

RECORD OF ACHIEVEMENT Manual

Certificate in Literacy and Learning



Updated September 2008

Record of Achievement Manual

Certificate in Literacy and Learning: Stage 2

Updated September 2008

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Table of Contents

Acknowledgements.....	i
Introduction	ii
Getting Started	iii
Portfolio Cover Sheet	vi

Reading Text

Assignment 1	Predict text using reading strategies	1
Assignment 2	Identify the main idea and supporting details in text	2
Assignment 3	Understand meaning and purpose of text	3

Document Use

Assignment 1	Read signs and labels	4
Assignment 2	Read and follow instructions	5
Assignment 3	Plan a journey using maps	6
Assignment 4	Obtain information from tables and graphs	7
Assignment 5	Read and enter information on forms	8
Assignment 6	Use reference material/system to find information.....	9

Writing

Assignment 1	Develop a pre-writing plan	10
Assignment 2	Write messages, letters and reports.....	11
Assignment 3	Convey your ideas, feelings and experiences	12
Assignment 4	Write a short research report	13

Oral Communications

Assignment 1	Obtain information from others	15
Assignment 2	Obtain information from a live talk or from audio-visual material	16
Assignment 3	Provide information to more than one person	17
Assignment 4	Support and/or reassure someone	18
Assignment 5	Perform greetings, introductions, and farewells	19

Supplementary Materials

Glossary	20
Assignment Checklist	24
Learner's Skills Lists	25

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Introduction

The Certificate in Literacy & Learning is designed to give recognition to your achievements over time in the reading, writing, and speaking skills you need at work and in your everyday life. It is awarded by the Department of Advanced Education and Literacy.

Which Certificate should I be doing?

The Certificate in Literacy and Learning is available at three different stages. You can work toward a certificate at any stage. It is up to you and your tutor or instructor to decide which certificate is best for you. You do not need to complete Stage 1 if you are already a Stage 2 learner.

Each certificate has Assignments with tasks to complete. You may not know how to do those tasks when you begin to work on the certificate. The tasks help you develop as a reader and writer over time. If you can easily do all the Assignments in one stage of the Certificate, then you probably should try the next stage.

How much time do I have to complete a Certificate?

Take as much time as you need. You can take six months or six years to complete a Certificate! **We recommend that you take at least three months** to finish a Certificate.

Granting of Certificates

Once you have completed all the Assignments and your tutor or instructor has signed them, you will be asked to evaluate your progress. An assessor from Manitoba Adult Learning and Literacy will interview you to examine your Record of Achievements and to discuss with you your opinion of the Certificate.


If you are successful, you will receive a Certificate of Literacy and Learning.

Getting Started

Your Record of Achievements Manual:


- is your personal property.
- will help you to keep a record of:
 - what you have achieved
 - what progress you have made towards the Certificate
 - what areas need further work
 - what further action you and your tutor or instructor should take.

You may want to leave your manual with your tutor or instructor for safe-keeping.

- includes additional materials to help you complete and keep track of your work:
 - Glossary with definitions of words or phrases that are ***highlighted in bold italics***
 - Assignment Checklist to keep track of all your work
 - Learner Skills Checklist that shows the literacy skills you used in your assignments
- should be kept in a Portfolio (a binder or folder) along with all your completed Assignments and samples of the materials you used to complete the Assignments. This symbol  shows which work to include in your portfolio.

How do I complete the Assignments?

Each Assignment gives specific details on how it can be completed. Each Assignment also gives specific criteria on the materials that can be used. The details and criteria will be explained to you by your tutor or instructor before you begin each Assignment.

You and your tutor or instructor are free to choose the material to use as well as the ways to complete the Assignments. This symbol  gives examples and suggestions of materials you can use. The reading and writing material should be something you would see in your daily life at home, work or in the community. Together, you and your tutor or instructor may decide on the best ways to learn and practice the skills and knowledge you acquire.

- Look for materials to use in your community. For example, you might look around your house for written instructions, pamphlets or notices that come in the mail. It is important that you think about how you use reading and writing in your everyday life.
- Each Assignment must be done more than once. Make sure that there is time in between each repetition to allow you to practice and strengthen your skills.
- You and your tutor or instructor may choose to aim for one Assignment at a time. You are likely to find, however, that in real life more than one Assignment can be achieved in the same activity.

Ask your tutor or instructor to review this with you.

Assignment Map:

Section Title
Certificate Stage number

Reading Text
Stage 2

Assignment 1: Predict text using reading *strategies*.

Assignment Description

- ▶ Select a *text*.
- ▶ Make ***predictions*** about the text using the following steps as a guide:
 1. Make ***general predictions*** about the ***main idea*** of the text.
 2. Identify ***reading strategy/strategies*** used!
 3. Read the text to determine whether your prediction was correct.
 4. Record the above in point form.
- ▶ Use the steps above to make additional predictions about other parts within the text (e.g. ***pages, paragraphs, chapters***).

① Reading Strategies using background knowledge, ***scanning, skimming, pre-viewing***, using an ***index***, using a table of contents, using paragraph heading and subheadings, reading introductory paragraphs and/or conclusions, using chapter titles, using pictures, books, pamphlets, magazines, encyclopedias, the Internet

📎 Attach your notes and a copy of the texts you used, when possible.

Text Selection Guidelines

- ▶ Use a different text for each task.
- ▶ Texts must have some or all of the following ***organizational features***: table of contents, paragraph headings and sub-headings, introductory paragraphs, conclusions, indexes, chapter titles, pictures.

📖 Examples: books, pamphlets, magazines, encyclopedias, the Internet

	Texts Used	Date Completed
1.		
2.		
3.		
4.		

Date Completed

Learner's Signature

Tutor/Instructor's Signature

Certificate in Literacy & Learning
1

Describes what you need to do for the assignment

Find the meaning of bold & italicized words and phrases in the Glossary

Assignment number and title

Describes the material you can use for the assignment

More information to help complete the assignment

Describes the work to include in your Portfolio

List your work here

Materials you can use for the assignment

Write the date you completed the assignment

Sign your name here when you complete the assignment

Your tutor or instructor signs here to show that your work has been checked and the assignment is complete

Which Section should I do first?

You can complete the Sections in any order you wish. You can skip from one Section to another or from one Assignment to another.

The Stages curriculum is not a series of rigid lessons to be taught by every tutor/instructor and followed by every learner. The skills in the Stages curriculum are basic building blocks. What is different is how you use these skills and what past experiences you bring to the learning situation. Each learner has his or her own set of priorities and needs, and this should be the starting point of your programme.

When you complete any learning tasks in your regular classroom or tutoring work, you and your tutor or instructor can decide whether this piece of work will be part of the Certificate requirements. You will need to look at each Assignment in each Section to see if the regular work you are doing can 'fit in' to the requirements. This work then becomes a part of your Portfolio.

- Remember, you may take as long as you need to complete all the tasks and activities required.
- If you do not want to try all the Sections, the Assignment and Skills Checklists will be your Record of Achievements.

How will I be assessed?

Your performance on each Assignment will be assessed by both you and your instructor or tutor. Over a period of time you will build up enough evidence to show that you have met the requirements for an assignment, then for a Section and finally for the Certificate.

To get the Certificate you need to complete all the work in each Section of the Record of Achievements Manual and present your work in a portfolio. Each work chosen for your portfolio must follow the details and meet the criteria explained in each Assignment.

When you are ready, you will present your portfolio to an assessor from Manitoba Adult Learning and Literacy and discuss your work, your experience with the Assignments and your opinion of the Certificate.

- Your portfolio should include your best work, assignments that you are proud to talk about. Include work that shows a new skill or new information you learned.
- Review the work in your portfolio and make sure all the assignments are labeled and organized.
- Complete the portfolio cover sheet and have it ready to present when you meet with the assessor.

Good luck!

Stage Two Portfolio Cover Sheet

Please complete this form and hand it in to the person who evaluates your portfolio.

The three assignments that show my best effort are:

- ◆
- ◆
- ◆

New strategies I learned were:

I had some difficulties with ...

But I solved it by...

What I would do differently next time is ...

My advice for someone beginning a Stage Two Portfolio is ...

Other Comments:

Learner's Signature


Date

Assignment 1: Predict text using reading *strategies*.

Assignment Description

- ▶ Select a *text*.
- ▶ Make *predictions* about the text using the following steps as a guide:
 1. Make general predictions about the *main idea* of the text.
 2. Identify reading strategy/strategies used.
 3. Read the text to determine whether your prediction was correct.
 4. Record the above in point form.
- ▶ Use the steps above to make additional predictions about other parts within the text (*e.g.* pages, paragraphs, chapters).

❶ Reading Strategies: using background knowledge, *scanning, skimming, pre-viewing*, using an *index*, using a table of contents, using paragraph heading and subheadings, reading introductory paragraphs and/or conclusions, using chapter titles, using pictures

 Attach your notes and a copy of the texts you used, when possible.

Text Selection Guidelines

- ▶ Use a different text for each task.
- ▶ Texts must have some or all of the following *organizational features*: table of contents, paragraph headings and sub-headings, introductory paragraphs, conclusions, indexes, chapter titles, pictures.

 Examples: books, pamphlets, magazines, encyclopedias, the Internet

	Texts Used	Date Completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Learner’s Signature

Tutor/Instructor’s Signature

Assignment 2: *Identify* the *main idea* and the *supporting details* in text.


Assignment Description

- ▶ *Select* a text. Read it and be sure you understand it.
- ▶ Identify the main idea and give the supporting details in correct order.
- ▶ Record in point form.

 Attach your notes and a copy of the texts you used, when possible.

Text Selection Guidelines

- ▶ Use a different text for each task.
- ▶ Texts should have a *minimum* of 500 words.
- ▶ Texts should contain such things as *events*, *characters*, *settings* and *procedures*.

 Examples: books (*fiction*, *non-fiction*, *biography*), student writing, *articles* (newspaper, magazine), workplace material (journals, manuals, newsletters)

	Texts Used	Date Completed
1.		
2.		
3.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 3: Understand meaning and purpose of text.


Assignment Description

- ▶ *Select* a text. Read it and be sure you understand it.
- ▶ *Identify* the main points of the text and identify the author's purpose.
- ▶ Record in point form.

 Attach your notes and a copy of the texts you used, when possible.

Text Selection Guidelines

- ▶ Use a different text for each task.
- ▶ Texts should be between 500 - 1000 words.

 Examples: stories from your own writing, other learners' writings, beginning books and readers, newspaper or magazine articles

	Texts Used	Date Completed
1.		
2.		
3.		
4.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 1: Read signs and labels.


Assignment Description

- ▶ *Select* a sign or label.
- ▶ Show that you can understand what the sign or label means.
- ▶ Record:
 - the name of the sign or label
 - the main points of information

 Attach your notes and a copy of the sign or label you used, when possible.

Sign/Label Selection Guidelines

- ▶ Use a different sign or label for each task.
- ▶ Signs and labels should have *multiple* pieces of information.

 Examples: notices (health, safety, workplace), detailed warnings, food packaging details, medicine labels, products (household, shop, agriculture), brochures (hospitals, clinics, schools), detailed floor plans

	Signs and Labels Used	Date Completed
1.		
2.		
3.		
4.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 2: Read and follow *instructions*.


Assignment Description

- ▶ **Select** a set of instructions.
- ▶ Show that you understand the instructions.
- ▶ **Demonstrate** the task, when possible.
- ▶ Record in point form:
 - the name of the instructions
 - what you did

 Attach your notes and a copy of the instructions you used.

Instruction Selection Guidelines

- ▶ Use a different set of instructions for each task.
- ▶ Instructions should be mainly textual with clearly defined steps.

 Examples: do-it-yourself assembly instructions, operating instructions (photocopier, electrical appliance, workplace equipment), manuals (car, safety, driving), recipes

	Instructions Used	Date Completed
1.		
2.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 3: Plan a journey using maps.

Assignment Description

- ▶ *Select* a place you would like to go.
- ▶ Find the map or maps you will need.
- ▶ Make a plan and include in point form:
 - your starting place and your ***destination***
 - the names of the maps you used
 - the steps you will need to follow to get to your destination
- ▶ Include such things as:
 - *essential* place names
 - approximate distances (calculation may be involved)
 - important geographical features (mountains, rivers, seas, lakes)
 - highway or street numbers and names
 - directions (*e.g.* north, south, east, west)

 Attach your work and a copy of the maps(s) you used, when possible.

Map Selection Guidelines

- ▶ Use a different map for each task.
- ▶ Maps should include a scale and legend, and at least one should have an *index*.

	Instructions Used	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 4: Obtain information from tables and graphs.

Assignment Description

- ▶ *Select* a table or graph.
- ▶ Show that you can locate several pieces of information in it.
- ▶ Report in point form:
 - the title of the table or graph
 - the purpose of the table or graph
 - the information you have found



 Attach your notes and a copy of the tables and graphs you used.

Table Selection Guidelines

- ▶ Use a different table for each task.
- ▶ Tables:
 - should have two or more *variables*
 - require reference to additional *sources* or *keys* to find the item of information required
- ▶ The information may need to be taken from more than one table.

 Examples: timetables, conversion tables, price lists, weights and measures charts, TV/movie schedules, weather information, sports schedules, circle graphs, line graphs, bar graphs, pictographs

	Tables or Graphs Used	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 5: Read and enter information on forms.


Assignment Description

- ▶ *Select* a form.
- ▶ Read over the form and enter the needed information:
 - *legibly*
 - following specific requirements found on the form (*e.g. upper case letters, abbreviations*, circling, checking)

 Attach the form you used.

Form Selection Guidelines

- ▶ Use a different form for each task.
- ▶ Forms:
 - should require *multiple* pieces of information obtained from a number of *sources*
 - may require sentences to be written in response to at least one of the questions on the form
- ▶ Information needed should be fairly *evident*.

 Examples: insurance claim, accident report, job application, holiday booking, mail order, workplace, banking form

	Forms Used	Date Completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____


Learner's Signature

Tutor/Instructor's Signature

Assignment 6: Use reference material/system to find information.


Assignment Description

- ▶ *Select* a reference system.
- ▶ Think of information you would like to find using this reference system (*e.g.* find the phone number for a local car dealership using the yellow pages).
- ▶ Record in point form:
 - the information you wanted
 - the steps you followed to find the information
 - how the information was organized (*e.g.* by alphabet, numbers, colour coding, pictures, groups, or *topics*).

 Attach your notes.

Reference System Selection Guidelines

- ▶ Use a different reference system for each task.
- ▶ Use a variety of reference systems (print or computer) that are organized in different ways.
- ▶ The system must be one with which you are unfamiliar.

 Examples: dictionaries, directories (yellow pages, community or government services), atlases, encyclopaedias, the Internet, thesaurus, workplace manuals

	<i>Sources</i> Used	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 1: Develop a *pre-writing* plan.

Assignment Description

- ▶ Think of a *topic* about which you would like to write.
- ▶ Write down all of your ideas about this topic in point form (*e.g. brainstorming*).
- ▶ Organize your ideas from brainstorming using techniques such as *clustering, mapping, or outlining*.
- ▶ Make a written record for each step (e.g. brainstorming, clustering, mapping).

 Attach your written work.

Assignment Guidelines

- ▶ Base each plan on a different topic.
- ▶ The pre-writing plan for each topic must have the following steps: brainstorming and organizing (such as clustering and mapping).

	Pre-Writing Plans	Date Completed
1.		
2.		


Learner's Signature


Tutor/Instructor's Signature

Assignment 2: Write messages, letters and reports.

Assignment Description

- ▶ Think of a **topic** for a message, letter or report.
- ▶ Write the message, letter or report with:
 - three or four separate ideas
 - **accurate, factual** content
 - **sufficient** detail
- ▶ Edit:
 - Check that spelling, punctuation and grammar are correct.
 - Check that the information provided is clear and correct.
 - Check to see if the correct format has been used.

 Examples: messages to a co-worker (end of shift, a planned absence), messages for child's teacher, short report for work (machine breakdown, suggestion for change in routine, problems), business letters (cover letter, inquiry)

 Attach your writing and all drafts.

Writing Guidelines

- ▶ Write a variety of messages, letters and reports.
- ▶ Use a different format for each writing:
 - one must be a business letter
 - one must be in point form
 - one must be in paragraph form

	Messages and Reports	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 3: Convey your ideas, feelings and experiences.

Assignment Description

- ▶ Think of an idea, feeling or experience that interests you.
- ▶ Write about your *topic*.
- ▶ Include :
 - several main points
 - enough details to support each point
 - smooth and *logical* development
 - complete sentences
 - correct punctuation and spelling

❗ Kinds of Writings: *autobiographical* pieces, descriptions, *narratives, creative stories, poetry*, friendly letters

 Attach your writing and all drafts.

Writing Guidelines

- ▶ Do a different kind of writing for each task.
- ▶ Two of the three writing selections should be *prose* writing, at least 250 words long and written in several paragraphs.

	Kinds of Writing	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 4: Write a short *research* report.

Assignment Description

Note taking:

- ▶ *Select a topic* of interest to you.
- ▶ Gather information about your topic.
- ▶ Take notes from the *sources*, putting the information into your own words.

❶ **Research Topics:** *people* (famous people, own family, groups of people), places (historic sites, national parks, tourist attractions, workplaces), *events* (holidays, festivals, sports, display shows), comparison: *communities* services daycare, senior services), products or purchases (machinery, vehicles, houses), workplaces (working conditions, jobs within companies, benefits)

❷ **Reference Sources:** the Internet, textbooks, newspapers, magazines, *non-fiction* material such as science or social studies information, workplace materials or material from an interview

Pre-writing:


- ▶ Organize your notes using one or more of the pre-writing strategies from Assignment 1 in this unit.
- ▶ Record your pre-writing strategies.

The Report:

- ▶ Write in paragraph form or point form.
- ▶ Include:
 - one *main idea*
 - several supporting points
 - enough details for each supporting point
- ▶ List the references you have used.

Report Guidelines

- ▶ Use at least 2 different reference sources for each topic.
- ▶ One report must be at least 250 words long in paragraph form; the other must be at least 250 words long in point form.

 Attach your notes, evidence of organizing and all drafts.

	Report Topics	Date Completed
1.	_____	_____
2.	_____	_____

Learner's Signature

Tutor/Instructor's Signature

Assignment 1: Obtain information from others.

Assignment Description

- ▶ Think of a *topic* that interests you.
- ▶ Prepare questions to ask.
- ▶ Ask someone these questions.
- ▶ Get information:
 - from more than one person for each situation
 - in person or on the phone
 - in *formal* or *informal* situations
- ▶ During each conversation, check to see that each person is able to provide the information.
- ▶ If they are unable to provide the information, find another person.
- ▶ Make brief notes. Include the questions asked and the information obtained from each person in each situation.

 Examples: do a *survey* on a particular topic, get quotations on the telephone, find out about child or day care provision

Situation Guidelines

- ▶ When obtaining information, make sure that:
 - in one situation, information is obtained using the phone
 - in one situation, information is obtained in person

 Attach your notes and prepared questions.

	Information Obtained	Date Completed
1.		
2.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 2: Obtain information from a live talk or from *audio-visual* material.

Assignment Description

- ▶ Listen to a live talk or watch an audio-visual *presentation* to get information.

ⓘ Information Sources: company briefings, guided tours, presentations at community *events*, documentary/news programs or tape recordings

- ▶ Make brief notes on the main points while listening or later if more *appropriate*.

Assignment Guidelines

- ▶ Tell the tutor/instructor what the information was.

 Attach your notes.

	Information Sources	Date Completed
1.		
2.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 3: Provide information to more than one person.

Assignment Description

- ▶ *Select a **topic*** for a short talk or *presentation*.
- ▶ Explain the *main idea* of the information clearly.
- ▶ Present information in a sensible order, and include details and examples.
- ▶ Check the audience's understanding, when necessary, and clarify, if necessary.
- ▶ Encourage and answer questions from the group.
- ▶ Provide further *sources* of help or information if necessary.
- ▶ Briefly describe in writing the information provided.

 Examples: explain to other students how to make or do something, tell a group about a learners conference, explain how to use a computer to run a **software** package, describe what happened at an accident, give information at an interview, give a briefing to **co-workers** on the **priorities** for a day's work

Presentation Guidelines

- ▶ Do your presentation within a meeting or other group activity.
- ▶ Your presentation should be about five minutes long.
- ▶ The group should be between three and six familiar people.
- ▶ Information presented should be:
 - detailed and involve several steps
 - on one main issue
- ▶ Speak loudly enough to be heard by the audience or group.

 Attach your written information.

What Information Did You Provide?	Date Completed
1. _____	_____
2. _____	_____


Learner's Signature

Tutor/Instructor's Signature

Assignment 4: Support and/or reassure someone.


Assignment Description

- ▶ *Select* a situation where someone needs to be supported or reassured on one issue.
- ▶ Find out the other person’s concerns: ask *appropriate* questions and listen carefully to the person's responses.
- ▶ Provide support and respond to the other person in a way appropriate to the situation.
- ▶ Briefly report, in writing, what you did.

 Examples: help someone overcome a fear of using equipment, help someone undertake a new activity, welcome someone in a new situation (job, club, family), *console* someone in a difficult situation

Situation Guidelines

- ▶ Each situation:
 - can be in person or on the phone
 - should result in the other person feeling more comfortable than they were
 - use strategies intended to reassure (e.g. body language and appropriate words of support)

 Attach your written notes.

	Situations	Date Completed
1.		
2.		


Learner’s Signature

Tutor/Instructor’s Signature

Assignment 5: Perform greetings, introductions and farewells.

Assignment Description

- ▶ *Select* a situation where you can greet people, introduce someone or express farewell and thanks.


 Examples: greet individuals in a reception, introduce new members joining a club, introduce new students and visitors to the program, conduct a tour of your workplace

Remember:

- ▶ Speak clearly and confidently in a way that suits the situation
- ▶ When greeting:
 - greet the individual in an *appropriate* way (find out their needs and give them information needed)
 - use appropriate body language
- ▶ When introducing:
 - explain the person’s *role*, if unknown to the other person or group
- ▶ When expressing thanks:
 - express farewell to the group in an appropriate manner
- ▶ Briefly describe, in writing, what you did.

Assignment Guidelines

- ▶ The situations may:
 - be somewhat formal and unfamiliar
 - involve one person or a small group

 Attach your notes.

	Situations	Date Completed
1.		
2.		

Learner’s Signature

Tutor/Instructor’s Signature

<i>abbreviation</i>	make a word shorter by not saying or writing some of the letters (e.g. The word telephone is often abbreviated to phone; the abbreviation for can not is can't.)
<i>accurate</i>	correct; exactly right
<i>appropriate</i>	right for that time or place; suitable (e.g. Jeans and a t-shirt are not appropriate to wear to a job interview.)
<i>articles</i>	pieces of writing in a newspaper or magazine (e.g. I read an article in the newspaper about how to find a job.)
<i>audio-visual</i>	recording using both sound and pictures (e.g. They watched the audio-visual tape of the parade.)
<i>autobiographical</i>	writing that a person has written about him/herself
<i>biography</i>	the story of a person's life that is written by another person
<i>brainstorming</i>	a pre-writing step; thinking about your topic or letting your mind run; writing down every idea, question, fact, detail, name etc. that comes into your head (not worrying about sentences, spelling or order)
<i>characters</i>	people in a play, book or film (e.g. Snow White is one of the characters in a book.)
<i>clustering</i>	a pre-writing step that follows brainstorming; putting words or ideas into groups or categories using some kind of system
<i>console</i>	calm, comfort, reassure (e.g. He consoled his son after he lost the game.)
<i>creative stories</i>	stories you make up yourself; using your imagination to make up stories
<i>demonstrate</i>	showing how to do something or how something works (e.g. He demonstrated how to change a tire.)
<i>destination</i>	the place where somebody or something is going (e.g. The destination of his trip is Mexico.)
<i>document</i>	a paper with important information on it (e.g. graphs, tables, signs, etc.)
<i>e.g.</i>	means <i>for example</i>

<i>essential</i>	something that is absolutely necessary
<i>events</i>	something important that happens (e.g. My brother's wedding was a big event for our family.)
<i>evident</i>	easy to see or understand (e.g. It is evident he is bored because he is sleeping.)
<i>factual</i>	actual, true, real
<i>fiction</i>	stories that somebody writes that are not true
<i>formal</i>	language or behaviour for serious situations or with people you do not know very well (e.g. People act more formally at church.)
<i>identify</i>	to say or know who somebody is or what something is (e.g. Can you identify the man driving the car?)
<i>index</i>	a list of words from A to Z at the end of a book; it tells you what things are in the book and where you can find them
<i>informal</i>	language or behaviour for friendly, relaxed situations (e.g. People act more informally when they are at home.)
<i>keys</i>	a list of words which explain symbols used on tables or maps
<i>legibly</i>	to write clearly so others can read it
<i>logical</i>	a sensible way of doing something; reasonable; practical (e.g. It is logical to put on your socks before your shoes.)
<i>main idea</i>	the most important information in a story; what the whole story is about
<i>mapping</i>	a pre-writing step that follows brainstorming; a drawing with the topic in the centre box or circle, and branches going out to other boxes or circles, which have the main ideas with supporting points listed below them
<i>minimum</i>	the smallest size, amount or number that is possible (e.g. We need a minimum of 6 people to play this game.)
<i>multiple</i>	more than one

<i>narratives</i>	informal essays or stories; the main purpose is to entertain; they can also be used to inform or instruct
<i>non-fiction</i>	stories or other types of writings that are true
<i>organizational features</i>	ways of planning or arranging something (e.g. The phone book is organized alphabetically.)
<i>outlining</i>	organizing the most important points or ideas before you begin to write something
<i>poetry</i>	poems; writings usually with short lines that may rhyme; may have strong language that affects your emotions and imagination
<i>pre-writing</i>	writing that you do before the final copy, to help you organize your thoughts
<i>predictions</i>	say what you think will happen (e.g. She predicted it would rain, and she was right.)
<i>presentation</i>	talking to an audience (e.g. The ambulance driver gave a short presentation on how to do CPR.)
<i>pre-viewing</i>	looking at something beforehand to get an idea about it (e.g. Watch the movie preview to help you decide if you want to watch the whole movie.)
<i>priorities</i>	the most important things to you (e.g. Putting up the tent before it rains is a priority.)
<i>procedures</i>	how to do something (e.g. What is the procedure for changing a flat tire on a car?)
<i>prose</i>	words written in sentences and paragraphs, like essays, reports, articles, short stories and novels (not poetry or verse)
<i>research</i>	finding information about something (e.g. scientific research)
<i>role</i>	what a person does (e.g. Your role is to serve the coffee.)
<i>scanning</i>	read something quickly to find specific information (e.g. Using a phonebook, find the name you are looking for by scanning down the list.)
<i>select</i>	choose (e.g. There are many different kinds of ice cream, but you should select your favourite.)

<i>settings</i>	places and times that something happens (e.g. The setting of the story was a small town in Canada in the 1900's.)
<i>skimming</i>	read through parts, sections or headings of something quickly to get the general idea of the text
<i>software</i>	programs for a computer
<i>sources</i>	places where something comes from or where you get information (e.g. books, the Internet or a person you interview)
<i>strategy</i>	a plan; a way of doing something (e.g. What strategy will the team follow to win the game?)
<i>sufficient</i>	enough
<i>supporting details</i>	the parts of a story within a writing that help to prove the main points (e.g. The story is about a young girl's life; the supporting details tell about her hobbies, her friends and her school experiences.)
<i>survey</i>	asking people about their actions or their opinions/views on a certain topic and keeping track of the results (e.g. A survey was done to find out if people prefer Coke or Pepsi.)
<i>text</i>	the words in a book, newspaper or magazine or on a computer, or television (e.g. The text must be at least 250 words long.)
<i>topic</i>	something that you talk, learn, read, or write about (e.g. The topic of the book was family life.)
<i>upper case letters</i>	capital letters (e.g. A, B, C, D....)
<i>variables</i>	things that change (e.g. High and low pressure systems are variables that affect the weather.)

NAME:	Reviewed by instructor	Date
UNIT 1: Reading Text <i>(circle check marks when completed)</i>		
Assignment 1 ✓ ✓ ✓ ✓		
Assignment 2 ✓ ✓ ✓		
Assignment 3 ✓ ✓ ✓ ✓		
UNIT 2: Document Use		
Assignment 1 ✓ ✓ ✓ ✓		
Assignment 2 ✓ ✓		
Assignment 3 ✓ ✓ ✓		
Assignment 4 ✓ ✓ ✓		
Assignment 5 ✓ ✓ ✓ ✓		
Assignment 6 ✓ ✓ ✓		
UNIT 3: Writing		
Assignment 1 ✓ ✓		
Assignment 2 ✓ ✓ ✓		
Assignment 3 ✓ ✓ ✓		
Assignment 4 ✓ ✓		
UNIT 4: Oral Communication		
Assignment 1 ✓ ✓		
Assignment 2 ✓ ✓		
Assignment 3 ✓ ✓		
Assignment 4 ✓ ✓		
Assignment 5 ✓ ✓		

Reading

Reading words

- Use what you know about syllables, word parts and root words to help you read and understand new words.
- Find words in a dictionary.
- Use a dictionary or glossary to find the meaning or pronunciation of new words.
- Read words that are important to you such as words you use at work, or for personal interests.

Understanding what I have read

- Use my previous knowledge and experiences to help me understand what I am reading.
- Have a purpose for reading.
- Ask questions that will be answered by reading.
- Make guesses about what a text will say before I read, and check my guesses by reading.
- Connect what I learn from my reading with what I already know about a topic.
- Read easy text quickly and more difficult text more slowly.
- Change the way I read, depending on my purpose for reading and how difficult the reading is. Some ways of reading are: skimming, scanning, reading in detail, re-reading and reading ahead.
- Find main ideas and supporting points.
- Look for information or find answers to questions.
- Figure out what the author's purpose was for writing, and for whom he or she was writing. Some purposes are: to persuade, to describe, to instruct or to inform.
- Understand that information is presented differently for different audiences and purposes.
- Get information from picture or diagram and connect this to what the text says.
- Show that I have understood by telling someone about what I have read, writing a report or making a summary.
- Use lists, notes, webs, outlines, and maps to help me understand what I have read.

Document Use

Understanding documents

- Figure out the main idea, purpose and audience for a document.
- Have a clear purpose for reading the document and finding information.
- Preview a document and notice:
 - how it is organized,
 - titles, headings and labels, and
 - key words and phrases.
- Know and use ways to deal with difficult words.
- Use main and sub-categories to find information.
- Combine information from more than one document.
- Read maps, understanding and using directions, symbols, legends, distances and scale.
- Understand and use the features of graphs and charts, including title, axis, scales, key, and labels.
- Find information in simple, double line and bar graphs.
- Make comparisons and notice trends in the data, and think about the meaning of these trends.
- Find information in diagrams and other graphics.

Completing documents

- Preview the document to see:
 - how it is organized,
 - if there are instructions for completing the form,
 - what information is required, and
 - if you will need to gather information before you complete the form.
- Know the purpose of the form: why is the information being gathered, who will use it, and for what purpose?
- Gather the information needed to complete the form.
- Follow instructions for completing the form.
- Write answers that are clear, complete and concise.
- Know the spelling of words that are often used on forms.
- Print or write neatly.
- Proof-read to see if there are errors or missing information.

Generating documents

- Gather information and present it so that it makes sense to others.
- Know that information can be presented in different ways, and pick a format that will work well for your data.
- Use titles and labels that help the reader understand.
- Pick a scale that makes sense of your data.

Writing

Use of writing process

- Understand your audience and purpose for writing. Select the best organization and style for the content, audience and purpose. (e.g. write a paragraph, create a char, provide information in numbered points, etc.)
- Make a plan before you begin to write.
- Think about your audience and purpose for writing when you plan:
 - what you will say,
 - the form your writing will take,
 - how much you will write, and
 - how you will organize your ideas.
- Use your plan to help you write by hand or on the computer.
- Find sources for the information you want to include in your writing. The information could come from other people, from your reading, or from media like videos or the Internet.
- Gather information, taking notes and writing down where you found the information.
- Decide if you have enough information, and if what you have collected is right for your audience and purpose.
- Organize your writing around a clear main idea and supporting points.
- Put your ideas in logical order.
- Stay on topic.
- Make links or bridges between your ideas so the reader can easily follow what you are saying.
- Write paragraphs that include topic sentences.
- Find and correct mistakes in grammar, punctuation, spelling and capitalization.
- Write a final copy after you have asked yourself these questions:
 - Have I left anything out?
 - Have I repeated myself?
 - Is everything on topic?
 - Are my ideas in a logical order?
- Think about your writing, and set goals for how you would like to improve your writing skills.

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- Punctuation*** Correctly use commas, apostrophes and speech (quotation) marks.
- Grammar*** Use a variety of sentence types in your writing.
 Use verbs correctly, so that verbs agree with subjects, and you use the correct verb tense.
 Use linking words so that your writing flows and is unified.
- Word focus:
Spelling*** Use methods of learning to spell that fit with your learning style.
 Know when correct spelling is important or not so important.
 Learn to correctly spell words that sound the same but are spelled differently. (e.g. there, their, they're)
 Know and use some guidelines or rules for spelling.
 Take chances in writing new words.
 Understand the meaning and use of some common prefixes and suffixes.
 Notice when you have misspelled a word, and understand the reasons for your errors.
 Make and follow a plan to improve your spelling.
 Use the tools that are out there to help you with your spelling: dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers.
- Handwriting
and presentation*** Print and write in a way that is neat and easy to read.
 Make a final copy of your writing that has the right level of neatness and correctness for your purpose and audience.
- Vocabulary and
word choice*** Learn new words by:
- using what you know about root words, word families, suffixes and prefixes,
 - noticing and learning new words while you are reading, and
 - using a thesaurus to help you pick just the right word for what you are trying to say.

Oral Communication

Listening

- Know and use ways to concentrate on the speaker while you are listening.
- Know key words that help you follow order (e.g. first of all, additionally, next, then, finally, etc.)
- Know whether the speaker is giving you the information you need.
- Listen for clues, like tone of voice, to help pick out important points.
- Know and use ways of recording and remembering information.
- Understand the difference between main points and specific detail.
- Understand that not all information is equally important, and that you don't have to remember everything you hear.
- Pick out the main ideas that relate to your purpose for listening.
- Use repeated words or phrases, as well as summaries at the end of an explanation, to help you pick out the main ideas.
- Identify the important details that relate to your purpose for listening.
- Use words and actions that show you are paying attention to the speaker.
- Be an active listener, making sure you understand what the speaker has said.
- Know and use some ways to make sure you have understood the speaker, such as:
 - asking for information to be repeated,
 - asking questions to aid understanding,
 - paraphrasing (in other words repeating) what you have heard to make sure you have understood correctly.

Speaking

- Be clear about what information you need and why you need it.
- Identify useful sources of information.
- Make and follow a plan for gathering information.
- Ask questions and make requests to gather information.
- Use just the right amount of formality or informality as you ask questions and make requests.
- Review the information you have gathered and decide if there are things you still need to find out.
- Think about whether you could have gathered information in a better way.
- Make a plan for how you will give information to others.
- Be aware of your audience and purpose for speaking as you make your plan.
- Use a plan when you are giving information to others.
- Give information in a logical order, so that the listener can easily understand what you are saying.
- Know and use body language and phrases, which reassure the listener and signal respect.
- Make a presentation to a small group, using volume, pacing, emphasis and formality that are right for your audience, and purpose for speaking.
- Use cues that help an audience notice when you make an important point or change topic.
- Introduce yourself or others to a group.
- Know how to reassure others or make them feel comfortable in a situation.