions and doing.
- Practise "fly on the wall" observation, when appropriate, with no discussion and no questions.
- Demonstrate appropriate observing behaviours (e.g., ask permission to observe if the invitation has not been already made clear).
- Demonstrate skills learned and knowledge gained through observing (e.g., through singing, poetry, mime, showing someone else how to do the skill)

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Watch someone perform a skill (e.g., tan a hide, make perogies, change a tire). Learn more about how to do this task by asking questions and helping appropriately.	Attend a community meeting. Watch the people who speak and the other people's reactions to them. What is it about these speakers that makes others pay attention to them?	Observe co-workers in conversation. Notice how they use body language or gestures to accent the key points of what they are saying.

Tips for Instruction

1. Set a purpose for viewing.
2. Watch carefully and concentrate.
3. Check understanding by making and confirming predictions while viewing.
4. Take notes during viewing to help remember what was seen.

Listening Level 1

Benchmark: Listen to short messages actively and respectfully.

Suggestions for Portfolio Development

- notes on the overall message of a speech
- photograph of something made after following oral instructions
- list of books that have been listened to on tape
- written follow-up questions for a speaker
- audio taped description of how a question has been answered
- photocopied page from a resource showing another culture's preferred distance from someone who is speaking
- notes on vocabulary words that have been learned while listening to someone who has a different dialect

Learning Outcome #1

Learners will listen with understanding to short messages for enjoyment and practical purposes.

Knowledge and skills set:

- Discuss and identify purposes for listening.
- ·Demonstrate understanding of sound segments, rhythm, and intonation in English speaking.
- Listen for the main idea and overall message.
- Follow simple daily instructions, directions, and commands from another person.
- [See instruction tip #1.]
- Listen for words and tones of voice that show emotions and feelings.
- Listen for personal pleasure (e.g., radio, books on tape, storytelling).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Find out from your mother what day and time her dental appointment is so you can plan to go with her.	Attend a musical event in your community (e.g., concert, pow-wow). Listen to the singing, music, and drumming for personal pleasure.	Listen to your boss give instructions for performing a task. Listen for the key things that you are to do.

Learning Outcome #2

Learners will demonstrate active listening behaviours.

Knowledge and skills set:

- Select what you already know from personal experience and other sources, in order to help you understand the message.
- Reflect on the message and restate the main idea to see if you have understood the message. [See instruction tip #2.]
- Clarify the message by asking follow-up questions.
- Ask questions in the appropriate ways and at appropriate times. [See instruction tip #3.]
- Respond to questions appropriately.
- Demonstrate appropriate listening behaviours for the audience. [See instruction tip #4.]
- Select and demonstrate the proper body language to show interest (e.g., make appropriate eye contact, nod your head, lean forward in your chair). [See instruction tip #5.]

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Crouch down or sit on the floor when speaking with small children, so that your faces are on the same level.	Ask questions at a meeting to find out when and where the next meeting is being held.	Ask a co-worker to repeat what he/she has said about some change that is planned at work, to see if you understood correctly.

Learning Outcome #3

Learners will minimize barriers to listening in order to improve daily interactions.

Knowledge and skills set:

- Discuss, identify, and practise appropriate strategies to minimize barriers to listening.
- Demonstrate the appropriate distance from the speaker to enhance listening. [See instruction tip #6.]
- Demonstrate awareness of auditory or visual distractions.
- Demonstrate awareness of dialect and accent variations.
- Demonstrate awareness of feelings that may arise and make it difficult to listen (e.g., worry, anger, fear, grief, depression).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Ask another person in your household to turn down the volume on the television (or radio or CD player), so you can hear what he/she is saying.	Listen with empathy and respect as someone speaks about a person who has passed away.	Ask a customer to turn down the radio when placing an order at your take-out window.

Tips for Instruction

1. Understand and follow simple daily instructions, directions and commands from another person.
   - Follow instructions in the correct order.
   - Take simple notes or make a drawing to help remember.
   - Respond to instruction accurately.
2. Reflect on the message and restate main idea to see if the message has been understood.
   - When the speaker is finished, use your own words to rephrase or paraphrase the message.
   - Ask if the paraphrase is correct.
3. Know when and how to ask a question.
   - Wait for a pause to ask a question
   - Know when and how to interrupt.
   - Use question words appropriately (e.g., who, what, when, where, why, how).
4. Demonstrate appropriate listening behaviours for the audience.
   - Show respect for the speaker by using culturally appropriate attending behaviours.
     - Face the person who is speaking,
     - Nod your head to indicate understanding and encouragement
     - Use eye contact, as appropriate. (Eye contact is considered appropriate listening behaviour in Western culture. In some Aboriginal and other cultures, eye contact may be considered disrespectful.)
   - Listen respectfully to the teachings of Aboriginal Elders.
     - Observe how others are listening (e.g., body posture, eye contact, and personal space).
     - Observe how others approach and/or ask questions of an Elder .
     - Ask for teachings and/or help on how to listen appropriately. Be sure to follow the appropriate protocols when asking for teachings from Elders.
   - Listen respectfully to people with disabilities and special needs.
     - Ask the person with a disability or her or his attendant what is helpful and appropriate listening.
     - Listen with your heart as well as with eyes and ears.
     - Allow a person with a disability the time they need to communicate.
5. If you find yourself having a difficult time listening to your friend talk about his feelings, use appropriate body language to show interest in what he is saying. It is often surprising how this can actually help you pay attention more closely.
6. Be aware that the distance you are from the speaker will be different depending to whom you are speaking. Different cultures have different ideas about how close a man and woman are to be. 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.

Speaking Level 1

Benchmark: Speak in familiar situations so others can understand.

Suggestions for Portfolio Development

- notes on the overall message of a speech note about introducing two people
- written restatements of main ideas of what another has said
- journal entry on giving a compliment to another
- audio taped description of a tradition
- outline showing the organizational pattern for describing a complicated task

Learning Outcome #1

Learners will demonstrate knowledge of the foundations of speaking.

Knowledge and skills set:

- Discuss and identify purposes for speaking.
- Identify when it is appropriate to speak in full sentences and when it is appropriate to speak in incomplete sentences.
- Recognize when to allow others to speak and wait for your turn to speak in conversations or group discussions.
- Notice, interpret, and respond appropriately to nonverbal cues such as facial expressions, gestures, pauses, body language, voice tone, volume, and pace.
- Ask for more information when needed.
- Restate main ideas to check your understanding of what another has said.
- Select familiar vocabulary when speaking.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Sit in a circle on the floor to talk with children about their day at school. Respond to their nonverbal communication, identifying those motions that are positive and those that are not as positive.	Watch an Elder when he/she is speaking. Notice the Elder's body language and tone of voice. Think about what these communication behaviours mean. Use this tone of voice and body language the next time you are speaking with someone who is Aboriginal.	Wait until your boss finishes a telephone conversation before you ask for something.

Learning Outcome #2

Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes.

Knowledge and skills set:

- 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:

Family	Community	Work
Hold a meeting to create a safety plan for getting everyone out of your house in case of a fire. Have each person repeat the plan aloud, in order to make sure that everyone is prepared.	Participate in a talking circle. Listen carefully to others. Later, reflect on your own participation.	Offer to introduce a new co-worker to others at your place of employment.

Learning Outcome #3

Learners will share or present information in familiar situations in order to practise public discussion.

Knowledge and skills set:

- Identify why oral presentations can be stressful and discuss strategies to control any anxiety.
- Identify different organizational patterns used for sharing or presenting information (e.g., time order sequence, most important point to least important point).
- Express your own thoughts, ideas, opinions, and feelings in clear language.
- Read aloud from different sources, as appropriate.
- Ask for feedback from others about pronunciation and appropriate word choice when speaking for different audiences.
- Select some new vocabulary when sharing or presenting.
- Represent learning in various forms as a means of sharing and presenting information (e.g., drama, singing, drumming, storytelling).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Tell children about an important Aboriginal tradition (e.g., medicine wheel, sweat lodge, sweetgrass). Teach them the vocabulary that is used to explain these traditions.	Visit your child's teacher during parent-teacher day. Talk about the activities that your child does outside of school, in order to help that teacher get to know your child better.	Discuss a personal interest during a coffee break with co-workers (e.g., a hobby or your favourite way to exercise). Explain why this activity interests you, and invite others to share their personal interests.

Reading
Level 1

Benchmark: Read short paragraphs with understanding.

Suggestions for Portfolio Development

- notes on overcoming noise distractions at work
- list showing letters in one column and words in another
- list of new vocabulary learned, sorted into categories
- list of compound words found on street signs
- alphabetical list of friends' phone numbers
- lists of basic texts read and new vocabulary words written with their definitions
- audio tape of self orally describing the difference between a calendar and a day-timer
- notes taken during pre-reading discussion
- a diagram drawn to help understand a text
- a flow chart showing the time sequence of a short story

Learning Outcome #1

Learners will demonstrate reading readiness skills.

Knowledge and skills set:

- Identify and discuss challenges to reading.
  - setting (e.g., individual, classroom, job)
  - tutor-student relationship
  - learning or physical disability
  - distracting noises
  - limited vision
  - anxiety level
- Recognize and pronounce letters of the alphabet selected randomly.
- Discriminate between upper- and lower-case letters, vowels, and consonants
- Recognize that reading in English proceeds from left to right, top to bottom.
- Follow print with your eyes or finger.
- Discriminate between a letter and a word.
- Identify print that you currently read in daily life (e.g., environmental print such as a stop sign, restaurant name, magnetic letters on a fridge).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Set up a "reading corner" in your home, where you and the children can read quietly and without interruption.	Match the pictures with the words on a grocery store flyer. Circle the items that you buy regularly for your family.	Ask for a larger computer monitor at work so that you can see the words clearly on the screen.

Learning Outcome #2

Learners will demonstrate knowledge of the foundations of reading.

Knowledge and skills set:

- Understand the structure of words.
  - Divide words into syllables.
  - Recognize and use compound words (e.g., handbook, self-respect).
  - Recognize and use root words, prefixes (un-, re-, pre-), and suffixes (-y, -ing, -ed, -er, -est).
  - Recognize and use the same word in different forms (e.g., am, is, are, love, lover, lovingly).
- Practise decoding skills.
  - Connect sounds to letters and use sight words, word families and word patterns to help in decoding unfamiliar words. [Refer to the English Phonics Chart in Appendix D.]
- Develop and expand vocabulary.
  - Develop and expand a core vocabulary of sight words (words that are known) and recognize them in written sequences.
  - Read symbols that are familiar and taken from everyday life (e.g., washroom symbols, traffic signs, $, #).
  - Match pictures to the words or sentences that explain them.
  - Identify words in surrounding sentence(s) that help to decode the meaning of an unfamiliar word.
  - Identify, label, and categorize items.
- Arrange words alphabetically.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Learn to write your partner's last name in your first language. Then notice how the symbols and sounds may change when you switch to using English letters.	Organize your shopping list by food groups. Then put the items in each category into alphabetical order.	Look at the photographs in a procedure manual at work. Find the words that describe each picture and choose some of them to learn as sight words.

Learning Outcome #3

Learners will identify the elements of a sentence and paragraph in order to improve critical thinking skills.

Knowledge and skills set:

- Identify a written sentence as a complete thought that starts with a capital letter and ends with the appropriate punctuation mark.
- Identify that complete sentences contain a subject, verb, and predicate.
- Identify that an incomplete sentence is missing one of the elements of a complete sentence.
- Identify complete and incomplete sentences in various texts.
- Identify a paragraph as a group of sentences based on one idea or point of view.
- Identify the main idea, supporting sentences, and closing sentence in a paragraph.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Teach a child to recognize the punctuation symbols that signal the ends of sentences.	Write a note to your doctor in complete sentences that describe your symptoms (e.g., My wrist hurts when I bend it.) Take this note with you to your doctor's appointment.	Make up sentences that explain what common workplace symbols mean (e.g., "The exit sign tells people where to leave the building").

Learning Outcome #4

Learners will read short paragraphs and simple documents for enjoyment and practical purposes.

Knowledge and skills set:

- Identify the different ways that information and ideas can be expressed in writing (e.g., schedules, poems, calendars).
- Identify texts and documents as being either fiction or non-fiction.
- Read a variety of simple fiction and non-fiction materials of two or three paragraphs.
- Read a variety of simple documents with short text and simple structure for information (e.g., a list in a textbook, an assembly diagram for a crib).
- Read to learn new vocabulary.
- Identify the main ideas, key words, and supporting details in paragraphs or simple documents.
- Read and follow simple instructions to perform a task.
- Locate one or more pieces of information from a simple document.
- Compare, contrast, or rearrange information from one or two simple documents.

- Demonstrate your understanding of what has been read.
  - Recognize and explain time/order sequence of text.
  - Recall information to answer factual questions.
  - Express thoughts and feelings about ideas presented in various written materials (e.g., short newspaper articles or articles in community newsletters).
  - Explain the difference between fact and fiction.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Compare your household's meals with Canada's Food Guide, in order to judge whether or not you are preparing healthy meals for your loved ones.	Keep bulletins and newsletters from friendship centres, doctors' offices, faith communities, or band offices, to read for practice in the future.	Read lunch product labels to check for ingredients that may be harmful to a co-worker with food allergies.

Learning Outcome #5:

Learners will choose, monitor, and adjust reading strategies as needed.

Knowledge and skills set:

- Discuss and identify purposes for reading.
- Choose appropriate reading strategies.
  - Identify prior knowledge and experience that will help to understand what is written.
  - Predict what the reading selection is going to be about.
  - Participate in pre- and post-reading discussion.
- Monitor and adjust reading strategies as needed.
  - Ask questions while reading to increase comprehension.
  - Adjust reading rate or re-read to increase comprehension.
  - Practise visualization or drawing to construct and confirm meaning from text.
- Find the meanings of new words in a beginner's dictionary.
- Scan for specific information in a simple text with clear layout.
- Find, compare, and contrast two specific pieces of information in simple texts.

Examples of applying this learning outcome outside the learning environment

Family	Community	Work
Read two editorials in a local newspaper. Choose one that you either agree or disagree with. Discuss your view with other adults in your home.	Use a sample restaurant menu as a guide for creating a menu that contains your best friend's favourite foods.	Read a set of instructions at work. Ask yourself questions about why the instructions are organized the way they are.

Writing
Level 1

Benchmark: Write sentences and a short paragraph that others can understand.

Suggestions for Portfolio Development

- page with alphabet written in upper and lower case
- pages showing increasing neatness of printing

Learning Outcome #1

Learners will demonstrate knowledge of the foundations of writing.

Knowledge and skills set:

- As appropriate or as needed, discuss and practise using the conventions of English.
- Identify personal challenges to writing (e.g., fine motor skills, a learning and/or physical disability).
- 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, c, 7, seven, seventh). [See instruction tip #1.]
- Apply spelling strategies to construct words. [See instruction tip #2.] [See also the Common Conventions of English chart in Appendix E.]
- Apply the negative correctly in writing (e.g., I cannot do that, I won't do that).
- Delay copying, in order to exercise short-term visual memory.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Practise printing grocery lists or family names with a pencil or pen.	Copy down the information from a grocery store bulletin board posting of a "for sale" item that you are interested in buying. Use that information to contact the seller and ask for more details about the item.	Create a personal dictionary of spelling words that you use at work.

Learning Outcome #2

Learners will identify the elements of a sentence and paragraph in order to improve critical thinking skills.

Knowledge and skills set:

- Identify a written sentence as a complete thought that starts with a capital letter and ends with the appropriate punctuation mark.
- Identify a complete sentence as containing a subject, verb, and predicate.
- Identify an incomplete sentence as missing one of the elements of a complete sentence.
- Identify complete and incomplete sentences in various texts.
- Identify a paragraph as a group of sentences based on one idea or point of view.
- Identify the main idea, supporting sentences, and closing sentence in a paragraph.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Teach a child the difference between a complete and incomplete sentence, in order to help with a school homework assignment.	Find examples of incomplete sentences in a newspaper or magazine story. Determine whether the sentences were written this way on purpose or by accident.	Copy down the incomplete sentences that you find in a posting or notice at work. Then rewrite them in private as complete sentences.

Learning Outcome #3

Learners will demonstrate knowledge of the writing process and write an effective sentence or paragraph to improve critical thinking skills.

Knowledge and skills set:

- Identify and discuss the effect of personal attitudes or feelings towards writing.
- Identify for whom you are writing.
- Talk about the subject and state the purpose for writing.
- Generate ideas for writing by using brainstorming or free writing.
- Make use of prior knowledge and experiences when writing.
- Select familiar and some new vocabulary for writing tasks.
- Use reading materials as a basis for critical thinking and writing about the ideas presented.
- Write a series of complete sentences or a paragraph related to a single topic or idea.
- Write a first draft without worrying about correct spelling, punctuation, and grammar.
- Review and rewrite the first draft to clarify meaning.
- Edit for spelling, punctuation, and capitalization. [See instruction tip #3.]
- Produce a final copy.
- Compare the final copy to your previous drafts. What changes did you make? Why did you make these changes?
- Share writing with others according to comfort level and as appropriate.

- Respond to others' questions and comments about your own writing.
- Represent learning in various forms as a means of expressing the creative writing
- Use the computer for writing (optional, depending on availability of appropriate computer software).
    - o Practise using a computer word processing program and keyboard to compose and revise lists, sentences, or paragraphs.
    - o Practise using the computer for personal email messages.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Share with a family member some piece of writing you have done in class.	The next time you plan an outing in a city, find out what events are scheduled and make a list of the events and times that would interest the people in your group (e.g., movies, the zoo, special attractions in a park).	Write down a question that you would like to ask a co-worker. Then ask the question and listen to the co-worker's answer. Afterwards, write down the co-worker's answer.

Learning Outcome #4

Learners will write sentences, a short paragraph, and simple documents for practical purposes.

Knowledge and skills set:

- Identify, write, and punctuate simple, compound, imperative (commanding), declarative (telling), interrogative (asking), and exclamatory sentences in writing. [See instruction tip #4.]
- Identify, write, and punctuate short paragraphs including an expository (telling), narrative (story), and descriptive paragraph.
- Transfer information from a piece of equipment onto the appropriate section on a warranty card.
- Complete a form that requires personal information (e.g., warranty, catalogue order form, application forms).
- Write a set of complete sentences in a well-written paragraph that explains information from a simple table, graph, or chart.
- Draw a simple graph or chart to convey a few pieces of information.
- Draw a simple diagram or sign with short text and symbols to convey a few pieces of information.
- Create a simple table or list to convey a few pieces of information.
- Write down something that is being dictated to you.
- Take notes from short oral presentations.
- Take notes from reference materials.
- Write a paragraph summary of a short text.

- Create a set of simple instructions.
- Write and/or draw multi-step directions.
- Select the appropriate format, language, and tone to produce simple business letters.
- Identify parts of and write a basic résumé and covering letter.
- Write in a journal to reflect on and write positive comments about your own writing.
- Represent learning in various forms as a means of expressing the creative writing process (e.g., create sculpture, sketches, drawings, paintings).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Write down the message that a child dictates for a note to a friend or family member.	Fill out a registration form to get a local library card.	Complete an application form for a job for which you are qualified.

Learning Outcome #5

Learners will write sentences and a short paragraph for self-expression.

Knowledge and skills set:

- Write a paragraph on a topic of personal interest.
- Write for personal pleasure (e.g., poetry, journal entries, banners or name tags with decorative letters).
- Write in a journal to reflect on and write positive comments about your own writing.
- Select the appropriate format, language, and tone to produce a message, note, invitation, postcard, and personal letter.
- Represent learning in various forms as a means of expressing the creative writing process (e.g., create sculpture, sketches, drawings, paintings.).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Together with other people who live in your home, write acrostic poems based on each of your first names.	Make a poster for a local bulletin board (e.g., at a store or band office), advertising something you wish to sell or give away.	Host a potluck lunch to celebrate a special occasion at work. Post a sign-up sheet with food categories for everyone's contributions.

Tips for Instruction

1. Print all letters of the alphabet in upper and lower cases, and all numbers in symbols and words (e.g., A, c, 7, seven, seventh).
   - Identify and print the number symbols 1-100.
   - Copy (print) the number words from one to one hundred.
   - Identify and print the ordinal numbers (e.g., 1st, 2nd, 3rd to100th).

2. Use spelling strategies to construct words.
   - Use a beginner's dictionary to find definitions and to confirm spelling.
   - Identify and apply common spelling rules (e.g., "i before e" rule) and correctly use common homonyms (e.g., their, they're, there).
   - Identify and 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. Check spelling by reading slowly backwards from the end of the piece of writing to the beginning. Sometimes the eye skips over words or groups of words without noticing errors. Reading backwards will keep the eye from skipping over words and will help you to catch more errors.
4. Example of a ***simple*** sentence:

   The woman went across the street.

   Example of a ***compound*** sentence:

   It rained all morning, but it cleared up for the picnic.

   Example of an ***imperative*** or commanding sentence:

   Open the window.

   Example of a ***declarative*** or telling sentence:

   Jim laughed.

   Example of an ***interrogative*** or asking sentence:

   Why are you cold?

   Example of an ***exclamatory*** sentence:

   That's great!

Observing & Viewing Level 2

Viewing is receiving a prepared message through audio-visual (e.g., television, film, video) or print (e.g., newspaper, book, photograph) medium.

Observing is an active process of watching to learn, to do, and to understand.

Benchmark: Observe and view critically.

Suggestions for Portfolio Development

- audio tape explaining the message of political posters in town
- list of community cultural activities observed for pleasure

Learning Outcome #1

Learners will demonstrate critical observing and viewing behaviours to gain knowledge and for personal enjoyment.

Knowledge and skills set:

- Discuss and identify purposes for observing and viewing.
- Identify the purpose of visual material or a demonstration (e.g., to persuade, for information).
- Identify the main message.
- Identify the audience to whom the message is directed.
- Apply prior knowledge and experience to help in understanding what is viewed or observed.
- Ask critical questions about the message. [See instruction tip #1.]
- Watch carefully how, where, why, and when something is done as a way of gaining knowledge and skill.
- Form an opinion about what is being viewed or observed.
- View or observe for pleasure.
- Demonstrate skills learned and knowledge gained through viewing and observing (e.g., through singing, poetry, mime, showing someone else how to do the skill).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Watch a movie with a group just for fun.	Participate in a cultural ceremony (e.g., sweat, round dance). Carefully watch how, where, what, and by whom sweetgrass is used.	Observe two co-workers who are speaking respectfully to each other. Pay attention to the words, body language, and tone of voice that they use to show respect.

Tips for Instruction

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?

Listening Level 2

Benchmark: Listen to long messages actively and respectfully.

Suggestions for Portfolio Development

- journal entries on purposes for listening to a variety of classroom speakers
- journal entry describing changes in personal understanding after listening to a speaker
- list of questions asked during a family discussion about setting children's curfew
- outline showing the key points in a politician's address on television
- journal entry on nonverbal behaviours by a friend who was describing a personal problem
- journal entry on personal bias concerning a town or band council debate

Learning Outcome #1

Learners will listen with understanding to long messages for personal enrichment and practical purposes.

Knowledge and skills set:

- Identify purposes for listening (e.g., to listen for feelings, main ideas, details, opinions and/or instructions).
- Listen to expand personal understanding.
- Listen for personal pleasure (e.g., radio, books on tape, storytelling, conversations among friends and family).
- Listen to multi-step or sequential directions or instructions.
- Select and apply a variety of listening experiences as models for organizing your own speaking (e.g., news radio, local speeches, storytelling).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Listen to how one of your parents tells about a family event that happened before you were born. You may be able to use the same organizational pattern the next time you tell a story to your own child.	Attend two speeches by candidates for some political office (e.g., provincial or federal election, band council or school board election). Decide which person you would rather vote for, and why.	Listen carefully as your boss gives directions. Later, repeat these directions to a co-worker. Ask for feedback to make sure you haven't left anything out.

Learning Outcome #2:

Learners will listen with understanding to long messages for social skills development.

Knowledge and skills set:

- Identify purposes for listening (e.g., to listen for feelings, main ideas, details, opinions and/or instructions).
- Listen in order to comment positively on another's ideas.
- Listen in order to respond constructively to different ideas or points of view.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Listen to a child who wants to tell you about something special that happened during the day. After the child is finished, tell him/her about some event from your past that made you feel the same way.	Get involved with an oral history project in your community. Volunteer to ask elderly people about their favourite childhood memories. Record these memories on audio or video tape. (Be sure to request permission to record the information that you receive.)	Listen carefully during a discussion at work. Respond constructively to the speakers by listing the key points you agree with and why.

Learning Outcome #3:

Learners will demonstrate that listening is an active process of constructing meaning.

Knowledge and skills set:

- Identify and discuss appropriate strategies to use for the purpose of listening. [See instruction tip #1.]
- 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?).
- Distinguish fact from opinion in the speaker's message.
- Listen for key points in a presenter's speech.
- Listen to compare and contrast ideas with your own personal knowledge and experience.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Listen to an aunt or uncle speak about hunting or fishing rights. Pay careful attention to what is said. What of the discussion is fact and what is opinion? What has been your personal experience with hunting or fishing rights?	Listen to your parole officer explain the conditions you must abide by according to the law. Restate these terms to your parole office in order to make sure that you understand what you are expected to do.	Listen to a co-worker tell about a first-hand experience with racism or sexism. Compare a similar experience that you've had or witnessed.

Learning Outcome #4:

Learners will listen with empathy in order to improve daily interactions.

Knowledge and skills set:

- Minimize auditory and visual distractions before listening.
- Adjust body language to ensure that it is appropriate for the audience.
- Identify in mind your personal feelings, bias, or prejudice related to the topic under discussion.
- Mentally set aside your 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 nonverbal clues).
- Know how to listen to another's problem. [See instruction tip #2.]

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Listen as an adult or child tells you about a problem. Ask questions to make sure you know what that person is saying. Sit close and put your arm around him/her if it is appropriate.	Listen to an Aboriginal woman talk about the role of Aboriginal women in the past as compared to now. Identify any bias you may have regarding this topic.	Be aware of any uncomfortable feelings you have about a topic brought up at work. Name the feeling to yourself. Then put it to the back of your mind as you listen to what your co-worker is saying.

Tips for Instruction

1. Discuss and identify appropriate strategies to use for the purpose of listening.
   - Use what is already known from past experience, and from other sources, to help in understanding.
   - Use pre-listening strategies before listening for formal purposes.
   - Make predictions as to speaker's message before listening and confirm or adjust predictions as speaker presents. Use the KWL (Know, Want to know, Learned) chart to check your understanding.
   - Listen for key words or phrases that are repeated to help in understanding.
   - Listen to the words and try to picture what is being said.
   - Recognize changes in tone, volume, and pace, which may be clues to the key points of a presentation.
   - Allow time to reflect and think about what was heard before responding.
   - Check for understanding by restating key points in your own words or asking questions.
2. Know how to listen to another's problem.
   - Help the speaker understand the problem by paraphrasing or summarizing.
   - Ask questions for clarification.
   - Suspend judgment as you listen.

Speaking
Level 2

Benchmark: Speak in new situations so others can understand.

Suggestions for Portfolio Development

- journal entry on class discussion about a newspaper article
- photocopies of positive comments that the learner has written on a classmate's paper
- pages photocopied from resources about another culture's forms of eye contact
- script of dramatic speaking performed

Learning Outcome #1

Learners will improve the foundations of speaking for social skills development.

Knowledge and skills set:

- Discuss and identify purposes for speaking.
- Communicate respectfully and appropriately according to audience and purpose.
  - Express your own point of view and bias.
  - Explain your personal opinion and feelings in a clear and respectful way.
  - Express your thoughts, opinions, and ideas about ideas from various sources (e.g., talking with people, reading the newspaper, listening to the radio, watching television).
  - Ask questions at appropriate times.
- Adjust voice volume, tone, pace, body language, and vocabulary according to audience and speaking purpose.
  - Explore cultural differences in terms of body language, eye contact and gesture.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Speak with another adult about a medical problem and tell him/her about what you saw on television regarding the same medical problem.	When speaking to a social worker, use respectful language and tone to convey your concerns.	Leave a telephone message for your supervisor about why you have to be absent. Make notes in advance to ensure that you leave your first and last name, your reason for being absent, and the date and time that you called.

Learning Outcome #2

Learners will speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes.

Knowledge and skills set:

- Give positive comments on what others have said in a group discussion or conversation.
- Contribute ideas, thoughts, or feelings that are on the topic of the group's conversation or discussion.
- Perform some dramatic speaking (e.g., storytelling, reciting poetry).
- Give multi-step or sequential directions or instructions.
- Speak for personal pleasure (e.g., to make new friends, to talk to a child you do not know).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Use different voices for characters when telling a legend or myth to your children and their friends.	Join a committee's discussion to plan a community event (e.g., potluck or pow-wow). Practise giving positive comments on what others say during the meeting.	Offer to give an orientation to someone new at your workplace. Explain to that person how to complete a task.

Learning Outcome #3

Learners will share or present information in new situations in order to encourage public discussion.

Knowledge and skills set:

- Recognize the difference between informal, formal and dramatic speaking (e.g., dramatic speaking can include storytelling, reading poetry aloud, reciting memorized lines from a play).
- Select the appropriate organizational pattern for sharing or presenting information (e.g., time order sequence, most important point first and least important point last).
- Demonstrate clear pronunciation and appropriate word choice when speaking.
- Select new vocabulary learned from reading or listening when sharing or presenting.
- Respond appropriately to questions or comments from others.
- Apply strategies learned to control anxiety during oral presentations.
- Represent learning in various forms as a means of sharing and presenting information (e.g., drama, singing, drumming, storytelling).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Teach children some traditional poetry and songs from your culture.	Get permission to learn a song or say a prayer that represents your community's culture. Share it with others as you have been taught.	Bring pictures of a vacation to share with your co-workers during a coffee break. Answer their questions about the photos and what you did while you were away.

Reading Level 2

Benchmark: Read 1-2 pages of text with understanding.

Suggestions for Portfolio Development

- personal dictionary of technical terms used at work
- story chart outlining the plot, setting, and characters in a short story
- short bibliography of resources consulted when writing a research paper
- photocopies of newspaper stories consulted when forming an opinion on having VLTs in the community

Learning Outcome #1

Learners will read short fiction and non-fiction texts and simple documents in order to increase vocabulary.

Knowledge and skills set:

- Identify the differences between fiction and non-fiction texts and documents.
- Identify word patterns, root words, and syllabication that help with the pronunciation and decoding of unfamiliar words.
- Apply root word knowledge, reading context, and dictionary use to find the meaning of unfamiliar words and to increase vocabulary.
- Expand your vocabulary to include technical terms for work, codes, abbreviations, and symbols.
- Read to learn new vocabulary and to find synonyms and antonyms of known words.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Read a book with a child. Discuss any words the child does not understand.	When reading a letter from your child's school, use the root words and word patterns you know to help decode any unfamiliar words.	Keep a personal dictionary of new symbols and words that you learn at work.

Learning Outcome #2

Learners will demonstrate knowledge of the elements of non-fiction and simple documents to improve critical thinking skills and for public discussion.

Knowledge and skills set:

- Identify that non-fiction and documents are written in formal language.
- Identify key words that explain the overall meaning of a reading selection.

- Identify the main ideas, key words, and supporting details in 1-2 pages of formal text.
- Identify and apply known grammar and oral language structures to understand what is read.
- Identify and describe the organization of documents (e.g., search and obtain aids like headings, indexes, tables of contents).
- Identify and describe the purpose of various visual and text displays in documents (e.g., pulled quotes in margins, side bars, 3-D graphics, illustrations).
- Identify and explain the information presented on the different sections of a more complex document with multiple pieces of information (e.g., identify and explain the type of information presented on the *x* and *y* axes of a graph).
- Identify and explain the meaning of symbols and colour coding on a more complex document with multiple pieces of information.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Follow the instructions when assembling a household item (e.g., bookcase, coffee table, crib).	Read an interpretive sign in a park or museum. Identify the main ideas it expresses. (For example, read the signs set up in various places at Wanuskewin near Saskatoon.)	Use a highlighter to mark the key words in your copy of an employee handbook or set of union regulations. Compare your key words with a co-worker's choices.

Learning Outcome #3

Learners will demonstrate knowledge of the elements of fiction to improve critical thinking skills and for public discussion.

Knowledge and skills set:

- Identify that fiction is written in informal language.
- Identify plot, characters, and setting in a story.
- Discriminate amongst author, narrator, and character.
- Identify descriptive language and common figures of speech (e.g., simile, metaphor, personification) in various fiction texts.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Help a teenager with a homework reading assignment. Help him/her to understand the difference between the author and the narrator.	Discuss with your neighbour a television program that both of you viewed. Compare your impressions of the storyline. Would either of you have chosen a different ending?	Discuss with your co-worker a movie that you both saw. Compare your assessments of the story line. Did you like the same of different parts? Why?

Learning Outcome #4

Learners will demonstrate critical thinking about fiction and non-fiction texts and documents to use for self-expression and public discussion.

Knowledge and skills set:

- Identify inferred meaning in text.
- Identify the difference between fact and opinion.
- Cross-reference information from several sources to verify facts.
- Determine the usefulness of information found in fiction, non-fiction, and documents.
- Identify gaps in information found, and gather additional information if needed.
- Recognize and explain how your own assumptions and biases influence your interpretation of a reading selection.
- Form and state opinions from ideas presented in various written materials.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Read two different versions of the same myth or legend with a child. Help the child identify the differences between the two versions.	Read an editorial in your community newsletter about a recent event. What parts of the editorial are fact and what parts are opinion?	Read past workplace safety reports in order to deal with any real or potential hazards in your workplace. Estimate the degree of likelihood that these problems will occur while you are at work.

Learning Outcome #5

Learners will read short fiction and non-fiction texts and documents for enjoyment and practical purposes.

Knowledge and skills set:

- Read for personal enjoyment.
- Read for research purposes.
  - Use a dictionary, thesaurus, or other reference sources as needed (e.g., CD-ROM, Internet, encyclopedia, maps).
  - Use basic conventions of formal texts to locate and interpret information (e.g., titles, headings, illustrations, glossary, tables of contents, indexes).
- Read to find information for problem-solving.
- Read non-print documents for information (e.g., equipment gauges, clocks, flags).
- Read simple charts, diagrams, and schematics to obtain information for decision making and problem-solving (e.g., flow charts, organizational charts, tables, graphs, sequenced illustrations, three-dimensional drawings).
- Read a variety of more complex documents with multiple pieces of information and several sections.

- Locate many pieces of information from various documents.
- Locate information in one document to search for information in another document (e.g., find the description of an auto part in the car owner's manual to help find the repair page in an auto repair manual).
- Compare or contrast information found in various simple or complex documents.
- Select evidence from written material to form conclusions and make judgments.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Find a recreation guide for your community. Use different colours of sticky notes to mark the pages of recreational choices for yourself and other family members. (For example, if your son likes swimming, put yellow sticky notes on the pages that list swimming classes and public swim times.)	Use a microfiche or town history books to find information about someone who was born in your community. Look up a family member, a friend, and a prominent person.	Read the safety precautions about fire hazards in the kitchen in the restaurant where you work.

Writing Level 2

Benchmark: Write long paragraphs that others can understand.

Suggestions for Portfolio Development

- notes on appropriate margin spacing for a memo at work
- list of synonyms for a word that is used often in writing
- photocopy of a daily log from work
- copy of a diagram written on how to construct a teepee
- copy of written work with accompanying illustration, graph, or map

Learning Outcome #1

Learners will increase knowledge of the foundations of writing to improve critical thinking skills and writing fluency.

Knowledge and skills set:

- As appropriate or as needed, discuss and practise using the conventions of English. [See the Common Conventions of English chart in Appendix E.]
- Ask for support to overcome personal challenges to writing (e.g., fine motor skills, learning and/or physical disability).
- Develop cursive writing skills of all letters in upper and lower cases.
- Attempt to spell unfamiliar words using syllabication.
- Find definitions and confirm spelling with an intermediate dictionary and glossary.
- Practise using a thesaurus to vary word choice and add interest to writing, for example to find words that are similar in meaning (synonyms) and words that are opposite in meaning (antonyms).
- Identify and describe common formats for formal documents (e.g., margins, spacing, indentation, graphics, captions).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Play a synonym and antonym game with someone at home. First have the other person give you a word. Then both of you try to say as many words as you can that are the same, and then as many words as you can that are the opposite. Later, look up the word in a thesaurus to learn new synonyms and antonyms.	Ask for help to find a volunteer in your community who will write what you say if you cannot physically hold a pen or type on a keyboard.	Find examples of signs, memos, newsletters, or advertisements at work. Look for incorrect spelling or punctuation. Make mental notes about how you would correct the document.

Learning Outcome #2

Learners will demonstrate knowledge of the writing process and write effective paragraphs to share with others.

Knowledge and skills set:

- Discuss and identify the different purposes for writing.
- Make use of prior knowledge and experience when writing.
- Identify the appropriate formats and standards for different audiences and purposes for writing (e.g., a friendly letter uses informal language as a standard; an invitation is usually formal and has a specific format; a journal is informal and often uses spoken language as a standard; a résumé is formal and there is a specific format used).
- Select and apply the appropriate standard and format for the audience and purpose.
- Talk about the subject and state the purpose for writing.
- Identify and discuss the effect of personal attitudes or feelings about writing.
- Identify for whom you are writing.
- Choose appropriate language and tone to be used with a particular reading audience (e.g., writing a formal letter to the mayor or an informal letter to your best friend).
- Generate ideas for writing by using brainstorming or free writing.
- Select the appropriate formatting style for form of writing (e.g., margins, spacing, indentation, graphics, captions).
- Consistently apply new vocabulary in writing.
- Write several drafts of each composition.
    - o Write a first draft without worrying about correct spelling, punctuation, and grammar.
    - o Review, rethink, and rewrite ideas to clarify meaning and to organize writing more appropriately in a second draft.
    - o Re-read and revise the second draft.
    - o Edit this third draft for spelling, capitalization, punctuation, and grammar.
    - o Write out a final draft.
    - o Compare the final draft to your previous copies. What changes did you make? Why did you make these changes?
- Share writing with others according to your comfort level and as appropriate. [See instruction tip #1.]
- Respond to others' questions and comments about your own writing.
- Represent learning in various forms as a means of expressing the creative writing process (e.g., create sculpture, sketches, drawings, paintings).
- Use the computer for writing (optional, depending on availability of appropriate computer software).
    - o Compose and revise paragraphs using a word processing computer program.

- o Send and receive personal email messages.
- o Identify and apply the spell check, grammar check, and thesaurus features in a word processing computer program.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Take your family for a nature walk. Then write in a journal the things that each of you saw, smelled, tasted, touched, or heard. You may want to polish this piece of writing as a keepsake for your children.	Write a draft of an advertisement for the local newspaper looking for a roommate or tenant. Bring it to the newspaper and ask for a demonstration of how to format it for the classified section.	If you need a minor scheduling change, ask a co-worker for advice about how to format a memo to your boss asking for permission to exchange shifts. Ask the co-worker to look over the document once you have finished it and comment on how you have done.

Learning Outcome #3

Learners will write long paragraphs and more complex documents for practical purposes.

Knowledge and skills set:

- Create and transfer information from a more complex table, graph, or chart into 2 or 3 well-written paragraphs.
- Complete more complex forms (e.g., daily logs, leave of absence requests).
- Write a multi-paragraph summary of a more complex text or document with multiple pieces of information and several sections.
- Draw a combination graph or pie chart to compare or contrast multiple pieces of information.
- Draw a diagram complete with written instructions.
- Create a complex table or schedule to convey multiple pieces of information.
- Reflect on your own writing and write positive comments about your writing in a journal.
- Represent learning in various forms as a means of expressing the creative writing process (e.g., create sculpture, sketches, drawings, paintings).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Write some multi-step directions about something you are very familiar with (e.g., beading, knitting, building birdhouses, smoking fish, carving). Share this writing with others in your home as you teach them these skills.	Fill out the parts of a voter registration form that you are able to complete on your own. Ask for help with the sections you are unsure about.	Keep a daily log that describes which work tasks you have completed and how long it took to complete each task.

Learning Outcome #4

Learners will write long paragraphs for self-expression.

Knowledge and skills set:

- Write ideas and understandings clearly in your own words in response to a variety of materials (e.g., a film, a television show, a memo from work).
- Write about an event in time-order sequence.
- Select descriptive language and common figures of speech (e.g., simile, metaphor, personification) to include in your own writing.
- Reflect on your own writing and write positive comments about your writing in a journal.
- Represent learning in various forms as a means of expressing the creative writing process (e.g., create sculpture, sketches, drawings, paintings).
- Add illustrations, graphs, or maps to enhance your written work.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Write a children's book that tells a family story.	Write to share information about something special in the community (e.g., the best fishing spots or which restaurant makes the best food).	Write about how elements of your culture have affected your employment experiences.

Tips for Instruction

Show your writing drafts to other students, friends, and family members. The "messiness" of crossing out, writing between the lines, and cutting and pasting shows critical thinking and will make others feel more confident about their own writing processes.

Communications Suggested Resources

Adult Learning and Literacy. (2002a). *Record of achievement manual: Certificate in literacy and learning stage 1*. Winnipeg, MB: Manitoba Education, Training, and Youth.

Adult Learning and Literacy. (2002b). *Record of achievement manual: Certificate in literacy and learning stage 2*. Winnipeg, MB: Manitoba Education, Training, and Youth.

Adult Learning and Literacy. (2002c). *Record of achievement manual: Certificate in literacy and learning stage 3*. Winnipeg, MB: Manitoba Education, Training, and Youth.

Akiwenzie-Damm, K. & Halonen, D. (1997). *Empowering the spirit: Native literacy curriculum*. Owen Sound, ON: Ningwakwe Clearing House.

ARIS, Language Australia. (2001, January). *Certificates in General Education for Adults*. Available from Australian Government, Department of Education, Science, and Training, http://www.aris.com.au/cgea

Bow Valley College. (2001). *Building workplace essential skills workbook: Instructor's guide*. Calgary, AB: Author.

Conference Board of Canada. (2006). *Employability skills 2000+*. Ottawa, ON: Author. Retrieved August 28, 2006, from http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm

Equipped for the Future. (2002, Spring). *Equipped for the Future Hot Topics,2*(1). Retrieved August 18, 2006, from http://eff.cls.utk.edu/resources/products_pub.htm

Evetts, Julian. (1996). *Document literacy: A guide for workplace educators and instructors*. Burnaby, BC: BC Construction Industry Skills Improvement Council.

Fretz, B., & Paul, M. *Learning together: A small group literacy tutor trainer handbook*. Waterloo, ON: Core Literacy Waterloo Region.

Grecki, S., & Whincup, S. (2003). *Writing at work*. Burnaby, BC: BC Construction Industry Skills Improvement Council.

Hope, A., & Timmel, S. (1995). *Training for transformation*. Zimbabwe: Mambo Press.

Human Resources and Skills Development Canada (2005, June 10). *Essential skills* [Database]. Retrieved August 4, 2006, from http://srv600.hrdc-drhc.gc.ca/esrp/english/general/search_occupation_name.shtml

Numeracy

family • community • work
INTERPERSONAL
• Increase self-knowledge to create positive relationships with others
family • community • work
COMMUNICATION
• Read with understanding
• Write so others can understand
• Speak so others can understand
• Listen actively and respectfully
• Observe and view actively for a purpose
HEART • MIND • BODY • SPIRIT
LIFELONG LEARNING
family • community • work
• Create, monitor and adjust one's own learning plan
NUMERACY
family • community • work
• Use numeracy skills
• Understand and use numerical calculations
• Use numeracy for daily living

Introduction to Numeracy

Numeracy is a life skill, not just an academic skill. Levels 1 and 2 Numeracy Benchmarks strive to place numeracy and numerical computation skills within the context of everyday life. According to Tout and Schmitt (2002), "Numerate behaviour is using mathematical and literacy knowledge, ideas, and problem-solving skills to manage a situation or solve a problem in a real context" (p. 156).

Numeracy includes knowledge of mathematics, but goes beyond that to include problem-solving or reasoning skills and oral discussion about numeracy skills. For this reason, problem-solving is integrated into all of the Numeracy learning outcomes. Withnall (1995) explains:

Numeracy is something other than a set of mechanistic, discrete computational skills that can be learnt in an artificial context and then transferred to real-life situations.

> . . . it requires the ability to combine both mathematical and communication skills as well as the development of confidence in using numbers appropriately and competently in a range of practical situations as they occur in an individual's life. *(p. 14)*

Learners are encouraged to talk about math and talk through the problem-solving process, rather than being asked merely to memorize a strategy and do pen-and-paper exercises. Because many adults suffer from "math anxiety," the ability to talk about math and discuss problem-solving with others is crucial. Also, many learners already have numeracy skills and have learned to solve mathematical problems without the benefit of formal instruction. This learning is valued within Numeracy learning outcomes.

The following recollection of an instructor illustrates a learner's views on "school" math and daily life:

> I asked a group of my GED math students to tell me how much it would cost if you bought four shirts for $7.98 each. They were told they could figure it out any way they wanted, except they could not use paper and pencil. I watched as they used their fingers in the air or "wrote" on the desk. Most were able to multiply and get the right answer. When I asked *how* they got their answer, all agreed they needed to multiply $7.98 by four.
>
> I then asked if they were in a store and had to figure out the same problem, would they have done it the same way? All agreed they probably would not solve it the same way in real life. Some said they would have multiplied four by seven, plus four by one, and then subtracted eight cents from that total. Others said they would have

> rounded $7.98 to $8.00, multiplied that by four, and then subtracted eight cents from the product. I then asked why no one admitted to solving the problem like that in class. The response was that this is math, so they needed to "do it out" (Saskatchewan Literacy Network, 2001, *Saskatchewan Level 2 Numeracy Kit*)

This story exemplifies the importance of talking about and validating learners' own ways of problem-solving. Numeracy instruction endeavours to strike a balance between learning "traditional" numerical calculation and using learners' own life experiences and knowledge.

This approach to Numeracy integrates all of Banks' typologies of knowledge (see Introduction, p. 12). Numerical calculation skills are one form of school or mainstream academic knowledge. These are integrated with "real-life" numeracy problems that honour the personal, cultural, and popular knowledge adults bring to the learning environment. In this way, an adult's own life experiences are validated. The approach motivates learners and can stem math anxiety.

NUMERACY Level 1	**NUMERACY Level 2**
Benchmark Demonstrate basic numeracy skills. **Learning Outcomes** 1. Learners will demonstrate knowledge of numbers and number sense. 2. Learners will demonstrate knowledge of basic numerical operations. 3. Learners will demonstrate basic knowledge of space, shape, and measurement.	**Benchmark** Demonstrate complex numeracy skills. **Learning Outcomes** 1. Learners will demonstrate knowledge of complex numerical operations. 2. Learners will demonstrate complex knowledge of space, shape, and measurement. 3. Learners will demonstrate knowledge of data interpretation.
Benchmark Solve simple numeracy problems in daily life. **Learning Outcomes** 1. Learners will demonstrate critical and creative thinking to solve simple mathematical problems. 2. Learners will understand and use numeracy for practical daily living tasks.	**Benchmark** Solve complex numeracy problems in daily life. **Learning Outcomes** 1. Learners will demonstrate critical and creative thinking strategies to solve complex mathematical problems. 2. Learners will understand and use numeracy for complex daily living tasks.

Numeracy Level 1

Benchmark: Demonstrate basic numeracy skills.

Suggestions for Portfolio Development

- notes of personal definitions of common multiples and common factors
- copy of a drawing made to help remember symbols for greater or less than number values
- month and day of birth written in Roman numerals

Learning Outcome #1

Learners will demonstrate knowledge of numbers and number sense.

Knowledge and skills set:

- Identify that numbers represent quantities and values.
- Describe the difference between odd and even numbers.
- Determine greater or less than number values, and know their symbols
- (e.g., > is greater than, < is less than, so 15 > 10 means 15 is greater than 10).
- Predict which numbers go before and after a given sequence (e.g., __, 10, 15, 20.)
- Describe and apply place value (e.g., in the number 12, the 2 is in the one's place and the 1 is in the ten's place).
- "Count out" money, using different denominations of bills and coins.
- Read and write numbers in words and numerals (e.g., 1 is the numeral for the word "one").
- Read and write ordinal numbers (e.g., 1st, first; 2nd, second; 3rd, third).
- Demonstrate knowledge of the concepts of double, triple, quadruple, quintuple, etc.
- Identify when and where Roman numerals are commonly used.
- Read and write Roman numerals to 100 (e.g., XXIII is 23).
- Describe the concept of prime numbers. [See instruction tip #2.]
- Identify and use common multiples, least common multiples, common factors, and greatest common factors. [See instruction tip #3.]
- Identify when it is appropriate to round off a number and when accuracy is necessary.
- Identify and use the basic symbols and vocabulary of mathematics (e.g., + for "plus," = for "is equal to," product, quotient, sum). [See instruction tip #4.]
- Identify and practise using common numeracy tools (e.g., ruler, calculator, thermometer).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Double or triple the ingredients for a recipe when cooking for a larger crowd.	Read a gas or water meter.	Obtain your workplace's daily sales figures for a week. Then put these figures in order from highest to lowest. During which day of the week did your employer make the most profit? During which day did your employer make the least profit?

Learning Outcome #2

Learners will demonstrate knowledge of basic numerical operations.

Knowledge and skills set:

- Identify the basic mathematical operations (e.g., addition, subtraction, multiplication, and division).
- Identify and apply whole numbers in practical math problems.
- Identify and apply fractions and mixed numbers in practical math problems.
- Identify and apply decimals in practical math problems.
- Demonstrate how to use a calculator to check sums, differences, products, and quotients.
- Identify and apply estimation and rounding off (e.g., for 19.5 + 29, estimate the total and round off to 50).
- Demonstrate estimation to predict the outcome of numerical calculations before doing the operation.
- Illustrate the process of solving an operation using manipulatives or diagrams.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Keep track of your baby's weight every month from birth to age 2. During which month did this child gain the most weight?	When thinking of your future career, do some research in the community to discover the hourly wage for a journeyperson in a trade (e.g., electrician, plumber, mechanic). Calculate how much more a journey-person makes than an apprentice. How much more would this be per day? per week? per month?	Check the room temperature at the start and close of each shift for a week. Use a calculator to determine the average temperature for each day that you worked.

Learning Outcome #3

Learners will demonstrate basic knowledge of space, shape, and measurement.

Knowledge and skills set:

- Read and interpret a simple line, bar, or combination graph and pie chart.
- Use common geometry tools (e.g., ruler, protractor, compass, graph paper).
- Identify, name, and draw common geometric shapes (e.g., circle, square, triangle, octagon).
- Describe and demonstrate how to measure length, width, height, volume, area, diameter, radius, circumference, and perimeter of common geometric shapes.
- Apply the basic systems of measurement (e.g., kilometres, metres, centimetres, feet and inches for length and height, pounds and ounces for weight).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Together with the children in your family, identify the geometric shapes used to make a quilt.	In spring, help measure and mark the baselines on the community baseball field.	Read a bar graph showing the monthly workplace injuries over the past year.

Benchmark: Solve simple problems in daily life.

Suggestions for Portfolio Development

- note on a plane or bus ticket showing the conversion from 24-hour to 12-hour clock
- copy of a completed cancelled cheque
- audio tape describing past successes and challenges with numeracy
- list of numeracy skills currently used at work

Learning Outcome #4

Learners will demonstrate critical and creative thinking to solve simple mathematical problems.

Knowledge and skills set:

- Discuss your past feelings about mathematics and show a willingness to learn math skills related to everyday living.
- Discuss and identify purposes for using numeracy in daily living.
- Identify the numeracy skills that you use in daily life.
- Identify your own past methods of numerical calculation that were effective.
- Identify and use various strategies to aid in learning math skills. [See instruction tip #5.]
- Represent learning in various forms as a personal way of remembering numeracy concepts and skills (e.g., writing, painting, sculpting, singing, acting, drumming).
- Read and create timetables for scheduled events.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Use manipulatives to help children solve simple math problems. Hint: a manipulative is any set of small objects (e.g., beans or small blocks) that can be used to show counting, adding, subtracting, dividing or multiplying.	Use the automated teller machine (ATM) at a bank or store to withdraw money.	Double-check the change that is due to a customer by "counting it out" into the customer's hand.

Learning Outcome #5

Learners will understand and use numeracy for practical daily living tasks.

Knowledge and skills set:

- Identify when and how mathematics and numeracy are used in daily life.
- Solve simple, practical math problems identified from your own life experience or immediate need.
- Apply mental math to perform basic mathematical operations.
- Apply decimals in money math.
- Demonstrate how to read and express time with the 12-hour and 24-hour clocks, and the 12-month calendar.
- Describe where and when the 24-hour clock is used. [See instruction tip #6.]
- Demonstrate how to use the Metric and Imperial systems of measurement.
- Measure temperature using the Celsius scale (e.g., zero degrees is freezing on the Celsius scale).
- Demonstrate how to use common measuring implements (e.g., candy thermometer, bathroom scale, ruler, measuring spoons, and cups).
- Demonstrate knowledge of clockwise and counter clockwise turns.
- Demonstrate knowledge of quadrants such as Northwest, Northeast, Southwest, and Southeast.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Together with your children, identify which numeracy tools you already use in the home (e.g., thermometer, measuring cups).	Check the arrival times of flights to the international airports in Saskatoon or Regina. Convert the 24-hour format into 12-hour format so that you will know when to pick up a visiting friend or relative.	Check that you have been paid for the same number of hours that you worked during a pay period.

Tips for Instruction

1. Identify when and where Roman numerals are commonly used.
   - on watches
   - for dates on official documents (e.g., education certificates and law documents)
   - to designate a similarly named person in successive generations (e.g., William III for William the Third)
2. Understand the concept of prime numbers.
   - A prime number cannot be divided evenly by any other number than one and itself.
   - Knowledge of prime numbers is very useful when working with fractions.
3. ***Common multiple:***
   - a number that is a multiple of two or more numbers
   - For example, common multiples of 3 and 5 are 15, 30, 45, etc.
   - This means that these numbers can be divided by both 3 and 5.

   Least common multiple:
   - the smallest multiple (other than zero) that two or more numbers have in common
   - For example, the least common multiple of 3 and 5 is 15.
   - This means that the smallest number that both 3 and 5 can be divided into is 15.

   Common factor:
   - a number that is a factor of two or more numbers
   - For example, the number 15 has four factors: 1, 3, 5 and 15.
   - This means that if you multiply 1 X 15 or 3 X 5 you get 15.
   - The number 25 has three factors: 1, 5 and 25.
   - This means that if you multiply 1 X 25 or 5 X 5 you get 25.
   - The common factors that both 15 and 25 have are 1 and 5.

   Greatest common factor:
   - the largest factor that two or more numbers have in common
   - In the above example, the greatest common factor that both 15 and 25 have is 5.
4. Some cultures do not use symbols such as the common division signs used here in Canada. Also, some cultures reverse the use of the period (.) and the comma (,) in monetary representation. For example, in France and sometimes in Quebec $47.50 is written as 47,50.
5. Identify and use various strategies to aid in learning math skills.
   - Use computer programs or math websites.
   - Do math problems orally before putting them down on paper.
   - Use manipulatives (e.g., beans, blocks) to help in solving problems.
   - Photograph manipulatives (e.g., blocks, beans) at every step in solving a math problem.

- Use prepared math fact sheets or flash cards.
- Colour code each step of a math problem.
- Tape record yourself describing how to solve a problem.
- Create rhymes or songs.
- Draw math concepts or make graphs or sketches to show thought processes.
- Make math fact charts or flash cards.

6. Understand where and when the 24-hour clock is used.
   - in the military
   - for arrival and departure times (e.g., airplane flights and cruise ships)
   - for show times when purchasing tickets to events
   - in some foreign countries instead of the 12-hour clock (e.g., Switzerland, France)

Numeracy Level 2

Benchmark: Demonstrate complex numeracy skills.

Suggestions for Portfolio Development

- journal entry describing a personal process for solving a problem
- photocopy of a problem solved using a protractor
- copy of a family recipe that uses ratios for measuring
- drawing made of a living room, which shows the room's dimensions

Learning Outcome #1

Learners will demonstrate knowledge of complex numerical operations.

Knowledge and skills set:

- Demonstrate knowledge of percentages.
- Convert fractions to decimals and percentages (e.g., ½ equals 0.5 or 50 per cent).
- Describe the meaning of simple powers of numbers (e.g., square feet are expressed as ft^2 or cubic metres are expressed as m^3).
- Simplify math expressions by using the order of operations. [See instruction tip #1.]
- Define and add, subtract, multiply, and divide positive and negative numbers (also called integers) (e.g., -3 is negative three and 3 is positive three).
- Define and apply rate, ratio, and proportion. [See instruction tip #2.]
- Create simple ratios from everyday examples (e.g., mix two cups water to one cup rice).
- Illustrate the process of solving an operation using manipulatives or diagrams.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Find out the square footage of the next residence that you are thinking of buying or renting. Compare it to the square footage of your current residence. Will you be able to fit all of your furniture into it?	Assume 10 per cent wastage when ordering new floor tiles for the community hall. Calculate the number of tiles needed based on 10 per cent wastage.	Figure out what percentage of your pay cheque is deducted for income tax and employee benefits.

Learning Outcome #2

Learners will demonstrate complex knowledge of space, shape, and measurement.

Knowledge and skills set:

- Identify, name, and draw common three-dimensional shapes (e.g., cylinder, cone, cube).
- ·Demonstrate the ability to measure length, width, height, volume, area, diameter, radius, circumference, and perimeter of less familiar geometric shapes (e.g., oval, trapezoid, cone, cube).
- ·Demonstrate the slide of a geometric shape. [See instruction tip #3.]
- Demonstrate a rotation or turn of a geometric shape. [See instruction tip #4.]
- Demonstrate a flip of a geometric shape. [See instruction tip #5.]
- Demonstrate knowledge of symmetry in geometric shapes. [See instruction tip #6.]
- Define the concept of mass and how to measure it.
- Identify, measure and draw angles of various sizes.
- Demonstrate how to rotate angles.
- Identify common algebraic expressions used in geometry and measurement(e.g., the volume of a cube is V=LxWxH; the area of a parallelogram is A=BxH).
- 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).

Examples of applying this learning outcome outside the learning environment:

To practise using angles and geometry with your children, make a small scale version of your own home out of popsicle sticks.	Measure the interior volume of a picnic cooler. Then calculate the volume of a can of pop. Estimate how many cans of pop will fit into the cooler. Put as many cans as possible into the cooler. How close was your estimate?	Find the common angles on objects in your workplace (15, 30, 45, and 90 degrees). Hint: the corner of a desk is usually a 90-degree angle.

Learning Outcome #3

Learners will demonstrate knowledge of data interpretation.

Knowledge and skills set:

- 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:

Family	Community	Work
At the end of every month, create a pie graph that shows what you have spent on rent, food, and utilities. After a year, compare the graphs to determine the months of your highest expenditures. Use this information to budget more carefully in future years.	Create a simple bar graph to compare the amounts that your community spent on road repairs, education, and health care last year.	Track your tips every day for a month. Calculate your average tips per day and per week. On which day of the week are your customers most generous? In which week of the month are they most generous?

Benchmark: Solve complex numeracy problems in daily life.

Suggestions for Portfolio Development

- copies of several coupons for the same product, indicating which coupon represents the greatest saving
- copy of a recipe converted from imperial to metric measurements
- audio tape describing the solution of a complex math problem

Learning Outcome #4

Learners will demonstrate critical and creative thinking strategies to solve complex mathematical problems.

Knowledge and skills set:

- Describe your own increasing confidence in math ability and problem-solving skills.
- Identify and apply problem-solving skills. [See instruction tip #7.]
- Describe your personal methods for solving mathematical problems.
- Applying knowledge of math vocabulary by translating written English problems into math equations, and vice versa.
- Solve more abstract mathematical problems from textbooks, Internet sites, worksheets, instructor assignments, etc.
- Use a calculator or computer program to extend mathematics skills and concepts
- (if available).
- Represent learning in various forms as a personal way of remembering mathematics concepts and skills (e.g., writing, painting, sculpting, singing, acting, drumming).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Make a scale drawing of the main floor of your home. Use the scale of either ½ inch to represent 1 foot, or 5 centimetres to represent one metre.	Obtain take-out menus from different restaurants – or look them up in the yellow pages of a telephone book. Compare what it would cost to buy the same meals for your family at each restaurant. Which restaurant would be the least expensive? Which would be the most expensive?	Figure out how much your company would spend per year if it hired two people at the lowest end of its salary scale. How much would it spend to hire just one person at the highest end of this scale? Which option would save the company money?

Learning Outcome #5

Learners will understand and use numeracy for complex daily living tasks.

Knowledge and skills set:

- Identify when and how mathematics and numeracy are used in daily life.
- Apply percentages in practical math problems.
- 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. [See instruction tip #8.]
- Demonstrate knowledge of latitude and longitude.
- Apply numerical calculation skills to become a critical consumer of goods.
- Apply time management skills to schedule daily activities and other events.
- Apply numerical data to argue a point in a discussion.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Update family recipes for your children by converting them from imperial to metric measurements.	Do comparative shopping at two local grocery stores. Identify which store has lower prices on the most common groceries you buy.	Read the charts and tables reporting injuries at work. Use this information to discuss better occupational health and safety regulations with your co-workers, and to ask for better health care packages in the next union contract.

Tips for Instruction

1. 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.
2. 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 (4/8 and 8/16), but are actually equal proportions (both are equal to ½).
3. Demonstrate the slide of a geometric shape.
   - 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. Demonstrate a rotation or turn of a geometric shape.
   - 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. Demonstrate a flip of a geometric shape.
   - A flip of an object occurs when the geometric shape is reflected or mirrored.
6. Demonstrate knowledge 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.

7. 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.
    - Reflect on the solution.
        - Are the numerical calculations correct?
        - Is the solution reasonable given the information provided?
        - 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.

Numeracy Suggested Resources

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Lifelong Learning & Interpersonal Skills

Introduction to Lifelong Learning and Interpersonal Skills

Academic skills are only part of the learning equation. Communities, employers, families, and governments value the contributions of people who feel secure in themselves, who can work co-operatively with others, and who can learn to make independent decisions. According to the International Commission on Education for the Twenty-First Century (Delors, 1996), the four pillars for lifelong learning are as follows:

- learning to live together
- learning to know
- learning to do
- learning to be

These value statements reflect the holistic approach to literacy embraced in the Levels 1 and 2 Literacy Benchmarks for Lifelong Learning and Interpersonal Skills. The learning outcomes in this section acknowledge other ways of knowing and being. They honour other cultures and different healing, spiritual, and cultural beliefs. As learners get to know themselves and others better, they also learn skills that can be transferred or applied to community and workplace activities. Employers are looking for employees who have critical and creative thinking skills and who are able to work with others. The Lifelong Learning and Interpersonal Skills outcomes can enhance learners' participation in the community and the workplace.

These learning outcomes also acknowledge that individuals, workplaces, and schools are influenced by the rapid development of information technology, as confirmed by the National Center on Adult Literacy:

> Educational institutions are also being dramatically transformed by information technology. School can no longer provide students with a set of skills and knowledge that will last them a lifetime. Learning how to learn is the key basic skill required for success in the 21st century. (Stites, 1998, p. 24)

As adults learn to appreciate their lifelong learning skills, they become more successful in adapting to the rapid pace of change. Their self-esteem increases and this personal empowerment leads to more respectful interaction with others.

To be most effective, Lifelong Learning and Interpersonal Skills outcomes are meant to be used in conjunction with Benchmarks from Communications and Numeracy. Komangapik (1996) found that "combination exercises which build self-esteem at the same time as they build literacy skills have proven to be effective in developing the already-existing sense of self-esteem which brought them into the literacy learning group" (p. 98). The best use of all of the Benchmarks is to use them in combination rather than in isolation. This

approach greatly improves adults' readiness to engage in learning and helps them to see the interconnectedness of all life experiences.

Some instructors may feel a need to provide more initial structure and support to learners as they work with Lifelong Learning and Interpersonal Skills. As learners continue to work with the learning outcomes, they will become more comfortable with taking ownership of the processes. In this way, the learning can be more learner driven and empowering. The case of Vince illustrates how instructors can help learners to use prior knowledge as a means to become more actively involved in choosing classroom learning activities:

> After years of vacillating between low-wage, labour-intensive, irregular jobs and receiving social assistance, Vince has nervously enrolled in a literacy program. Vince's total prior experience with formal education consisted of six years spent at a residential school where he was separated from his family who remained on the reserve. Now in his late 30s, Vince is self-conscious about not properly learning either Cree or English.
>
> Vince's story is typical of many First Nations people of his generation. Many First Nations people have been left marginalized, feeling that they do not belong on the reserve and that they are not adequately prepared to function in mainstream urban society. For them, school has been a place of fear, isolation, and failure. Ironically, after years spent drifting between reserve and city, and after periods of time spent incarcerated, Vince's healing journey began after he became involved with Elders who taught him about sacred songs, dances, and his dignified heritage. It is this knowledge, together with his past experience, that Vince brings to the literacy classroom.
>
> Every learner's narrative creates opportunities for literacy practitioners to bridge the gaps between the learner's primary culture and the mainstream culture. Vince's learning activities could include:
>
> - sharing Cree words that match the new vocabulary he is learning
> - learning to write, spell, and pronounce English words from his story
> - finding out more about residential schools and the high incarceration rates for Aboriginal males. There are videos that tell this story
> - sharing knowledge about residential school survivors
> - telling his own story alongside others
> - finding examples of how history books treat Aboriginal experiences in comparison to the experiences of mainstream society
> - learning about Cree protocol when learning sacred knowledge, and then sharing an example of this protocol while learning mainstream sacred knowledge
> - sharing a sacred song with other learners
> - leading the group and sharing his knowledge during a group trip to a First Nations cultural event

All of these activities are designed to help Vince become actively involved in his learning. They focus on enhancing valuable Lifelong Learning and Interpersonal Skills while Vince achieves a variety of Communications Benchmarks.

Benchmarks assume an end point. However, there really is no endpoint for these two quadrants of *The Circle of Learning*. Lifelong Learning and Interpersonal Skills are not limited to Levels 1 and 2 literacy learners; this learning is developmental and becomes more complex as learners become more self-reflective and other-centred. The learning outcomes reflect some of the essential skills individuals need to cope in today's world. They are not exhaustive or universal. It is assumed that different communities will adapt or add to the learning outcomes within their own contexts. This approach respects the dynamic nature of *The Circle of Learning*.

Benchmarks and Learning Outcomes for Lifelong Learning and Interpersonal Skills

LIFELONG LEARNING Levels 1 and 2	INTERPERSONAL SKILLS Levels 1 and 2
Benchmark Participate in creating, monitoring, and adjusting one's own learning plan.	**Benchmark** Enhance self-reflection and engage in positive relations with others.
Learning Outcomes 1. Learners will identify their own learning preferences to apply in future learning contexts. 2. Learners will direct their own learning for personal empowerment and career development. 3. Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. 4. Learners will use technology to communicate and find information for daily interactions and applications.	**Learning Outcomes** 1. Learners will increase self-knowledge for personal empowerment. 2. Learners will develop awareness of and respect for diversity for personal enrichment and social skills development. 3. Learners will empower themselves in community. 4. Learners will demonstrate co-operation and teamwork skills for social skills development and career opportunities.

Lifelong Learning Levels 1 and 2

Benchmark: Participate in creating, monitoring, and adjusting one's own learning plan.

Suggestions for Portfolio Development

- copies of completed learning style questionnaires
- descriptions of having taught others
- taped interviews with experts
- goal-setting charts
- examples of work from previous jobs
- learning plans
- copy of a friendly email message that has been sent
- withdrawal slips from an automated teller

Learning Outcome #1

Learners will identify their own learning preferences to apply in future learning contexts.

Knowledge and skills set:

- Discuss your own learning strengths and skills, and self-assess areas for development in formal and non-formal learning environments.
- Explore the issues and challenges facing those with physical or learning disabilities, or intellectual challenges, as appropriate.
- Discuss and develop different learning styles and strategies. [See instruction tip #1.]
- Identify your personal learning style preferences.
- Develop comfort with less preferred learning styles to strengthen your personal learning abilities.
- Identify and assess your own skills.
- Acquire skills in learning how to learn (e.g., organization skills, memory skills or strategies, study skills).
- Acquire skills in test-taking for potential academic or career goals.
- Identify and apply knowledge gained to help others learn.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Identify the learning strategies that you have taught your children in the past. Which of these strategies would work for you as an adult on your own learning path?	Find out what volunteer opportunities there are in your community where you can teach others the skills you have mastered.	Let your supervisor and co-workers know what learning style and learning strategies you prefer as future training is planned.

Learning Outcome #2

Learners will direct their own learning for personal empowerment and career development.

Knowledge and skills set:

- Identify that learning begins at birth and continues throughout life.
- Discuss how learning is derived from past experience.
- Discern your most realistic or most urgent learning or career goals.
- Assess your prior learning and knowledge concerning these goals.
- Create a learning plan for your most important goals.
- Seek help in the community for meeting your learning or career goals (e.g., from local colleges or institutes, Elders, local experts, friends, librarians).
- Find information to help reach your learning or career goals (e.g., from magazines, newspapers, websites, books on tape, libraries, television documentaries).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Discuss your learning and career goals with other members of your household.	Go to the nearest employment centre and ask for job descriptions for the careers you are thinking of working towards.	Ask your supervisor to give you photocopies of past performance appraisals, so that you can add them to your work portfolio.

Learning Outcome #3

Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions.

Knowledge and skills set:

- Reflect on your past experiences in solving problems in the community and at home, school, and work.
- Reflect on and evaluate your own values, opinions, attitudes, ideas, and feelings concerning problems.
- Choose a problem for which a solution can be developed.
- Apply a problem-solving process to the problem. [See instruction tip #2.]
- Develop a plan, and act to solve the problem.

- Continue to monitor the solution, and make adjustments or improvements as required.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Take advantage of the free counseling offered at many health clinics to discuss family problems.	Think about a committee, group, or club in which you were involved in the past. How did that group solve its problems? What did you learn from those experiences that you can apply to other group discussions.	Find a problem in your workplace that is within your control to solve. Come up with a potential solution. Review the plan with your boss to make sure you have his or her approval. Then implement the solution.

Learning Outcome #4

Learners will use technology to communicate and find information for daily interactions and applications.

Note: It is recognized that not all communities will have access to the same computer hardware and software. Instructors and learners will need to identify those skills that are possible to develop and demonstrate, given their existing technological resources. For people who do not own computers, community access points to computers and the Internet may be available through adult learning centres, libraries, or Internet cafés.

Knowledge and skills set:

- Discuss and identify purposes for using technological communication.
- Discuss the potential limitations of using technology to communicate or find information.
- Discuss strategies to overcome your personal anxiety about the use of computers.
- Apply technology skills in daily interactions and applications.
- Use the software programs that serve the learning or communication purpose.
- Use Internet programs that serve the learning or communication purpose.
- Evaluate the appropriateness of the content on websites and the authority of the authors of websites.
- Set learning goals related to technology (e.g., use personal email, demonstrate the correct use of the computer mouse, demonstrate correct keyboarding technique, learn how to use the automated teller).

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Talk about the appropriate use of the Internet with the other adults and children who live in your home. Discuss what types of websites are not appropriate for them to use at home, at school, or in the community.	Learn how to use the TTY (teletypewriter) phone services for the hard of hearing to phone a friend or family member in another community.	Find out what software programs are available on your computer at work. Ask for training or mini-lessons in the programs that you feel would be most helpful to your work.

Tips for Instruction

1. ***Learning styles*** are the ways in which learners most effectively take in, store, and recall what they learn. There are many learning style models in existence. Most are readily accessible on the Internet and some have questionnaires that allow individuals to assess their learning style online. Type the words "learning styles" into any search engine and you will find a wide variety of models and tools. Two of the most popular models are VAKT: Visual (learn by seeing), Auditory (learn by hearing), Kinesthetic (learn by doing), Tactile (learn by touching), and Howard Gardner's Multiple Intelligences.
2. ***Learning strategies*** are particular activities used to deliver content or teach a skill. For example, using a sight word approach is one way of helping learners develop word recognition and phonics skills.
3. Choose the ***problem-solving process*** that is most appropriate for the individual and the community in which you live. There are numerous problem-solving models online and in Life Skills curricula. Seek local experts or Elders who can give you advice on which models might be most useful to the learners.

Interpersonal Skills Levels 1 and 2

Benchmark: Enhance self-reflection and engage in positive relations with others.

Suggestions for Portfolio Development

- songwriting samples
- pieces of artwork
- journal entry about a family tradition
- videotape of learning a dance step
- letter of complaint about a defective car battery
- list of volunteer activities
- record of late times for work or school in a month, and plans in place to avoid being late in the future
- reflective personal notes written during a discussion at a meeting

Learning Outcome #1

Learners will increase self-knowledge for personal empowerment.

Knowledge and skills set:

- Identify choices for living a healthy balanced life. [See instruction tip #1.]
- Continue to enhance self-esteem. [See instruction tip #2.]
- Identify your personal gifts and achievements.
- Identify your personal interests and style. [See instruction tip #3.]
- Identify your personal challenges, limitations, or weaknesses.
- Seek help from family, friends, and the community to assist in facing your personal challenges, limitations, or weaknesses.
- Identify and develop the appropriate behaviours to be a role model.
- Identify changes in your personal, family, and career goals over time.
- Reflect on changes in your personal, family, and career goals.
- Learn strategies to heal the self (e.g., participating in a sweat lodge, speaking with Elders, joining a support group, seeking counselling, smudging).
- Enhance your parenting, life, and work skills. [See instruction tip #4.]
- Keep a personal, self-reflective journal.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Join community clubs or activities with your family.	Inquire about a sweat lodge or smudging ceremony in your community.	Ask your co-workers if they would be interested in exercising with you over the lunch break. Then make plans to engage in some type of physical activity three times a week (eg. go for a walk).

Learning Outcome #2

Learners will develop awareness of and respect for diversity for personal enrichment and social skills development.

Knowledge and skills set:

- Explore your cultural heritage and family traditions (e.g., beliefs, history, language, beliefs about work ethic).
- Learn about other cultures, belief systems, gender roles, lifestyles, and abilities (both mental and physical).
- Explore different notions of life stages from many cultures.
- Select language and behaviours that respect others.
- Explore learning in various forms (e.g., through storytelling, oral history, dance, song, artistic expression, gesture, observation).
- Identify your personal biases and prejudices concerning racism and stereotyping.
- Recognize, discuss, and problem solve the issues of racism, prejudice, and stereotyping. [See instruction tip #5.]
- Construct a personal learning plan to explore and perhaps resolve your personal biases and prejudices. [See instruction tip #6.]

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Talk about positive aspects of your culture and other cultures with your children.	Observe which buildings in your community have ramps for wheelchair users and which do not. If possible, use a wheelchair for part of a day to feel what living in a wheelchair might be like.	Ask a co-worker about his or her cultural background. Then use websites and encyclopedias to gather more information. Ask your co-worker about the accuracy of this information.

Learning Outcome #3

Learners will empower themselves in community.

Knowledge and skills set:

- Develop a personal support network and provide support to others.
- Discover how work skills, knowledge, and attitudes can be acquired through leisure and volunteer work. (See Hache, Redekopp, & Jarvis, 2000, p. 102.)
- Demonstrate involvement in the community. [See instruction tip #7.]
- Describe the effect of the laws and regulations in your community. [See instruction tip #8.]
- Practise being assertive within your community, as appropriate. [See instruction tip #9.]
- Distinguish between safe and unsafe environments.
- Identify and practise how to keep safe in different situations.
- Take action to create a safe and healthy environment for all.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Discuss with children what they should do if they are approached by a stranger when they are alone.	Join or start a Welcome Wagon program in your community to welcome newcomers.	Update your résumé by adding the volunteer activities you have participated in.

Learning Outcome #4

Learners will demonstrate co-operation and teamwork skills for social skills development and career opportunities.

Knowledge and skills set:

- Share your personal experiences and knowledge with others, as appropriate.
- Affirm and encourage yourself and others.
- Participate in group processes and decision-making.
- Develop positive communication skills.
    - State your personal needs in a clear and respectful manner.
    - Offer and ask for support with respect.
    - Share your ideas and feelings.
    - Listen respectfully to others' ideas and feelings.
- Demonstrate dependability and honesty.
- Identify acceptable and inappropriate behaviours in different settings (e.g., workplace, school, community).
- Respond appropriately to criticism.
- Describe what is meant by a positive work ethic.
    - Describe what expectations employers and instructors have of employees and students in terms of attitude, co-operation, appropriate dress, and time management.

  - Organize your work appropriately.
  - Describe and respect your workplace and school goals and structures.
  - Commit to working complete hours for the wage that you receive.
- Identify common challenges that workers and students face in workplace and school relationships.
- Discuss, reflect on, and identify solutions to common workplace and school relationship challenges.
- Give and receive positive and critical feedback in a nonjudgmental way (both verbal and nonverbal feedback).
- Apologize and correct errors (if possible) when working with others.
- Apply conflict resolution skills.

Examples of applying this learning outcome outside the learning environment:

Family	Community	Work
Fulfill the promise you made to take a loved one for an outing.	Apologize when you have misunderstood someone who does not speak English very well yet. Ask that person to repeat what was said so that you can understand.	Observe what your co-workers wear when you are at a new job. This will give you an idea of the dress code that is acceptable.

Tips for Instruction

1. Live a healthy balanced life.
   - Learn about proper nutrition and do regular exercise.
   - Learn to relax and set aside time for yourself.
   - Plan constructive leisure activities.
   - Make new friends.
   - Balance life and work.
   - Learn about food safety.
   - Seek counselling for addictions.
   - Learn about personal hygiene.
   - Seek ways to explore your personal spirituality.
   - Express joy and humour with others.
2. Enhance self-esteem.
   - Accept yourself.
   - Know your personal strengths and limitations.
   - Explore your personal set of values and personal belief system.
   - Demonstrate positive behaviours.
   - Participate in service learning or volunteering.
   - Identify and work to eliminate self-defeating behaviours.
   - Cope with and risk change.
   - Manage stress, anger, and fear.

- Tolerate difficulty and ambiguity without giving up.
- Redefine failure as a learning experience.

3. Identify your personal interests and personal style.
    - What words would you use to describe yourself? patient? energetic? sincere?
    - How would others describe you?
    - What do you like to do in your spare time?
    - What classes or clubs do you attend or teach that show your personal interests?
4. There are many ways to enhance your parenting, life and work skills.
    - Seek advice from an Elder in your community on traditional parenting practices.
    - Manage personal finances.
    - Be a critical consumer.
    - Develop computer knowledge and identify technology resources in the community (e.g., many libraries have public computers).
    - Learn job search and interview skills.
    - Participate in professional development activities at work.
    - Develop time management skills.
    - Share parenting stories with other parents and grandparents.
    - Learn about your rights as an apartment tenant or worker.
5. There are many activities that can help to address discrimination and prejudice.
    - Learn what is meant by racism, sexism, ageism, sexual prejudice, etc.
    - Participate in discussions with family and community members about racism, sexism, ageism, sexual prejudice, etc.
    - Participate in demonstrations, sign petitions, or give speeches about honouring diversity.
    - Show through your actions and words that you value people of other cultures, abilities, and orientations.
    - Praise people who care for and respect others.
    - Become friends and acquaintances with a wide variety of people.
6. Construct a personal learning plan to explore and perhaps resolve personal biases and prejudices. You may want to explore the following questions:
    - What assumptions do I have from the past?
    - What assumptions have I learned from others?
    - What assumptions have I made on my own?
    - Which of these assumptions are still valid? Why?
    - Which assumptions are no longer valid? Why not?
    - Which people or sources can I use in order to obtain new information concerning my assumptions?
    - How am I showing that I understand other people's cultures, abilities, and orientations?

7. Become involved in the community.
    - Volunteer.
    - Join clubs and organizations.
    - Sit on community boards.
    - Participate in local events.
    - Get to know some of your neighbours.
8. One way to understand the effects of the laws and regulations in your community is to learn about the bylaws.
    - Are there smoking bylaws or noise bylaws in your community?
    - How do they affect you and your family?
    - How can you get a bylaw changed if you feel it is unfair?
    - How can you advocate for a new bylaw if you feel it is needed?
9. Be more assertive in your community.
    - Ask to exchange a shirt at the store.
    - Ask for an interview with your child's teacher.
    - State an opinion at a town meeting.
    - Vote on a town bylaw.
    - Identify yourself as a speaker at a band council meeting.
    - Participate in a healing circle.

Lifelong Learning and Interpersonal Skills Suggested Resources

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Appendices

family • community • work
INTERPERSONAL
• Increase self-knowledge to create positive relationships with others
family • community • work
COMMUNICATION
• Read with understanding
• Write so others can understand
• Speak so others can understand
• Listen actively and respectfully
• Observe and view actively for a purpose
HEART • MIND • BODY • SPIRIT
LIFELONG LEARNING
family • community • work
• Create, monitor and adjust one's own learning plan
NUMERACY
family • community • work
• Use numeracy skills
• Understand and use numerical calculations
• Use numeracy for daily living

Appendix A: Generic Skills for Adult Basic Education[1]

Generic Skills are skills that:

(a) can be developed and applied across a variety of subject areas and contexts, and

(b) take longer to acquire than subject-specific skills.

Generic Skills are best viewed as transferable general life skills or skills that contribute to independence. They may be transferred into contexts different from the ones in which they were first learned. The intent is that learners acquire the skill and then transfer and further develop it when attending further training and education, when in the workforce or when participating in other lifelong learning activities. Generic Skills are essential to personal, social, and employment success.

Three primary references for the development of the General Skills were as follows:

1. Common Essential Learnings (C.E.L.s) incorporated in Saskatchewan's K-12 curriculum guides (retrievable from http://www.aee.gov.sk.ca/abe/).
2. The Employability Skills 2000+ developed by the Conference Board of Canada (retrievable from http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm).
3. Equipped for the Future Content Standards of the National Institute for Literacy of the United States (retrievable from http://eff.cls.utk.edu/PDF/standards_guide.pdf).

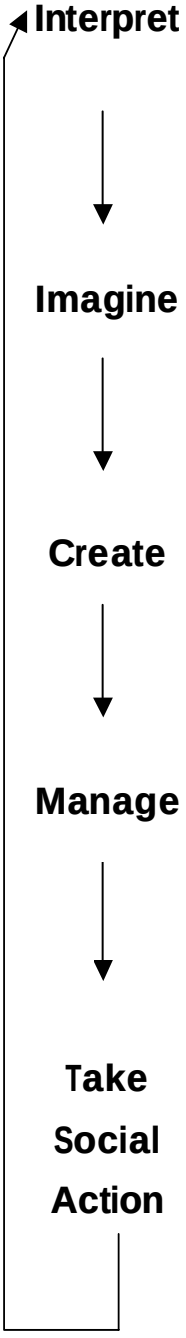
The following broad categories comprise the Generic Skills:

- Lifelong Learning
- Communications
- Numeracy
- Technological Literacy
- Creative and Critical Thinking
- Valuing Diversity
- Interpersonal Teamwork

Generic Skills are fundamental to each curriculum area in Adult Basic Education, as illustrated in the chart on the following two pages.

1 The information in this appendix has been taken with permission from Saskatchewan Learning's (2004) *Adult Basic Education Level Three: Communications Curriculum Guide*, retrievable from http://www.aee.gov.sk.ca/abe/curriculum/

Generic Skills for Adult Basic Education



Lifelong Learning (LL)	Communications (C)	Numeracy (N)
Reflect upon and interpret your own learning style. Recognize areas of strength and areas for further development.	Reflect on and interpret your own thoughts and feelings, and express these to others.	Reflect upon and interpret the ways in which numbers are used in your daily life.
Work independently.	Read with under-standing and interpret infor-mation in various formats.	Analyze and interpret numerical data.
Establish learning goals, monitor progress, and adjust strategies as necessary.	Present information in a variety of ways.	Present information in a variety of forms.
Identify a variety of learning strategies appropriate to the task and the context (work, home, and school).	Speak so that others can understand.	Observe and record data accurately, using appropriate methods, tools, and technologies.
Plan and manage time, money, and other resources to achieve learning goals.	Listen actively.	Use numerical data to argue and present a point.
Plan and carry out multiple tasks. Take responsibility for assuring work quality and results.	Continue to develop personal communication skills.	Apply numerical skills in a variety of contexts and for a variety of purposes.
Advocate for yourself.	Apply communication skills in a variety of contexts and for a variety of purposes.	

Technological Literacy (TL)	Creative & Critical Thinking (CCT)	Valuing Diversity (VaD)	Interpersonal/ Team Work (IT)
Reflect upon and interpret the ways in which technology is used in your community.	Reflect upon, recognize, and express how you see yourself in relation to change.	Reflect and interpret your own roles and identity.	Reflect upon and interpret yourself in relation to family, the workplace and the community.
Use computers and other tools to locate, process, and manage information.	Assess situations and identify problems.	Identify the connections between beliefs, culture, and change over time.	Accept and provide feedback in a constructive and considerate fashion.
Use technology for research, communication, and creative purposes.	Obtain and use information from diverse sources and perspectives.	Identify and respect the similarities and differences across cultures.	Manage and solve conflicts.
Demonstrate what you understand about technological literacy.	Analyze information for accuracy, bias, and usefulness.	Identify and respect diversity.	Participate in group processes and decision making. Adapt to changing requirements and information.
	Generate options and solutions.	Demonstrate that you have learned from others' experiences and ideas.	Listen to and ask questions of others, in order to understand and appreciate their points of view.
	Form opinions and make decisions based on critical reflection.	Recognize and articulate points of view different than your own.	Be socially responsible and contribute to your community.
	Put decisions and plans into action.	Recognize, discuss, and problem solve around issues of racism, prejudice, and stereotyping.	

Appendix B: Theme-Based Planning

Themes usually address a topic, issue, or concern that learners have. Theme-based planning means organizing lessons around the general idea or theme that learners identify as being most important. Theme units integrate a variety of skills because they are not subject specific. Therefore, it is possible to teach Communications, Numeracy, Lifelong Learning and Interpersonal skills all within the same theme.

Instructors and tutors are encouraged to plan theme units with learners. Learners can help identify relevant learning activities that relate to the theme. Instructors need to keep track of the learning outcomes, organize the flow of the learning activities, help choose appropriate assessment tools, and suggest learning activities when needed. Learners should be invited to develop self-assessment techniques and document their learning.

Instructors and learners together can choose the ***theme*** and relevant ***learning activities.*** For learners who have little or no experience in guiding their own learning, instructors and tutors may initially find they have to choose more of the learning activities. The learning activities chosen may change as the theme evolves. This is a natural result of working with learners who are becoming empowered, and change should be accommodated as much as possible.

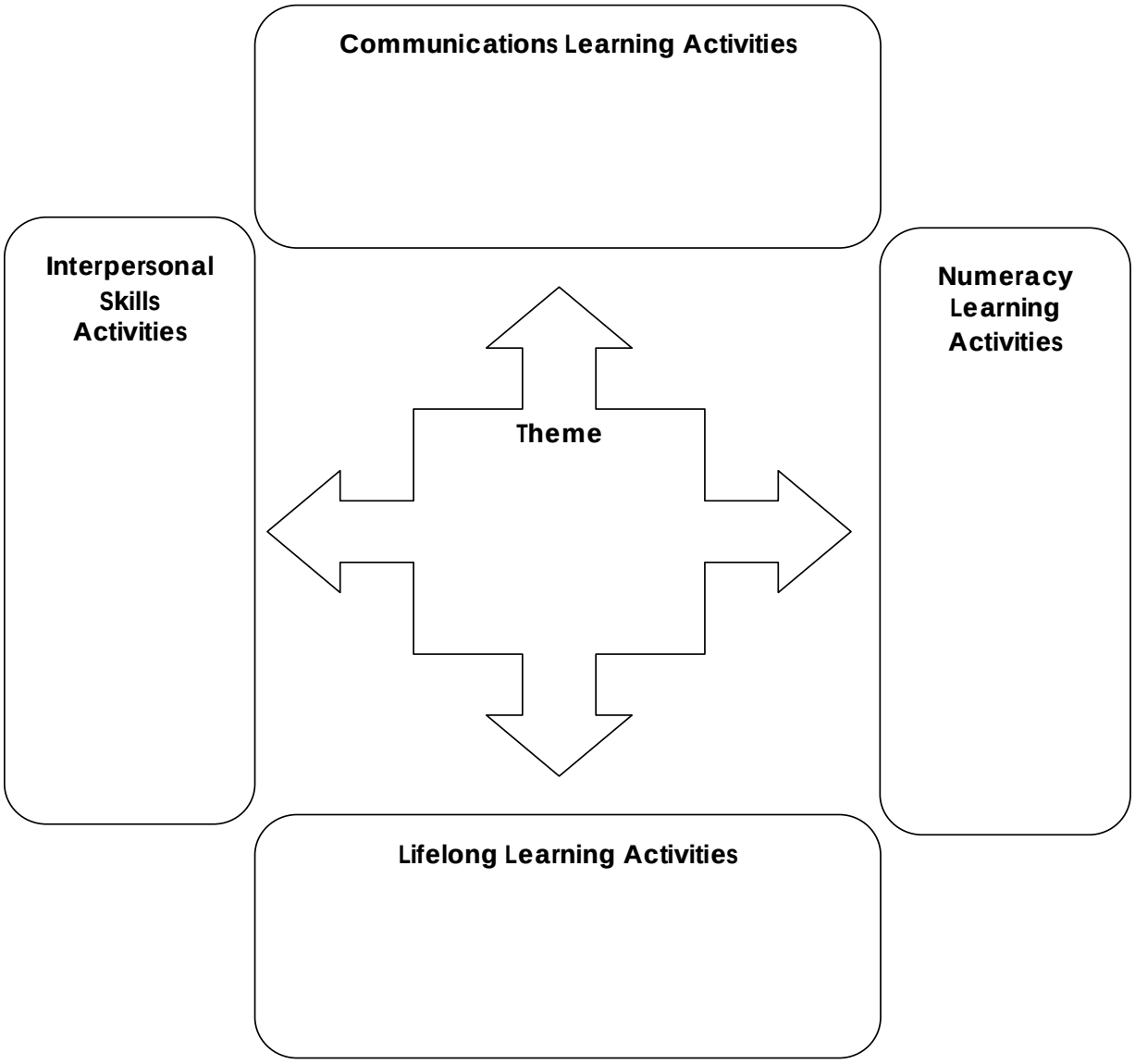
Portfolio assessment techniques are highly recommended when working with Levels 1 and 2 learners who may not read or write well enough to produce a large number of print items in a portfolio. These learners may also be intimidated by formal tests, so rating scales, journals, logs, and checklists may be more appropriate.

Finally, the instructor or tutor will need to keep track of which learning outcomes are met during the theme unit. If some learning outcomes are consistently missed from theme to theme, the instructor and learners will need to develop learning activities to meet those outcomes.

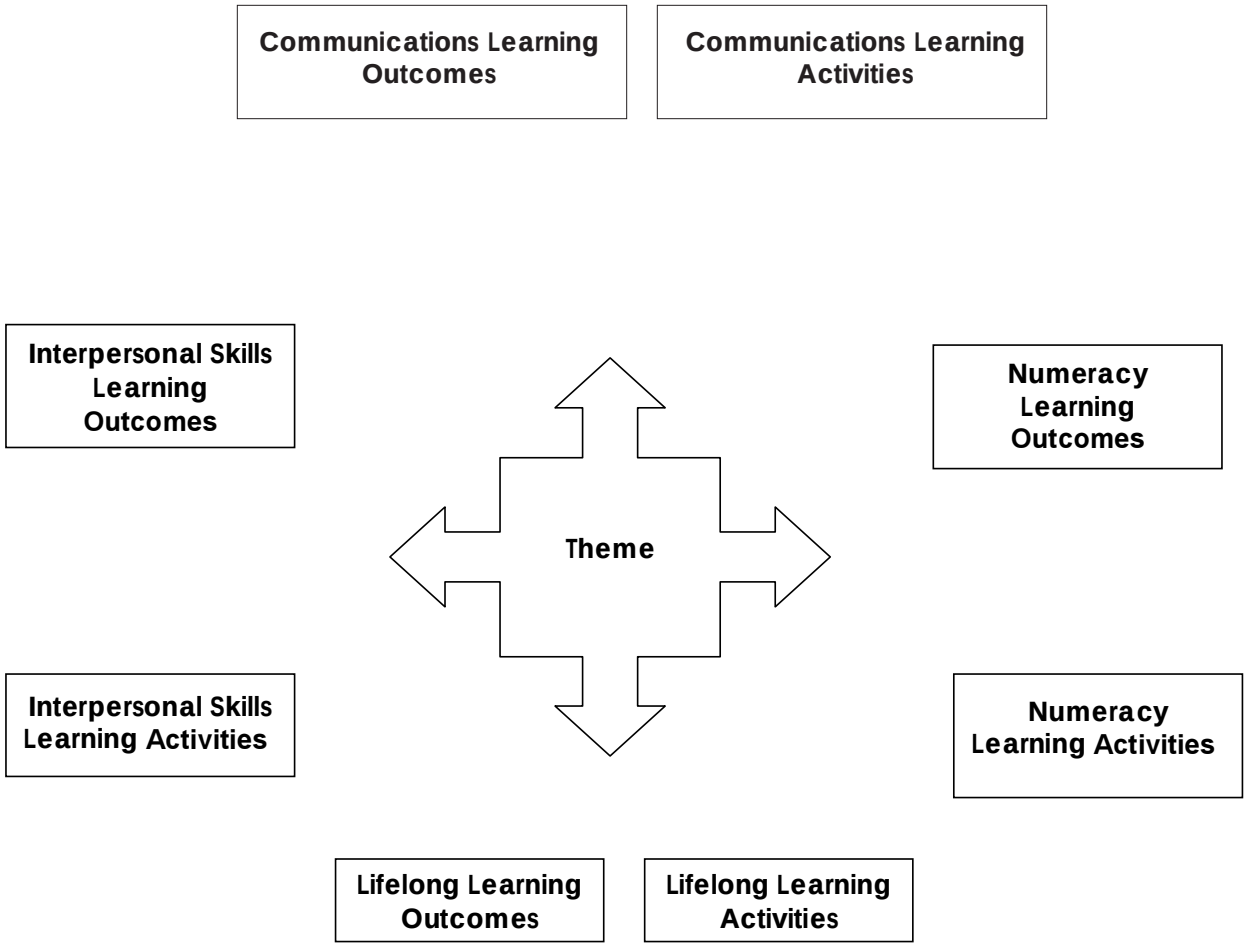
To review, the process of developing a theme usually begins with identifying the theme, choosing learning activities, choosing assessment strategies, and then identifying learning outcomes. Not all theme units may be developed in this fashion. Some instructors and learners may wish to develop theme units in a different order. That is an option in keeping with the emphasis on personal empowerment and self-directed learning in the Benchmarks.

The following theme-based planners and theme units are examples only. The level of detail in the theme units helps to describe how to think through theme-based planning. It is not expected that facilitators will write out their own unit plans in this way or include this level of detail. Facilitators are welcome to use these models or develop other theme-based models that are more appropriate to their circumstances.

Brainstorming Learning Activities with Learners



Planning a Theme



Planning a Theme Unit

Learners' experience:

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

Theme topic:

- chosen by the learner(s)

Inclusive practices:

- ensure that a wide range of perspectives will be acknowledged (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
	Communications Reading Writing Speaking Listening Observing & Viewing **Numeracy** **Lifelong Learning** **Interpersonal Skills**

Assessment possibilities:

- Refer to Appendix C on Portfolio Assessment for some assessment suggestions.

Example of a Family Literacy Theme Unit

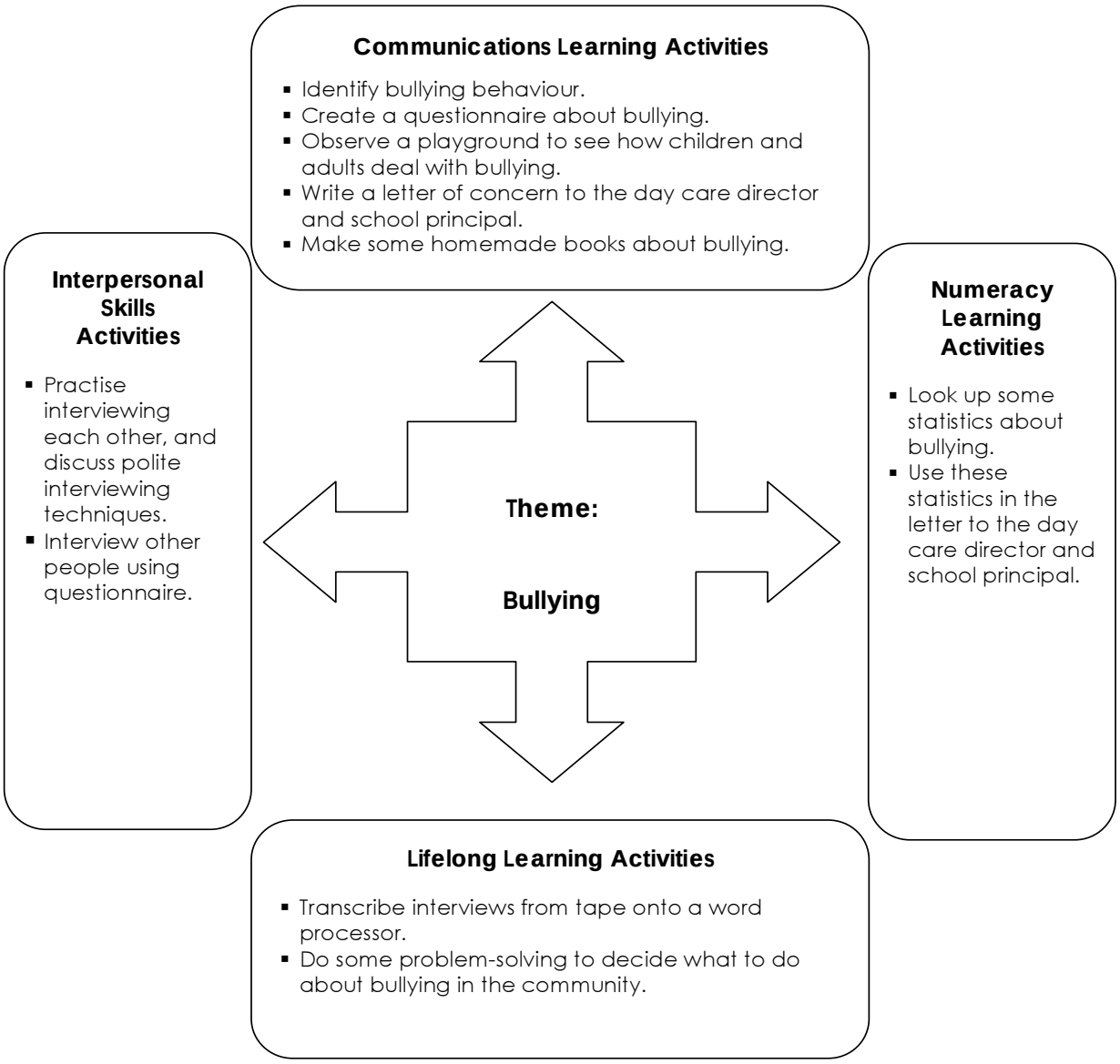
Background

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 also 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 when they are in school and also 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 and 3. Activities have to be done in such a way that all can participate.

The facilitator of this group did some brainstorming with the learners first, in order to discover what kinds of things they would like to do about bullying. The brainstorming chart is reproduced on the following page. After this chart is the theme unit plan that the facilitator created, based on what the adults said they wanted.

Family Literacy Theme Unit
Brainstorming Learning Activities with Learners



Theme Unit Plan

Learners' experience:

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

Theme topic:

- Bullying

Inclusive practices:

- Talking circle.[2] Some parents are Aboriginal and some speak English as a Second Language. The talking circle gives all parents a chance to speak. There are some Elders in the class as well, so they may be more familiar with talking circles and can describe to the class how a talking circle works.

Learning activities and outcomes:

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Talking about the issue: • Using the talking circle, give all participants a chance to speak about their own and their children's experiences with bullying. • When the talking circle is over, it is time for participants to respond to each other and ask questions. • As a class, define bullying and identify bullying behaviours.	**Speaking Level 1** Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment.

2 The talking circle is an effective way to ensure that everyone has a chance to speak. Facilitators should be knowledgeable about talking circles before using them. The talking circle should also be introduced carefully to the group before it is used, to ensure that each person understands the purpose of the circle and is able to respect the process. The process is as follows. The group members sit in a circle, facing each other. Someone volunteers to speak first and is given an object to signify that only he or she may speak. Some talking circles have used a stone or a feather as the object; the class will need to agree on an object that has meaning for its members. When each person is done speaking, he or she passes the object to the next person in a clockwise order. That person may choose to speak or pass the object on. This continues until everyone in the circle has had a chance to speak, including the people who may have passed the first time they held the object.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Writing about the issues using the language experience approach: • Use the stronger writers in class to write down a language experience story that the weaker writers dictate to them concerning the theme. The people speaking could either repeat what they have said during the talking circle or say something different. • The language experience stories could be shared between learners as a way to strengthen reading skills. For those learners with few reading skills, the language experience stories could be used to develop sight words and learn word patterns. For learners with more advanced reading and writing skills, the language experience stories could be edited for meaning, spelling, punctuation, and grammar.	**Writing Level 1** Learners will demonstrate knowledge of the writing process and write an effective sentence or paragraph to improve critical thinking skills. Learners will write sentences, a paragraph, and simple documents for practical purposes. **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. **Speaking Level 1** Learners will share or present information in familiar situations in order to practise public discussion. **Interpersonal Skills** Learners will demonstrate co-operation and teamwork skills for social skills development.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Interviewing others based on the theme: • Learners create a brief questionnaire about bullying to ask others in their family, community and especially the children who are affected by bullying in their own homes. • The questionnaire should be short, only a few questions, so learners who cannot read or write well can memorize what questions to ask. • For those learners who can write at Levels 2 and 3, the questions and the answers they receive could be written down. • In class, discuss the most polite and effective ways to ask others if they will consent to being interviewed, and to thank them when the interview is over. • In class, discuss listening skills that are needed to be a good interviewer and practise interviewing each other. • Learners spend a week interviewing different people concerning the theme. Learners who have lower level writing skills could tape record people they interview (with their permission) or could repeat what they have heard onto an audio tape after the interview is over. • These audio tapes could be transcribed into a computer word processor for those learners wishing to improve their computer skills. • Learners can also use journals to keep track of their opinions concerning bullying and to reflect on what others have told them about bullying during the interviews.	**Speaking Level 2** Learners will speak in conversation, discussion, or small groups in new situations for practical purposes. **Writing Level 1:** Learners will write sentences, a paragraph, and simple documents for practical purposes. **Writing Level 2** Learners will increase knowledge of the foundations of writing to improve critical thinking skills and writing fluency. **Listening Level 1** Learners will demonstrate active listening behaviours. **Listening Level 2** Learners will listen with understanding to long messages for personal enrichment, practical purposes, and social skills development. Learners will demonstrate that listening is an active process of constructing meaning. Learners will listen with empathy in order to improve daily interactions. **Lifelong Learning**: Learners will use technology to communicate and find information for daily interactions and applications.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Beginnings of problem-solving about bullying: • Learners describe the problem of bullying, based on what they have said during the talking circle and what they have heard others say in the interviews. • Learners analyze the situation by describing why it is a problem and who it affects. They also discuss how people have been affected by bullying. • As a group, learners identify what goal they have concerning bullying. What, specifically, do they want to accomplish?	**Speaking Level 1** Learners will share or present information in familiar situations in order to practise public discussion. **Listening Level 2** Learners will demonstrate that listening is an active process of constructing meaning. **Lifelong Learning** Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions.
Gathering more information about bullying: • Levels 2 and 3 learners can search for simple graphs and charts from magazines (e.g., *Maclean's*) and websites showing statistics about bullying in Canada. They can also try to find out how different schools and day cares have learned to deal with the issue. • Level 1 learners can develop more specific questions to ask local experts (e.g., school guidance counsellors, day care counsellors) about how to deal with bullying, and then record the answers on video or audio tape as appropriate. • All learners will observe a playground during this phase to gather more information about the bullying they see happening and how children or adults solve the problem.	**Reading Level 2** Learners will demonstrate knowledge of the elements of non-fiction and simple documents to improve critical thinking skills and for public discussion. **Speaking Level 2** Learners will speak in conversation, discussion, or small groups in new situations for practical purposes. **Listening Level 2** Learners will demonstrate that listening is an active process of constructing meaning. Learners will listen with empathy in order to improve daily interactions. **Observing and Viewing Level 1** Learners will observe for practical purposes and social skills development. **Numeracy Level 2** Learners will demonstrate knowledge of data interpretation. **Lifelong Learning** Learners will direct their own learning for personal empowerment. Learners will use technology to communicate and find information for daily interactions and applications.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Synthesizing the information and continuing to problem solve: • Using the talking 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 that their small groups have brainstormed. • The whole group then narrows down the list of solutions to a few that the learners can effectively and realistically implement.	**Speaking Level 1** Learners will share or present information in familiar situations in order to practise public discussion. **Listening Level 2** Learners will demonstrate that listening is an active process of constructing meaning. **Lifelong Learning** Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. **Interpersonal Skills** Learners will empower themselves in community. Learners will demonstrate co-operation and work skills.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Implementing the solutions: This class has chosen to implement two solutions to the problem of bullying. • They have decided to write a letter of concern to the day care director and school principal about bullying. They feel that more professional development is needed for teachers and day care workers about bullying. In their letter, they will include statistics found during their research and quotations from their interviews. The adult learners will write letters individually, in pairs, or in small groups, so that the more proficient writers can help those who are still learning reading and writing skills. Some of the learners want to work on their computer skills and have offered to type and print the letters on the computer. • They have also decided to create a few 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.	**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. **Speaking Level 2** Learners will speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes. **Listening Level 2** Learners will listen with understanding to long messages for personal enrichment, practical purposes, and social skills development. Learners will listen with empathy in order to improve daily interactions. **Numeracy Level 2** Learners will understand and use numeracy for complex daily living tasks. **Lifelong Learning** Learners will direct their own learning for personal empowerment. Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. Learners will use technology to communicate and find information for daily interactions and applications. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will empower themselves in community. Learners will demonstrate co-operation and teamwork skills for social skills development.

Assessment possibilities:

• Journal

Learners will keep journals (on cassette tape or in writing) to reflect on the theme.

• Portfolio

Learners will keep in their portfolios all of the information that they have gathered about bullying.

• Learning log

Learners will keep learning log records of the people they have interviewed and the other research sources they have used as they learn about bullying.

• Checklist

Level 1 learners will keep track of the phonics and sight words they learn as they work with language experience stories. Levels 2 and 3 learners will keep track of the Conventions of English they learn as they work with the language experience stories.

• Self-assessment rating scale

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

• Rating scale

In addition to the rating scale used for self-assessment, a scale will be used to rate the computer skills of learners who have used the Internet for research about bullying, and those who have used the word processor to type research or letters.

• Rubric

For those learners who need to have their writing graded, a rubric will be used to assess the letters that are sent to the day care director and school principal.

Example of a One-to-One Justice Literacy Theme Unit

Background

A young man currently on probation has obtained a volunteer tutor through a one-to-one tutoring program. He has always struggled with reading in the past, and he is unable to read any of the documents concerning his case. He also has had great difficulty understanding the proceedings at all of his court appearances. He feels that he did not speak well enough to defend himself as well as he would have liked. He came to Canada when he was 10 years old, so English is his second language. He did not have an opportunity to learn how to read in his first language.

During the first few sessions with his volunteer tutor, the tutor discovered that the young man has a history of learning disabilities that kept him from completing grade school. The tutor thinks this may have caused the man's problems in learning how to read. The learner also said that he often finds it easier to learn if he can see how something is done or if someone tells him how to do things. He has great difficulty reading or writing anything in English.

With further discussion, the learner decides that he would like to find out more about learning disabilities and how to overcome them. He feels learning to manage his learning disabilities will help him read and write better. He also thinks that he may be treated better in court if he can explain his learning disability to the judge and his lawyer. The theme unit plan for this learner is as follows.

Theme Unit Plan

Learner's experience:

- A past history of learning disabilities has made it difficult for the learner to be more involved in his own legal proceedings.

Theme topic:

- Learning Disabilities

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Discussing learning disabilities: • Learner discusses past learning problems with the tutor. He also describes the "tricks" he developed to help him learn. • Learner and tutor discuss learning styles. Learner identifies that he is an auditory learner who can best understand information he hears. • From this discussion, the tutor asks the learner to dictate a language experience story about past experiences with his learning disability. The tutor also asks him to list some of the positive things he has done in the past to help himself in his learning. • The tutor uses this language experience story to begin helping the learner with phonics and sight words.	**Reading Level 1** Learners will demonstrate knowledge of the foundations of reading. Learners will read short paragraphs and simple documents for enjoyment and practical purposes. **Writing Level 1** Learners will demonstrate knowledge of the foundations of writing. **Speaking Level 1** Learners will speak in conversation, discussion, or small groups in familiar situations. **Lifelong Learning** Learners will direct their own learning for personal empowerment. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment.
Keeping a journal: • The tutor asks the learner to keep a journal, which will help him reflect on his feelings and thoughts as he goes through probation procedures. • The journal can be kept on cassette tape, but the tutor also encourages the learner to keep a written journal so he can get into the habit of writing. The written journal can contain words, phrases, and drawings that can be developed into sentences as the learner's writing skills improve.	**Writing Level 1** Learners will write sentences, a paragraph, and simple documents for practical purposes. **Speaking Level 1** Learners will share or present information in familiar situations in order to practise public discussion.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Learning about learning disabilities: • The tutor tells the learner about the local Learning Disabilities Association. • The tutor helps the learner create questions that he can ask the staff at the Association office. The tutor writes these questions down for the learner, although the learner will memorize them. These questions are later used to develop the learner's phonics, sight words, and words in pattern. • The tutor goes with the learner to the local Learning Disabilities Association office for support, and helps him to ask the memorized questions. • After the visit to the Association office, the tutor and learner discuss what services the Association offers, and the tutor writes down what the learner has remembered. • The learner writes about this experience in his journal. • The tutor and learner brainstorm together other places they can get information about learning disabilities. • The learner chooses to phone another literacy program in the community and ask the same questions he asked of the Learning Disabilities Association. • The learner asks the tutor to help him use the Internet to find out more about his learning disabilities. The tutor asks the learner to type in the key words in the search engine to find the websites, but the tutor accepts the responsibility of reading aloud the content of the websites. • The tutor uses words learned from this research to develop sight words. • The learner keeps in a portfolio all of the information gained from the research.	**Reading Level 2** Learners will practise the foundations of reading. **Writing Level 2** Learners will demonstrate knowledge of the elements of non-fiction and simple documents to improve critical thinking skills and for public discussion. **Speaking Level 2** Learners will speak in conversation, discussion, or small groups in new situations for enjoyment and practical purposes. **Listening Level 1** Learners will demonstrate active listening behaviours. **Listening Level 2** Learners will listen with understanding to long messages for personal enrichment, practical purposes, and social skills development. **Lifelong Learning** Learners will direct their own learning for personal empowerment. Learners will use technology to communicate and find information for daily interactions and applications.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Making decisions about learning disabilities: • The tutor and learner discuss what services are available through the Learning Disabilities Association and the other literacy program. • The tutor asks the learner to choose one service that he thinks would teach him how to make accommodations for his learning disabilities. • The learner chooses to join a support group run by the Learning Disabilities Association. • The tutor agrees to join the learner at information sessions run by the Association.	**Lifelong Learning** Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. Learners will direct their own learning for personal empowerment. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will empower themselves in community.
Supporting the learner: • The tutor makes a point of reviewing all information learned in each tutoring session. He knows that the learner needs repetition in order to remember what he has learned. The tutor uses a blend of phonics and word patterns to help increase the learner's literacy level. • Because this learner has an auditory learning style, the tutor asks the learner to verbally review what was learned in past sessions. He then asks the learner to write down a few words that sum up the past session's learning. The tutor helps when the learner cannot remember how to spell a word accurately. These words are also used as sight words when appropriate. • The tutor asks the learner to discuss what happens in his support group at the Learning Disabilities Association office (without breaking the confidentiality of the others in the support group). • These discussions are used for further language experience stories. The tutor asks the learner to use his journal to reflect on his experiences in the support group. Depending on how the learner is doing in the support group, the tutor offers to help the learner with interpersonal skills. • When tutoring the learner, the tutor uses learning strategies presented at the information sessions given by the Learning Disabilities Association. He asks the learner what strategies he feels are most effective and makes sure to use them when introducing new material.	**Reading Level 1** Learners will demonstrate reading readiness skills. Learners will demonstrate knowledge of the foundations of reading. Learners will choose, monitor, and adjust reading strategies as needed. **Speaking Level 1** Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes. **Lifelong Learning** Learners will direct their own learning for personal empowerment. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will empower themselves in community. Learners will demonstrate co-operation and teamwork skills for social skills development.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Choosing positive action: • The tutor and learner brainstorm ways that the learner could ask his lawyer to be more helpful because of his learning disabilities. • The learner chooses two courses of action. • The learner decides to ask the lawyer to explain legal jargon to him in plain language. He wants to explain to the lawyer that he can learn things by listening, but he has to have things repeated many times before he can remember them. • The tutor helps the learner write a few sentences making this request. The learner rewrites the sentences in larger print on a sheet of paper, and highlights all of the words that he knows by sight. The learner memorizes the sentences for the next meeting with his lawyer, but also brings the written ones in case he forgets what he wants to say. • The learner decides to prepare a short speech that he can use to describe his learning disabilities and how others can help him when he doesn't understand. The learner dictates what he wants to say onto a cassette tape. Then he listens to the tape and tries to write down as many of the words as he can. The tutor helps him with words he isn't able to write. The tutor reads aloud what the learner has written back to him. The learner continues to make suggestions for changes until the speech becomes what the learner wants. • The tutor encourages the learner to "try out" his speech in the support group for feedback before using it with his lawyer or others.	**Reading Level 2** Learners will read short paragraphs and simple documents for practical purposes. **Writing Level 1** Learners will demonstrate knowledge of the writing process and write an effective sentence or paragraph to improve critical thinking skills. **Speaking Level 2** Learners will speak in conversation, discussion, or small groups in new situations for practical purposes. Learners will share or present information in new situations in order to encourage public discussion. **Lifelong Learning** Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. **Interpersonal Skills** Learners will empower themselves in community. Learners will demonstrate co-operation and teamwork skills for social skills development.

Assessment possibilities:

• Portfolio

The learner will go through his portfolio and organize it, then discuss with the tutor what he has learned about learning disabilities by describing each item in the portfolio.

• Journal

The learner's journal will be integral to having him not only reflect on his thoughts and feelings, but also practise writing skills.

• Learning log

The learner will keep a log of sight words and also legal jargon learned in plain language.

• Checklist

The checklist will record the phonics that the learner masters through language experience stories.

• Self-assessment rating scale

The learner will use a rating scale to assess his interpersonal skills during the support group sessions. He will do one assessment after his first week in the group, and then another after several weeks. He will compare these self-assessments in order to determine how his interpersonal skills improve over time in the group.

• Rubric

The learner will use a rubric to rate each of the sentences that he created for his short speech.

Example of a Workplace Literacy Theme Unit

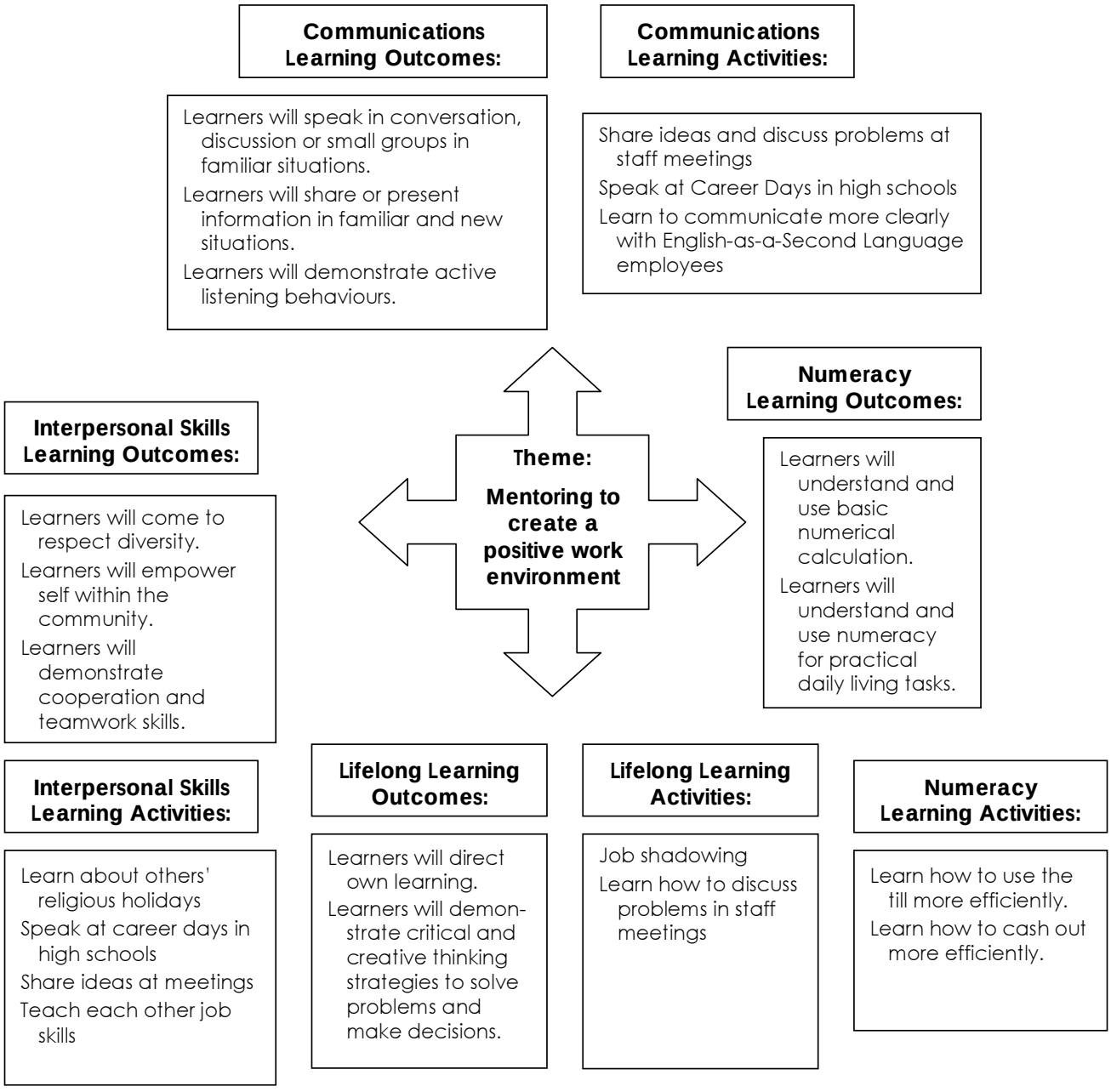
Background

A fast-food franchise in a small city has a diverse staff with various levels of literacy, between Levels 1 and 3. 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 some day. 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.

Planning a Theme:



Theme Unit Plan

Learners' experience:

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

Theme topic:

- Mentoring to Create a Positive Work Environment.

Inclusive practices:

- Learn to use clear language so that all staff members, including people with English-as-a-Second Language, can understand what is said during staff meetings and on "the prep line."

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Improving communication: • Staff members make a wish list of workplace words, and brainstorm for synonyms that are easier to understand in English. • English-as-a-Second-Language (ESL) staff members give feedback as to which words are actually easier to understand and which are not. • Staff members agree to use the simpler words on the prep line when it is very busy in the restaurant, but to use the other more difficult synonyms during slower times. Using the more difficult words will help ESL staff members to increase their vocabulary. • Staff members brainstorm a list of practices that they can use to make sure ESL staff : members understand what is said, such as – o asking polite questions (e.g., Would you like me to repeat what I just said?) o paraphrasing or restating in simpler words what has just been said o asking ESL staff to repeat back or paraphrase an instruction that has just been given • Staff members decide to use the talking circle to discuss problems or concerns during staff meetings, so that all employees will have a chance to speak about the issues if they wish. • A recent problem has been scheduling. There are various religious holidays throughout the year that do not fall within traditional "Canadian" statutory holidays. The staff members want to be able to take holidays in accordance with their own spiritual beliefs. *(cont'd next page)*	**Reading Level 1** Learners will demonstrate reading readiness skills. Learners will demonstrate knowledge of the foundations of reading. **Speaking Level 1** Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes. Learners will share or present information in familiar situations in order to practise public discussion. **Listening Level 1** Learners will demonstrate active listening behaviours. **Listening Level 2** Learners will demonstrate that listening is an active process of constructing meaning. Learners will listen with empathy in order to improve daily interactions. **Lifelong Learning** Learners will direct their own learning for personal empowerment and career development. Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will develop awareness of and respect for diversity for personal enrichment and social skills development. Learners will demonstrate co-operation and teamwork skills for social skills development and career opportunities.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
(cont'd from previous page) • As a first step in understanding this wish, each staff member agrees to make a small presentation about his or her spiritual beliefs and the holidays connected to these beliefs at a future staff meeting. • For now, the manager will continue to make decisions about scheduling in as fair a manner as possible. • Once each person has had a chance to make the presentation, then the staff will begin brainstorming solutions to this scheduling problem. It is hoped that once everyone understands each other's point of view more clearly, the employees will be more willing to accommodate each other's needs.	
Improving job skills and processes through mentoring: • Using the till and cashing out has become a problem. Some staff members are not sure of the cash-out procedures and how to fill out the required form. For others, finding the key on the till that relates to each food item is difficult. • Staff members have decided to mentor each other concerning these problems. Some employees have been working there for six months and are very familiar with all procedures. They will act as coaches to the less skilled workers. • Some members suggest colour coding the till keys to make them easier to find. The manager agrees to put this plan into action. • Some of the abbreviations for food items on the till keys are confusing. The staff members suggest new abbreviations, and practise memorizing them using flash cards. *(cont'd next page)*	**Reading Level 2** Learners will demonstrate knowledge of the foundations of reading. **Speaking Level 1** Learners will speak in conversation, discussion, or small groups in familiar situations for practical purposes. Learners will share or present information in familiar situations in order to practise public discussion. **Listening Level 2** Learners will listen with understanding for a variety of purposes. Learners will demonstrate that listening is an active process of constructing meaning. **Observing & Viewing Level 1** Learners will observe for practical purposes and social skills development. *(cont'd next page)*

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
(cont'd from previous page) • The manager agrees to re-teach the cash-out procedures to some employees. The manager first asks each staff member to point out one thing that is difficult to understand, either with the procedures or the cash-out form. • All staff members find the cash-out form confusing. The manager agrees to re-format and re-word the form with input from employees at the next staff meeting. • Some members have difficulty with the math skills needed for the cash-out form. The manager goes over the new cash-out form at a staff meeting, and demonstrates how to make the calculations using a calculator. Then she gives each staff member a few extra cash-out sheets to practise this skill. • The manager agrees to find out what volunteer tutoring programs there are in the community for those staff who need more help with mathematics or English. • Individual staff members identify the work skills at which they excel. All have agreed to mentor others during "down time" to help them develop their skills between staff meetings. • All staff members have also agreed to teach their "secret" tricks concerning these skills at subsequent staff meetings. • The employees want to create a checklist for assessing each other's job skills improvements. The checklist will be developed over a few staff meetings. Then staff members will be able to rate each other's skills and note areas for improvement, rather than having all of this responsibility put on the manager. • The manager has agreed to use the completed checklists as part of the regular job performance reviews. The checklists have the potential to affect raises and promotions, as well.	**Numeracy Level 1** Learners will demonstrate knowledge of numbers and number sense. Learners will demonstrate knowledge of basic numerical operations. Learners will understand and use numeracy for practical daily living tasks. **Lifelong Learning** Learners will direct their own learning for personal empowerment and career development. Learners will demonstrate critical and creative thinking strategies to solve solve problems and make decisions. Learners will use technology to communicate and find information for daily interactions and applications. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will demonstrate co-operation and teamwork skills for social skills development and career opportunities.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Job shadowing : • Some staff members have expressed interest in becoming business managers in the future. • The manager has agreed to allow job shadowing for those employees. Each employee will negotiate with the manager how often the shadowing occurs and over what time period. • As part of the process, the shadowing employees will be expected to help fill out office forms, check the accuracy of financial forms, help to write reports, and lead staff meetings. • Some of the employees who want to become managers presently have limited reading, writing, and numeracy skills. The manager will seek out volunteer tutoring services for these employees. • At the end of the job shadowing process, the manager wants all of the shadowing employees to run a booth at career fairs in the local high schools and colleges. They may also do short presentations in classrooms on career days. The booths and presentations will demonstrate their readiness for leadership, and could help them achieve a promotion to assistant manager in the future.	**Reading Level 2** Learners will demonstrate knowledge of the elements of non-fiction and simple documents to improve critical thinking skills and for public discussion. Learners will read short fiction and non-fiction texts and documents for enjoyment and practical purposes. **Writing Level 1** Learners will write sentences, a paragraph, and simple documents for practical purposes. Learners will demonstrate knowledge of the writing process and write an effective sentence or paragraph to improve critical thinking skills. **Writing Level 2** Learners will increase knowledge of the foundations of writing to improve critical thinking skills and writing fluency. **Speaking Level 1** Learners will share or present information in familiar situations in order to practise public discussion. **Speaking Level 2** Learners will share or present information in new situations in order to encourage public discussion. **Listening level 2** Learners will demonstrate that listening is an active process of constructing meaning. **Observing & Viewing Level 2** Learners will demonstrate critical observing and viewing behaviours to gain knowledge and for personal enjoyment.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
(cont'd from previous page)	**Numeracy Level 2** Learners will demonstrate knowledge of complex numerical operations. Learners will understand and use numeracy for complex daily living tasks. **Lifelong Learning** Learners will demonstrate critical and creative thinking strategies to solve problems and make decisions. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will empower themselves in community. Learners will demonstrate co-operation and teamwork skills for social skills development and career opportunities.
Keeping a portfolio: • Each staff member will keep a portfolio outlining skills learned on the job. The portfolio will also contain any notes or diagrams used for staff meeting presentations on the employee's spiritual beliefs or "secret" tricks for developing a skill. • The portfolio will include photocopies of the regular staff performance reviews made by the manager. • The employees also want to start issuing "Compliment Cards" to each other. These will be postcards on which staff members can write messages complimenting each other on their job performance or their mentoring abilities. Staff members will collect these cards in their portfolios. *(cont'd on next page)*	**Writing Level 1** Learners will write sentences, a paragraph, and simple documents to improve critical thinking skills, for practical purposes, and for self-expression. **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 purses and for self-expression. **Observing & Viewing Level 2** Learners will demonstrate critical observing and viewing behaviours to gain knowledge and for personal enjoyment.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
• The manager wants to use the idea of the Compliment Cards to develop a monthly Merit Certificate for employees. The original certificates will be framed and posted on the walls of the restaurant, but the employees will also receive paper copies for their portfolios. • The members' portfolios will also include the job performance checklists filled out by mentors. • Staff members who are involved in job shadowing will keep detailed notes and samples of work they do while they are shadowing, as well as the career fairs they attend and any other public speaking they do. • Employees who have tutors will keep track of how many tutoring sessions they have, and will choose samples of their work with tutors to include in their portfolios. • All employees will keep the lists of simple and more difficult work vocabulary that they learn. • The manager will keep all of the employees' cash-out forms for the first month after teaching this skill. The manager will use these forms to review how well everyone has been cashing out, as well as to analyze what problems employees are still experiencing with cash-out procedures. • All staff members will keep work journals in which they write out the procedures or draw diagrams of new skills they are learning.	*(cont'd from previous page)* **Numeracy Level 1** Learners will demonstrate knowledge of basic numerical operations. Learners will understand and use numeracy for practical daily living tasks. **Lifelong Learning** Learners will direct their own learning for personalempowerment and career development. Learners will demonstrate critical and creative thinking strategies to solve problems and makedecisions. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will demonstrate co-operation and teamwork skills for social skills development and career opportunities.

Learning Activities	Levels 1 and/or 2 Learning Outcomes Demonstrated During the Learning Activities
Using the portfolio: • The manager will ask to use these portfolios when creating letters of reference for employees who move to new jobs. • Staff members have also agreed to write letters of reference for each other based on the contents of these portfolios. • Employees will use these portfolios during job performance reviews so that each review becomes a dialogue rather than a "lecture" by the manager. • Staff members will bring their portfolios with them to new jobs, in order to verify their skills. • Staff members will use their portfolios to ask for raises or promotions within the fast-food restaurant. • The manager will invite a career counsellor to be a guest speaker at a staff meeting, in order to help employees learn how to use their portfolios to verify their skills.	**Reading Level 2** Learners will demonstrate critical thinking about fiction and non-fiction texts and documents to use for self-expression and public discussion. **Writing Level 1** Learners will write sentences, a paragraph, and simple documents for practical purposes. Learners will demonstrate knowledge of the writing process to write an effective sentence or paragraph to improve critical thinking skills. **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 and for self-expression. **Speaking Level 1** Learners will share or present information in familiar situations in order to practise public discussion. **Listening Level 1** Learners will demonstrate active listening behaviours. **Listening Level 2** Learners will listen with understanding to long messages for personal enrichment, practical purposes and social skills development. Learners will demonstrate that listening is an active process of constructing meaning. **Lifelong Learning** Learners will direct their own learning for personal empowerment and career development. **Interpersonal Skills** Learners will increase self-knowledge for personal empowerment. Learners will demonstrate co-operation and teamwork skills for social skills

Assessment possibilities:

• Portfolio

The staff members will keep personal work portfolios, and the manager will keep separate portfolios on the job performance of each staff member.

• Journal

The staff members will keep journals to record new skills and procedures learned.

• Learning log

Staff members will use learning logs to track the new skills they have learned, the public speaking or career fairs they have attended, and the number of tutoring sessions they have had.

• Self-assessment

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

• Checklist and rating scale

Mentors will use checklists and rating scales to show work skills improvements in the employees they are mentoring.

Appendix C: Portfolio Assessment [2]

Portfolio assessment is suggested for use with Levels 1 and 2 Literacy Benchmarks because portfolios can be used by both formal and non-formal literacy programs. They can be used by both classroom instructors and one-to-one tutors. Most importantly, portfolios are created, controlled, and kept by adult learners. The instructor or tutor facilitates this process and suggests what the learners may want to include in the portfolio, but does not make the ultimate decisions concerning it. Learners can concretely see the steps they have taken to reach their goals and feel empowered that they control their own learning.

Adult learners can take their portfolios with them to show others what they have accomplished. Because portfolios contain concrete examples of individual learners' work, they can reduce the amount of reassessment needed when learners transfer from one program to another, Portfolios can also show relatively small changes in a learner's development. This incremental learning is very important when working with adults who have limited literacy skills, as is the case with many adults in Levels 1 and 2.

Saskatchewan Learning's (2003) Intake and Assessment Framework for Basic Education and Related Programs for Adults (available from Advanced Education and Employment, 12th Floor, 1945 Hamilton Street, Regina, S4P 2C8) sets baseline standards for data collection and a provincial initial assessment model. However, each literacy program has the responsibility to develop its own policies and procedures concerning assessment. Saskatchewan Literacy Network's (2001) Learner Centred Intake and Assessment Processes for Learners in Saskatchewan binder also contains excellent initial assessment tools for reading, writing, numeracy, and spelling with learners who have low level literacy skills. The tools are easy to use and include answer keys and evaluation guides. The last half of the binder provides excellent assessment forms for use with learners at Levels 1 and 2. More information on assessment tools can be found in Saskatchewan Literacy Network's (n.d.) Assessment Travelling Trunk. (The Learner Centered Intake and Assessment Processes binder and Assessment Travelling Trunk are available from Saskatchewan Literacy Network, http://www.sk.literacy.ca).

2 The information in this appendix has been taken with permission from Saskatchewan Literacy Network's (2001) *Learner Centred Intake and Assessment Processes for Literacy Programs in Saskatchewan* (available from the author, http://www.sk.literacy.ca)., and Saskatchewan Learning's (2003) *Intake and Assessment Framework for Basic Education and Related Programs for Adults* (available from Saskatchewan Advanced Education and Employment http://www.aee.gov.sk.ca).

Creation of a Portfolio

Portfolios essentially involve three steps:

1. gathering items for a portfolio (process portfolio),
2. reflecting on the contents of the portfolio, often in the form of a conference between the learner and instructor or tutor (still part of the process), and
3. organizing the portfolio to show progress in learning goals (product portfolio).

A process portfolio is developmental: items are added on an ongoing basis. A process portfolio contains work done by the learner and supporting evidence from other sources such as an instructor, educational institution, or assessments made by peers, family, or friends.

A product portfolio is summative: items are chosen for a specific purpose. A product portfolio contains items that prove a learner's attainment of a specific educational or non-educational goal. Learners choose those items from the process portfolio that suit the goal they have achieved.

While not exhaustive or comprehensive, the following list suggests items that could be included in a process portfolio:

- learner-chosen items that reflect skill development
- instructor- or tutor-chosen items that reflect skill development
- learner self-assessments
- peer assessments
- instructor assessments
- standardized tests

One type of product portfolio is created when a learner has reached a major educational goal or completed a theme. The product portfolio shows all of the learner's best work demonstrating progress toward the goal. This evidence of learning not only boosts the learner's confidence, but shows others how the learner reached the goal. This type of portfolio could contain required elements from a course of study, such as written assinments, a standardized test, a personal profile, or a videotape. The learner can also review the portfolio periodically to refresh his or her memory about the skills that have been learned.

A product portfolio may also be constructed to fulfill a learner's specific non-educational goal. For example, some learners may be preparing for future job interviews. A product portfolio could include a learner's résumé, videotaped performance of certain tasks for a desired job, letters of reference from past employers, etc. Learners may wish to review all of their process portfolios in order to choose items for this specialized type of product portfolio.

Regular times should be scheduled for individual learners to go through their process portfolios with their instructors or tutors. It may make the most sense to review and reflect on the process portfolio near the end of a unit of study, or perhaps every six to eight weeks. More frequent reviews may be more appropriate for learners are in full-time classroom situations. Goals and timelines for creating product portfolios should also be set at the time

of review. Learners may wish to set separate meeting times to create non-educational product portfolios as the need arises.

Steps for Using Portfolios

Here is a 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 have control over their own 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, private documents and should not be in a place where others can look through them.
   - As learners add items to their portfolios, ask them to reflect on each item and either write down or say something positive about the item and how it shows that they are working towards their goals.
3. Set aside regular class or tutoring time to review the portfolios with individual learners.
4. Review and reflect on the portfolios.
   - Teach learners 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 has been learned. Ask the learner to choose samples of work as evidence of progress toward learning goals.
   - Ask the learners to talk about his or her "best" examples of work.
   - 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 from the first work samples to the most recent, in order to demonstrate progress toward reaching their goals.
6. Together with each learner, decide on the next learning goals based on what has been discussed about the portfolio thus far.

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 list of materials that could be included in a portfolio is not meant to be exhaustive. Instructors, tutors, 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
- notes
- journal entries
- oral retellings on tape
- projects
- video or audio cassettes of a learner demonstrating particular skills
- rubrics
- logs
- inventories
- notes based on portfolio assessment conferences between the learner and the instructor or tutor
- photos of learner accomplishments (e.g., a craft produced, a correct weld)

Sample Assessment Tools

The following assessment tools are examples of what could be developed for use with the Literacy Benchmarks. They are not exhaustive, but are meant to introduce instructors and tutors 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 and 2 learners. Individual instructors and tutors are encouraged to consult Saskatchewan Literacy Network's Learner Centred Intake and Assessment Processes for Literacy Programs in Saskatchewan and Assessment Travelling Trunk for more ideas about how to assess learners in an authentic way. The following "Tips for Organizing a Portfolio," "Guide for Sharing a Portfolio" and "Suggestions for a Learner Diary" are adapted from these two kits.

Tips for Organizing a Portfolio

Use the following guidelines to teach learners how to set up their portfolios:

- Put the date on everything.
- Use a summary sheet at the beginning and keep it up to date.
- Include different kinds of work.
- Set up regular conferencing times with your instructor or tutor.
- Guide for Sharing a Portfolio

Offer the following instructions as sample ideas for learners to use when discussing their work:

- Talk about how you've organized your portfolio.
- Talk about your goals and what you've done to achieve them.
- Show pieces of work that make you feel proud.
- Ask for comments or suggestions.

Suggestions for a Learner Diary

Ask learners to complete the following statements for inclusion in 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 ...

Ask each learner's instructor or tutor to complete the following statements for inclusion in the learner's diary:

- I am pleased with the progress that you have made in . . .
- I think you are ready to begin learning how to . . .
- I have the following suggestions for future learning tasks . . .

Checklists

Checklists can be used to assess learners' needs and to help them create learning goals. The checklists help learners plan what they will learn and keep track of what they are learning. The lists can often be used as self-assessment tools as well.

The following Communications and Numeracy skills and goals checklists are meant to help facilitators and learners discover what skills the learners already have and what skills they would like to develop. The checklists can also be used to keep track of skills that learners develop over time. It is helpful to put the date for mastering each skill in the "yes" column, and to specify representative examples in the "portfolio item" column.

Not all of the skills for Communications and Numeracy are included in these checklists. The lists are not exhaustive, and the skills are not given in progressive order. The lists are meant to provide a snapshot of the skills that a learner will need to reach Levels 1 and 2, without prescribing in what order these skills should be accomplished.

Communications and Numeracy Skills and Goals Checklists

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

Observing and Viewing Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
Level 1 Observing and Viewing Skills and Goals:				
describe different visual formats (e.g., cartoons, billboards, posters, videos, brochures, television).				
identify the message (what is being communicated) of various visual formats.				
identify the audience to whom a message is directed.				
apply what is already known to help in viewing and understanding.				
participate in observation, including asking questions and doing.				
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 do it.				
Level 2 - Observing and Viewing Skills and Goals:				
understand the main message of a visual text.				
ask critical questions about the message.				
form an opinion about what is viewed or observed.				
view or observe for pleasure.				

Listening Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
Level 1 - Listening Skills and Goals:				
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.				
listen for personal pleasure (e.g., radio, books on tape, 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.				

Listening Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
use body language to show interest when listening (e.g., appropriate eye contact, nod head, lean forward in chair).				
describe the appropriate distance to keep from the speaker when listening.				
say when there are auditory or visual distractions that prevent being able 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).				
Level 2 - Listening Skills and Goals:				
understand and follow multi-step or sequential directions or 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.				

Listening Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
distinguish fact from opinion in a speaker's message.				
listen for key points in a presenter's speech.				
listen in order to compare and contrast ideas with own 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 under discussion.				
mentally set aside personal feelings, bias, or prejudice while listening to another.				
be silent and give someone else time to think as well as talk.				
pay attention to what is not being said (e.g., facial expressions, gestures, body language, other nonverbal clues).				
listen to another's problem.				

Speaking Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
Level 1 - Speaking Skills and Goals:				
recognize when to allow others to speak.				
wait for one's turn to speak in conversations or group discussions.				
respond to nonverbal cues such as facial expressions, gestures and pauses.				
ask for more information when needed.				
restate the main idea to check understanding of what has been said.				
express feelings in familiar settings.				
introduce two or more people.				
give information in a logical order.				
share information and ideas on a familiar topic.				
express own thoughts, ideas, opinions, and feelings in clear language.				

Speaking Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
use some new vocabulary when speaking.				
Level 2 - Speaking Skills and Goals:				
respectfully express own point of view.				
express thoughts, opinions and ideas from various sources (e.g., other people, newspapers, radio, television)				
ask a question when it is appropriate.				
give positive comments on what others have said.				
contribute thoughts, ideas, or feelings that are on the topic of discussion.				
describe some cultural differences in terms of body language, eye contact, and gesture.				
explain the differences between informal, formal, and dramatic speaking.				
use clear pronunciation when speaking.				
give multi-step or sequential directions or instructions.				
control anxiety during oral presentations.				

Reading Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
Level 1 - Reading Skills and Goals:				
recognize 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 and from 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 unknown words.				
sound out unknown words.				
guess the meaning of words.				

Reading Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
put words in alphabetical order.				
divide words into syllables.				
use a beginner's dictionary.				
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.				
pick out important information in what is read.				
read calendars.				
read street signs.				

Reading Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
read telephone books.				
read menus.				
read bus schedules.				
Level 2 - Reading Skills and Goals:				
find key words in a reading selection.				
describe the format of a paragraph.				
skim a reading selection.				
scan a reading selection.				
compare two pieces of information from a reading selection.				
read one or two pages of text.				

Reading Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
use an intermediate dictionary.				
use a thesaurus.				
identify and describe the plot, setting, and characters in a short story.				
describe the difference between fact and fiction.				
express own ideas about what has been read.				
identify if there is information missing in what has been read.				
read newspapers or magazines.				
read recipes.				
read instructions.				
read maps.				

Reading Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
read books.				
read to children.				
read report cards or notes from school.				
read medical information.				
read instructions or manuals at work.				
read for fun.				

Writing Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
Level 1 - Writing Skills and Goals:				
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.				
use the negative correctly in writing (e.g., I cannot do that, I won't do that).				
identify, write, and punctuate simple and compound sentences.				
identify, write, and punctuate imperative (commanding), declarative (telling), interrogative (asking) and exclamatory sentences.				
create a set of simple instructions.				
write a set of complete sentences to explain information from a simple table, graph, or chart.				
complete a simple form that requires personal information (e.g., warranty and catalogue order forms).				
take simple notes from short oral presentations.				

Writing Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
Level 1 - Writing Skills and Goals:				
take down simple dictations in writing.				
write a message, note, invitation, postcard, or personal letter.				
write ideas clearly in own words.				
use the computer to write lists or sentences.				
use the computer for personal email.				
use prior knowledge and experiences when writing.				
use familiar and some new vocabulary in writing.				
get ideas for writing by using brainstorming or free writing.				
write a series of complete sentences related to a single topic or idea.				
write a first draft.				

Writing Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
edit a first draft for spelling, punctuation, and capitalization.				
Level 2 Writing Skills and Goals:				
use an intermediate dictionary and glossary to find definitions and to confirm spelling.				
use a thesaurus.				
use syllabication to attempt to spell unfamiliar words.				
use a dictionary to confirm the spelling of words.				
identify the elements of an effective paragraph.				
identify, write, and punctuate short paragraphs including expository (telling), narrative (story), and descriptive paragraphs.				
write and/or draw multi-step directions.				
write about an event in time order sequence.				

Writing Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
transfer information from a more complex table, graph, or chart into a well-written paragraph.				
complete more complex forms (e.g., job applications, daily logs, leaves of absence).				
take notes from short oral presentations or from reference materials.				
write a paragraph summary of a short text.				
write personal and simple business letters.				
write a basic résumé and covering letter.				
write a paragraph on a topic of personal interest.				
use a computer program to write and revise a paragraph.				
use the grammar check, spell check, and thesaurus in a word processing computer program.				
consistently use new vocabulary in writing.				
review, rethink, and rewrite ideas to clarify meaning and to organize writing more appropriately.				

Numeracy Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
Level 1 - Numeracy Skills and Goals:				
understand the symbols and vocabulary of mathematics (e.g., + for sum, x for product).				
use a ruler and simple calculator.				
read and write numbers in words and numerals (e.g., 1 is the numeral for the word "one").				
read and write ordinal numbers (e.g., 1st, first; 2nd, second).				
describe the difference between odd and even numbers.				
explain the difference between greater than and less than number values and their symbols.				
use whole numbers in math problems.				
use fractions and mixed numbers in math problems.				
estimate and round off.				
read a simple line, bar, or combination graph and pie chart.				

Numeracy Skills and Goals Checklist				
Learner is able to …	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
measure length, width, height, area, diameter, circumference, and perimeter of common geometric shapes (e.g., circle, square, triangle).				
use metric and/or Imperial systems of measurement				
use decimals in money math.				
read and express time with the 12-hour and 24-hour clock, and the 12-month calendar.				
measure temperature using the Celsius scale (e.g., zero degrees is freezing on the Celsius scale).				
Level 2 Numeracy Skills and Goals:				
use common geometry tools (e.g., ruler, protractor, compass, graph paper).				
use mathematical problem-solving skills.				
identify and use simple powers of numbers (e.g., square feet are expressed as ft^2 and cubic metres are expressed as m^3).				

Numeracy Skills and Goals Checklist				
Learner is able to . . .	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
use percentages in practical math problems.				
convert fractions to decimals and percentages (e.g., ½ equals 0.5 or 50 per cent).				
draw line, bar, and combination graphs and pie charts to represent mathematical data.				
analyze simple statistical data from charts, tables, and graphs.				
compute the average of a series of numbers.				
simplify math expressions by using the order of operations.				
measure the mass of objects.				
identify, measure, and draw angles of various sizes.				
add, subtract, multiply, and divide negative numbers (also called integers) and positive numbers (e.g., -3 is negative three and 3 is positive three).				

Numeracy Skills and Goals Checklist				
Learner is able to …	**Yes**	**No**	**Would like to learn**	**Portfolio item that shows mastery of this skill**
understand and use rate, ratio and proportion.				
create simple ratios from everyday examples (e.g., mix two cups water to one cup rice).				
convert Metric measurements to Imperial measurements, and vice versa, as appropriate (e.g., one teaspoon equals 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.				
use numerical data to argue a point in a discussion.				

Interpersonal Skills 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 know what it means to live a healthy balanced life.			
I have a strong sense of self-esteem.			
I can talk about my personal achievements to date.			
I can name various personal interests.			
I know something about my first culture's traditions, beliefs, history, and language.			
I know where to find help for personal healing.			
I know where to get help to upgrade my parenting, life, and work skills.			
I am open to other cultures and lifestyles.			
I am open to learning and expressing myself in many different ways (e.g., dance, storytelling, song, artistic expression).			
I work to eliminate discrimination and prejudice.			

Interpersonal Skills 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 encourage and affirm others.			
I involve myself in my community.			
I know the difference between a safe and an unsafe environment.			
I know how to keep safe in different situations.			
I can offer and ask for support.			
I share ideas with others.			
I share feelings with others.			
I listen respectfully to others' ideas and feelings.			
I am dependable.			
I am honest.			

Interpersonal Skills 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 have a positive work ethic.			
I know what is appropriate and inappropriate behaviour at work.			
I know what is appropriate and inappropriate behaviour at school.			
I know what employers expect of me in terms of attitude and co-operation.			
I know what employers expect of me in terms of appropriate dress and time management.			
I try to do my best work at all times.			
I know how to resolve conflicts.			

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' attitudes 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.

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

Computer Skills Rating Scale

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 disk.					
Demonstrates correct keyboarding technique (typing).					
Can describe the uses of a word processing program.					
Can describe the uses of 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.					
Can describe the purpose for using the computer before performing a task.					
Can describe the limitations of using the computer for finding information.					
Can describe the limitations of using the computer for communicating via email.					

Total Rating: _____ / 48

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 instructor 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 instructor feels is appropriate. Then the discussion can serve to give the learner a much-deserved and often much-needed boost of confidence.

Computer Skills Self-Assessment

Rating Scale: **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 disk.					
I have the correct keyboarding technique (typing).					
I can describe the uses of a word processing program.					
I can describe the uses of 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.					

Total Rating: _____ / 48

Logs

Logs are a way of keeping track of learning activities. They are used for a specific purpose and can be kept over any appropriate length of time. It is best for learners and instructors or tutors to decide together what kinds of logs would be most helpful to keep, and how long to keep them. The following logs of research sources and reading are examples only. Please adapt the contents to suit the contexts of individual learners and your organization.

Log of Research Sources

Abbreviations: COMM = Communications LL = Lifelong Learning
NUM = Numeracy INT = Interpersonal Skills

Research source:	**Used to reach a goal in:** (COMM, NUM, LL or INT)	**Brief notes on what I learned:**	**This source would also be useful for reaching a goal in:** (COMM, NUM, LL or INT)
Newspaper article			
Community newsletter			
Magazine			
Movie			
Television show			
Memo			
Friend			
Family member			
Elder			

Research source:	**Used to reach a goal in:** (COMM, NUM, LL or INT)	**Brief notes on what I learned:**	**This source would also be useful for reaching a goal in:** (COMM, NUM, LL or INT)
Expert in the community			
Library			
Radio program			
Website			
Encyclopedia			
Book on tape			
Story			
Art exhibit			
Observing a demonstration			
Diagram			
Flow chart			
Table			

Research source:	**Used to reach a goal in:** (COMM, NUM, LL or INT)	**Brief notes on what I learned:**	**This source would also be useful for reaching a goal in:** (COMM, NUM, LL or INT)
Graph			
Schematic			
Map			
CD-ROM			
Dictionary			
Thesaurus			
Textbook			
Counsellor			
Self-help book			
Instructor or tutor			

Research source:	**Used to reach a goal in:** (COMM, NUM, LL or INT)	**Brief notes on what I learned:**	**This source would also be useful for reaching a goal in:** (COMM, NUM, LL or INT)
List further sources in the blanks below:			

Reading Log

Type of text read:	Date read:	Purpose(s) for reading:	This type of text could also be used to learn about:
Dictionary			
Instructions			
Schedule			
Poem			
Calendar			
Timetable			
Map			
Newspaper or magazine article			
Public service message			
Diagram			
Schematic			
Flow chart			
Organizational chart			
Graph			

Type of text read:	Date read:	Purpose(s) for reading:	This type of text could also be used to learn about:
Thesaurus			
Encyclopedia entry			
Sequenced illustrations			
Equipment gauge			
Personal letter			
Business letter			
Short biography			
List further reading texts in the blanks below:			

Rubrics

Rubrics are designed for very specific purposes, usually when a grade is needed for a learning activity. Rubrics describe in detail the performance needed to reach a particular standard. They are like a very detailed rating scale.

It is best if learners help to develop the rubric for an assignment. Learners can help describe what a person would have to do to reach a certain standard. In this way, learners are clear about what is expected of them. Also, the instructor or tutor can get a good idea of how much learners actually know about reaching a particular learning goal. The discussions can reveal gaps in instruction or understanding on the part of the learners.

In the following sample rubric for a paragraph, simply substitute a rating scale of 1 - 4 for Beginner to Advanced, as indicated, if the learner needs a grade. Certain categories of performance may need to be weighted more than others. For example, if the emphasis in class has been more on the structure of the paragraph, double the weight of the opening sentence, supporting sentences, closing sentence, and organization of ideas. However, if the emphasis in class has been on language and tone, weigh vocabulary or word use and tone more heavily than the other categories. The following rubric is an example only. Please adapt the contents to suit the contexts of individual learners and your organization.

Rubric for a Well-Written Paragraph (Level 2)

NOTE: Rubrics are read row by row from left to right, rather than in columns.

Categories of Performance:	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Tone	The tone is inappropriate for the writing purpose.	The tone shifts from formal to informal and is not consistent.	The tone shifts occasionally from formal to informal, or vice versa.	The appropriate tone is used consistently.
Opening sentence	The sentence is incomplete and does not state the main idea.	The sentence is complete, but does not state the main idea.	The sentence is complete and adequately states the main idea.	The sentence is complete and clearly states the main idea.
Supporting sentences	Some sentences are incomplete or run-on and do not support the main idea.	Some sentences are incomplete or run-on, but support the main idea.	Most sentences are complete and support the main idea.	All sentences are complete and support the main idea.

Categories of Performance:	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Closing sentence	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete, but it does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and clearly sums up the paragraph.
Organization of ideas	Ideas in the paragraph are disorganized and do not support the main idea, causing a confusion of meaning.	A few ideas in the paragraph do not support the main idea or are out of place, causing a confusion of meaning.	Ideas in the paragraph support the main idea, but could be organized more clearly.	Ideas flow in the paragraph and clearly support the main idea, creating meaning.
Vocabulary or word use	Some inappropriate vocabulary is used and some words are used in the wrong context.	Some words are used in the wrong context.	All words are used appropriately.	All words are used appropriately and there is evidence of some new vocabulary being used.
Spelling, capitalization, and punctuation	There are many errors in spelling, capitalization, and punctuation.	There are some errors in spelling, capitalization, and punctuation.	There are only a few errors in spelling, capitalization, and punctuation.	There are no errors in spelling, capitalization, or punctuation.

Journals

Journals allow learners to express their thoughts and feelings about what they are learning. There are generally two kinds of journals used in assessment.

Learners may want to keep a **personal or reflective journal** in which they reflect on their learning and its impact on their lives. They may or may not wish to share parts of it with others.

A **dialogue journal** is one in which a learner and instructor or tutor write back and forth to each other. The topics of reflection and discussion are chosen by learners and their instructors together. Dialogue journals can also be formed between two or more learners.

Journals do not always have to be written in notebooks. They can be spoken onto cassette, videotaped, or emailed. They can include artwork or diagrams as well as words and phrases. Journals can express the full extent of the imagination of the people using them.

Appendix D: English Phonics Charts[3]

It is most relevant to teach phonics when a learner is struggling to recognize or pronounce a sound or letter. Letters and sounds that the learner already knows need not be taught. Phonics strategies work best with learners who learn well by listening. However, other learners may also find these approaches useful.Phonics should be taught in combination with other learning strategies such as sight words and word patterns. No learner can learn through phonics alone.

The two charts presented in this appendix 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 instructor or tutor may wish to skip some of the steps outlined in order to accommodate individual learners' needs. These charts are intended for instructor 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** that are easy to recognize.	m, b, s, d, f, t, n p, r, l, c, k, g, j, qu, z, v
Start by teaching **consonants** that come **at the beginning of the word.**	bed, deck, tan, lip, go, vent
Next, teach **consonants** that come **at the end of the word**.	lip, tar, Sam, ten
Then work on **short vowel sounds**.	"a" as in apple "e" as in echo "i" as in igloo "o" as in ox "u" as in up "y" as in Egypt

[3] The contents of this appendix have been taken with permission from Rutten-James' (2003) *English-as-a-Second LanguageTutor Training Kit* (available from the National Adult Literacy Database, http://www.nald.ca) and Saskatchewan Literacy Network's (2000) *Saskatchewan Level 1Ttutor Training Kit* (available from the author, http://www.sk.literacy.ca).

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, no, nt rt, st, ft, lt ss, mp
Long vowel sounds are generally taught next.	"a" as in aim "e" as in eaves "i" as in idea "o" as in open "u" as in use "y" as in thyme
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 note that "th" can have two sounds: the, thin note that "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 relationship with consonants. Consonants are the most consistent sounds in English. That 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, favourite)
G	can have a hard sound (go, get) can also have a soft "j" sound when followed by an "e," "i," or "y" (orange, region, 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, talk) can also be silent (half) changes the vowel sound when it follows a vowel (cold, belt)
M	a consistent sound (moon, mighty)
N	a consistent sound (nine, nice) can also be silent (autumn, hymn)
P	a consistent sound (puppy, pen) can be silent (psalm, receipt) can sound like an "f" when combined with an "h" (photograph)
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 (telephone) 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)

Appendix E: 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.

	Teach at Level 1 if needed	Teach at Level 2 if needed	Will be introduced at Level 3
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" rule: If a word ends with a "y," change the "y" to "i" when adding an ending, except when the ending is "ing." (e.g., baby becomes babies, steady becomes steadiness, baby becomes babying, enjoy becomes enjoyed)	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 become planning, hot becomes hotter)	X		

	Teach at Level 1 if needed	Teach at Level 2 if needed	Will be introduced at Level 3
Apostrophe:			
Contractions (e.g., don't for do not)	X		
Plural forms of letters, certain words, and symbols (e.g., there are two e's in the word "there")		X	
The possessive form of nouns and pronouns			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			X
Titles and subjects			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

	Teach at Level 1 if needed	Teach at Level 2 if needed	Will be introduced at Level 3
Misplaced and dangling modifiers			X
Correcting shifts in verb tense			X
Correcting faulty parallel structure			X
Sentence Agreement:			
Subject-verb 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; #71, 200-46 St.; LaLoche, SK)	X		
Comma with introductory words or phrases (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 with direct speech (e.g., "I love it," she said.)		X	
Quotation marks to show special words or phrases			X
Quotation marks for titles of articles, stories, and poems			X

	Teach at Level 1 if needed	Teach at Level 2 if needed	Will be introduced at Level 3
Colon			X
Semi-colon			X
Parts of speech:			
Nouns as persons, places, or things (e.g., boy, building, 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, etc.)		X	
Indefinite pronouns (e.g., all, somebody, another, any, each, few, many)		X	
Relative pronouns (e.g., who, whom, which, what)		X	
Action verbs (e.g., run, go, sit, stop)	X		
Non-action verbs (e.g., be, have)	X		
Verb tenses (e.g., I am, I will be, and I was – for present, future, and past tenses)		X	
Adjectives			X
Adverbs			X
Prepositions			X
Conjunctions			X
Interjections			X

Appendix F: Glossary

Aboriginal - refers to First Nations, Métis, and Inuit people within the Saskatchewan context.

Benchmarks - are points of reference that serve as a basis for evaluation or comparison.

Biculturalism - Darder (1991) defines biculturalism as "a process wherein individuals learn to function in two distinct sociocultural environments: their primary culture and that of the dominant mainstream culture of the society in which they live" (p. 48).

Darder, A. (1991). Culture and power in the classroom: A critical foundation for bicultural education: New York: Bergin and Garvey.

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

Holistic - is interpreted within adult basic education as respecting the interrelationship of individuals, families, communities, and cultures and including all aspects of a person's life: mind, body, heart, and spirit. Learners are not expected to learn in isolation.

Learner-centred - is interpreted within adult basic education as responding to the diverse needs of individuals and valuing their experiences, knowledge, goals, skills, and learning styles. The voice of the learner is heard and respected. The learner-centred approach recognizes that learning new skills is a developmental process that may not be continuous or linear.

ESL - is the acronym for English as a Second Language.

Learning outcomes - identify the knowledge, skills, attitudes, and values that learners need to communicate, understand, and participate well at home, in the community, and at work.

Learning styles - are the ways in which learners most effectively take in, store, and recall what they learn. Many learning style systems have been developed. The one most widely referred to in adult education is VAKT: Visual (learn by seeing), Auditory (learn by hearing), Kinesthetic (learn by doing), and Tactile (learn by touching).

Numeracy - includes knowledge of mathematics, but goes beyond that to include problem-solving or reasoning skills and oral discussion about numeracy skills. According to Tout and Schmitt (2002), "Numerate behaviour is using mathematical and literacy knowledge, ideas and problem-solving skills to manage a situation or solve a problem in a real context (p. 156)."

Tout, D., & Schmitt, M. J. (2002). The inclusion of numeracy in adult basic education. Annual Review of Adult Learning and Literacy, 3, 152-202.

Observing - refers, for the purposes of this document, to the active process of watching to learn, to do, and to understand.

Phonics - is a method of teaching learners how to read and pronounce words by connecting sounds with letters.

Process Portfolio - is a developmental record of what is being learned. Learners add items on an ongoing basis. A process portfolio contains work done by the learner and supporting evidence from other sources such as an instructor, educational institution, or assessments made by peers, family, or friends.

Product Portfolio - is a summative record of what has been learned. Learners select items for a specific purpose. A product portfolio contains items that prove a learner has reached a specific educational or non-educational goal. Learners choose items from the process portfolio for inclusion in the product portfolio.

Representing - refers, for the purposes of this document, to demonstrating a skill learned through a variety of means (e.g., singing, dancing, mime, puppetry, giving a speech, showing someone how to do something, writing in a journal).

SIAST - is the acronym for the Saskatchewan Institute of Applied Science and Technology.

Transactional perspective of learning - refers to meaning that is made by articulating prior knowledge and connecting it to new information. Learners take responsibility for their own learning by forming their own questions. The intent is for adults to become independent learners who are aware of their own thought processes. Learners and facilitators are seen as collaborators on the learning journey.

Transformational perspective of learning - focuses on personal and social change. Adult learners and facilitators are encouraged to reflect on their own thoughts and opinions by learning about other points of view. The intent is for learners and facilitators to use this knowledge to create change outside the classroom or tutoring setting.

Viewing - refers, for the purposes of this document, to receiving a prepared message through an audio-visual (e.g., television, film, video) or print (e.g., newspaper, book, photograph) medium.

Appendix G: Annotated Bibliography of Professional Resources

This bibliography is a work in progress. Currently, it represents sources suggested to and used by the Benchmarks pilot testers of 2005, on topics such as adult education principles, assessment, and teaching strategies. The list is neither comprehensive nor exhaustive, and it does not represent what it is felt that all instructors, tutors, or learners should use. It simply describes the resources that have been recommended by pilot testers of the Circle of Learning Benchmarks document. The intent is to update the bibliography on a regular basis.

Suggested Resources

Advanced Education and Employment, Government of Saskatchewan. (n.d.). *ABE Level 3 (Adult 10) curriculum guides*. Retrieved September 10, 2006, from http://www.aee.gov.sk.ca/abe/curriculum/

This collection is still under construction. It currently includes Level Three curriculum guides for Communications (2004), Social Sciences (2005), and Life/Work Studies (2006). The Communications and Social Sciences guides have accompanying web resources pages. The Communications guide is also accompanied by a sample unit plan. All of these documents can be downloaded in pdf format directly from the web site or ordered in hard copy using an order form also downloadable from the web site. Draft versions for Mathematics (2006) and Science (2006) are currently available by password access only.

Chapman, A. (1995-2006). Businessballs free organizational and personal development. *Businessballs.com*. Retrieved September 13, 2006, from http://www.businessballs.com

This website offers free materials, articles, and ideas for ethical personal and organizational development, compassionate leadership, self-help, and self-fulfillment.

Horsman, J. (2001). *Drawing the line: Dealing with affective issues in literacy. Level 2 tutor training kit*. Saskatoon, SK: Saskatchewan Literacy Network. Available from Saskatchewan Literacy Network, http://www.sk.literacy.ca

This kit provides information about violence and leanring, and about drawing the line between tutoring and counseling. Highlights of the kit include:

- naming the presence of violence
- balancing needs and respecting boundaries
- bringing the whole person to learning
- taking safety seriously

Human Resources and Skills Development Canada (2005, June 10). *Essential skills* [Database]. Retrieved May 9, 2006, from http://srv600.hrdc-drhc.gc.ca/esrp/english/general/search_occupation_name.shtml

This database contains detailed skill sets for workplace literacy and career exploration. Complete access to this resource is available online at the above website. You may also print the pages straight off the Internet.

Jackson, V. (2002, November 17). Writing prompts/journal topics. *Nessie.com* [Personal blog]. Retrieved August 10, 2006, from http://www.blognessie.com/?p=262

This online document contains hundreds of writing prompts that have been used by one of the pilot testers of the Circle of Learning Benchmarks document.

NALD. (2006). *National adult literacy database* [Database]. Retrieved August 10, 2006, from http://www.nald.ca

This site is for "one-stop" shopping for literacy in Canada. It has a comprehensive list of all literacy organizations in Canada, an online resource collection (many in full text), online literacy discussion groups, a resource catalogue, and literacy newsletters from across Canada.

National Life/Work Centre. (n.d.). *Blueprint for life/work designs*. Retrieved August 4, 2006, from http://www.blueprint4life.ca

This website describes the life/work competencies that Canadians need in order to manage their career building process from childhood to adulthood. The website is an excellent source of detailed skill sets around career exploration. Many of the checklists are also available from the website in pdf.

Nunavut Literacy Council. (n.d.). *Online resources*. Retrieved September 11, 2006, from www.nunavutliteracy.ca/

This web page lists many resources, but has particularly good articles on learning disabilities such as Fetal Alcohol Spectrum Disorder, Irlens Syndrome, Attention Deficit Hyperactivity Disorder, Dyscalculia, Dysgraphia, and Dyslexia.

Pawlikowska-Smith, G. (2000). *Canadian language benchmarks 2000: English as a second language - for adults*. Ottawa, ON: Centre for Canadian Language Benchmarks. Retrieved August 4, 2006, from http://www.language.ca/pdfs/clb_adults.pdf

This resource contains detailed skills sets for all areas of communications when teaching ESL adults. Some skills sets may also be useful for Levels 1 and 2 adult literacy learners or learners who have English as a second dialect.

Rutten-James, M. (2003). *English-as-a-second language tutor training kit: A learner-centred approach to tutoring adult ESL learners*. Regina, SK: Regina Public Library. Retrieved September 11, 2006, from http://www.nald.ca/library/learning/ttk/ftm/cover.htm

This kit contains manuals for facilitators and tutors. It covers such topics as:

- learning styles
- assessment and goal-setting
- culture and communication
- language and reading teaching strategies
- speaking and pronunciation
- planning and assessing lessons
- techniques for teaching listening
- teaching ESL literacy
- spelling activities
- teaching idioms

Saskatchewan Literacy Network. (2000). *Level 1 tutor training kit*. Regina, SK: Author. Available from Author, http://www.sk.literacy.ca

Note: The Level 1 indicated in the title refers to the level of training for practitioners. It does not represent or refer to Level 1 Benchmarks.

This kit is for those teaching adult literacy learners with English as their first language. It covers such topics as:

- Learning styles
- Assessment
- Goal-setting
- Lesson planning
- Learning disabilities
- Strategies used to teach reading and reading comprehension
- Strategies used to teach writing

Saskatchewan Literacy Network. (2001). *Learner centred intake and assessment processes for literacy programs in Saskatchewan*. Saskatoon, SK: Author. Available from Author, http://www.sk.literacy.ca

This resource focuses on portfolio assessment. It describes potential intake, ongoing, and exit assessments for literacy program learners. Various assessment tools are included such as checklists, inventories, self-assessment charts, goal sheets, and suggested assessment interview questions. Most of the tools focus on Communications and Numeracy, but some are on the portfolio assessment approach itself. There is also a section on learning disabilities with an accompanying screening questionnaire and at- risk summary checklist.

Saskatchewan Literacy Network. (2001). Learning how to learn. Level 2 tutor training kit. Saskatoon, SK: Author. Available from Author, http://www.sk.literacy.ca

This kit contains information on the following:

- learning and learning styles
- principles of effective learning
- metacognition
- reading, listening, and note-taking skills
- time management
- memory, studying, and test-taking skills

The kit can be used in its entirety as a six-hour training workshop, or sections can stand alone to help trainers focus on specific needs.

Saskatchewan Literacy Network. (2001). *Saskatchewan level 2 numeracy kit*. Regina, SK: Author. Available from Author, http://www.sk.literacy.ca

Note: The "level 2" indicated in the title refers to the level of training for practitioners. It does not represent or refer to Level 2 Benchmarks.

This resource contains teaching strategies for the following Numeracy topics:

- numbers and number sense
- fractions, decimals, and percentages
- understanding data
- measurement, spatial sense, geometry
- algebra

Taylor-Hough, D. (n.d.). The simple mom. *Simplemom.com* [Personal web site]. Retrieved September 10, 2006, from http://simplemom.com

This website focuses on parenting and family life. It contains articles on money, cooking, family fun and activities, health, single-income living, budgeting, homemaking, and contentment.

Terry, M. (2002). Translating learning style theory into developmental education practice: An Article Based on Gregorc's Cognitive Learning Styles. *Journal of CollegeReading and Learning*, 32(2), 154-176. Available from Saskatchewan Literacy Network, http://www.sk.literacy.ca

This article explains Anthony Gregorc's cognitive learning style constructs, translates his learning style vocabulary matrix into easy-to-use situational examples, and then applies them to the following developmental education teaching practices: instructor-led lesson presentations, learner group discussions and projects, independent assignments, and testing situations.