

RECORD OF ACHIEVEMENT Manual

Certificate in Literacy and Learning



Updated September 2008

Record of Achievement Manual

Certificate in Literacy and Learning: Stage 3

Updated September 2008

*Permission is given to reproduce this manual as long as acknowledgement is given to
Manitoba Advanced Education and Literacy, Adult Learning and Literacy.*

This document is also available in PDF format. Send requests to ALL@gov.mb.ca

Adult Learning & Literacy
350 – 800 Portage Ave.
Winnipeg, Manitoba
R3G 0N4

Table of Contents

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

Reading Text

Assignment 1	Summarize a text	1
Assignment 2	Information search: choose a topic that will require a variety of reading strategies to locate information.....	2
Assignment 3	Identify author's intended audience, author's opinion and author's purpose.....	3
Assignment 4	Select and integrate relevant information from text	4
Assignment 5	Identify characteristics of genre.....	5

Document Use

Assignment 1	Complete forms	6
Assignment 2	Organize materials into a useable, efficient system.....	7
Assignment 3	Consult a reference system to find information	8
Assignment 4	Locate specific information embedded in tables or schedules	9
Assignment 5	Interpret and analyze information in documents such as graphs, charts, diagrams, drawings, blueprints, schematics or flowcharts with text	10

Writing

Assignment 1	Use pre-writing strategies	11
Assignment 2	Convey your ideas, feelings and experiences in written form.....	12
Assignment 3	Convey information and opinions in a specialized format	13
Assignment 4	Write in essay form.....	14
Assignment 5	Write a research report	15

Oral Communications

Assignment 1	Explain or describe an activity	17
Assignment 2	Find, select and use information from oral sources to solve a problem or support a case.....	18
Assignment 3	Exchange information and opinions in a group	19
Assignment 4	Report your analysis of an advertisement.....	20
Assignment 5	Present and support your opinion on a topic.....	21

Supplementary Materials

Glossary	22
Assignment Checklist	32
Learner's Skills Lists	33

Acknowledgements

Adult Learning and Literacy, Department of Manitoba Advanced Education and Literacy, would like to thank the following people who contributed to the development of this material:

Research Team: Pembina Valley Learning Centre

- ◆ Elaine Burland, Researcher
- ◆ Cheryl Campbell, Manager
- ◆ Junita Kirby, Instructor
- ◆ Pat Neuman, Instructor
- ◆ Janet Regehr, Researcher
- ◆ Barb Toews, Instructor

Steering Committee Members:

- ◆ Lynn Dueck
- ◆ Jonas Sammons
- ◆ Gordon Suderman
- ◆ Sue Turner
- ◆ Barbara Wynes

Working Committee Members:

- ◆ Judy Baker
- ◆ Marie Matheson

Document Design and Layout:

- ◆ Linda Turbyne
- ◆ Daniel Berube
- ◆ Sandra Lytwyn
- ◆ Regina Ramos–Urbano
- ◆ Joanne Williams

Special appreciation is extended to the adult learners of the Pembina Valley Learning Centre who provided honest and helpful feedback during the development of the revised stages.

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.

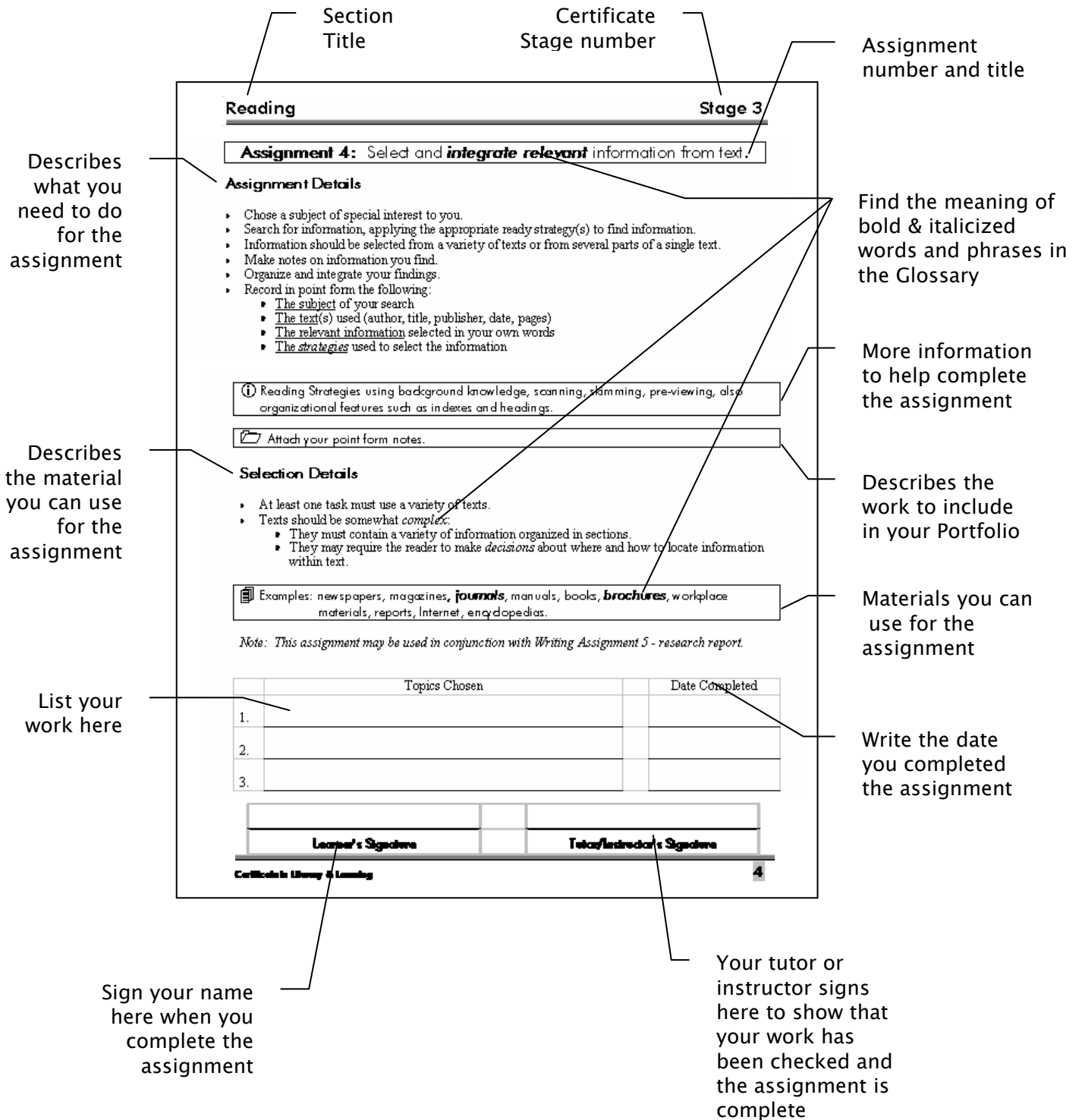
How do I complete the Assignments?

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.

Assignment Map:



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 Three Portfolio Cover Sheet

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

The three assignments that I am most proud of and why:

- ◆
- ◆
- ◆

New skills, strategies and knowledge I learned were:

I had some difficulties with ...

But I solved it by...

I will apply the skills I've learned in Stage Three ...

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

Other Comments:


Learner's Signature

Date

Assignment 1: Summarize a *text*

Assignment Details

- ▶ Select a text. Read it and be sure you understand it.
- ▶ Recall the main ideas and the supporting points.
- ▶ Briefly summarize the text in paragraph form in your own words.
- ▶ Include:
 - the general idea (*plot*, subject, situation)
 - the main supporting points (*characteristics*, events, *issues*), not the little details
- ▶ The length of your summary will be *dependent* on the length of the text chosen and your tutor/teacher's expectations.

 Attach your summary and a copy of the text used, when possible.

Text Selection Details

- ▶ A different type of text should be used for each summary you write.
- ▶ The text summarized should be a minimum of 1000 words.

 Examples: *short story*, short *novel*, magazine article, *essay*, report (meetings, workplace).

	Texts Used	Date Completed
1.		
2.		
3.		


Learner's Signature


Tutor/Instructor's Signature

Assignment 2: Information Search: choose a *topic* that will require a variety of reading *strategies* to locate information.

Assignment Details


- ▶ Choose a topic of interest to you.
- ▶ Select a text.
- ▶ List what information you want to find.
- ▶ Think about strategies you will use.
- ▶ Record in point form the following:
 - the topic
 - the text used
 - the reading strategies you used in the order you used them
 - a brief explanation of how each strategy led you to another step in your search

 Reading Strategies: using background knowledge, *scanning*, *skimming*, *pre-viewing*, an *index*, a table of contents, paragraph heading and subheadings, and pictures

 Attach your point form notes and a copy of the information located.

Text Selection Details

- ▶ A different kind of text must be used for each search.
- ▶ Text must be somewhat *complex*:
 - It must contain a variety of information.
 - It must be organized in sections.
 - It may require the reader to make *decisions* about where and how to locate information within text.

 Examples: newspaper, magazine, *journal*, child care *manual*, cook book, holiday *brochure*, textbook, workplace material, *reference* book.

	Topics Chosen	Date Completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____


Learner's Signature

Tutor/Instructor's Signature

Assignment 3: *Identify* author's *intended audience*, author's *opinion* and author's purpose.


Assignment Description

- ▶ Select and read a text.
- ▶ Think about the following questions as you read:
 - For whom was the author writing this material?
 - What are the author's beliefs or feelings?
 - Why did the author write this material?
- ▶ Record in point form all of the following which apply:
 - the text used (author, title, publisher, date)
 - the author's intended audience
 - the author's opinion
 - language in text that expresses strong feelings
- ▶ *Refer* to the text to support your *conclusions*.

 Attach your point form notes and if possible, attach a copy of the text you read.

Text Selection

- ▶ A different kind of text must be used for each task.
- ▶ Text should have a minimum of 250 words and at least one text must be over 1000 words.
- ▶ At least one text should include opinion, fact and examples of language that express emotion.

 Examples: ***Non-fiction: short story***, magazine article, newspaper ***editorials, poetry, biography***, history or geography article, work-based, market-research reports.

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


Learner's Signature

Tutor/Instructor's Signature

Assignment 4: Select and *integrate relevant* information from text.

Assignment Details


- ▶ Chose a subject of special interest to you.
- ▶ Search for information, applying the appropriate strategies.
- ▶ Information should be selected from a variety of texts or from several parts of a single text.
- ▶ Make notes on information you find.
- ▶ Organize and integrate your findings.
- ▶ Record in point form the following:
 - the subject of your search
 - the text(s) used (author, title, publisher, date, pages)
 - the relevant information selected in your own words
 - the strategies used to select the information

 Reading Strategies: using background knowledge, scanning, skimming, pre-viewing, also organizational features such as indexes and headings.

 Attach your point form notes.

Selection Details

- ▶ At least one task must use a variety of texts.
- ▶ Texts should be somewhat **complex**:
 - They must contain a variety of information organized in sections.
 - They may require the reader to make **decisions** about where and how to locate information within text.

 Examples: newspapers, magazines, **journals**, manuals, books, **brochures**, workplace materials, reports, Internet, encyclopedias.

Note: This assignment may be used in conjunction with Writing Assignment 5 - research report.

	Topics Chosen	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 5: *Identify characteristics* of a genre.

Assignment Details

- ▶ Select a genre (see examples).
- ▶ Read several different writings from this genre.
- ▶ Record in point form:
 - the genre used
 - the type of language used
 - the type of writing
 - the layout used (paragraph style, *phrases*, chapters, table of contents, verses)
 - the style used
 - the content (expresses fact, *opinion, bias*, feelings, *themes*)
 - the purpose (to instruct, explain, describe, inform, entertain, persuade)

ⓘ Types of Language:	emotive: words that express strong feelings figurative: words that create pictures in your mind literal: words meant to express their exact meaning technical: words <i>specific</i> to a particular subject	
Types of Writing:	descriptive: meant to create a clear picture <i>narrative</i> : storytelling; has <i>plot, characters</i> , setting <i>expository</i> : explanatory, argumentative, comparative	
Types of Styles:	<i>formal</i> : serious, <i>logical</i> , organized <i>informal</i> : not serious, simple in structure, personal	

Attach your point form notes.

Genre Selection Details

- ▶ A different genre must be used for each task.

Examples: *editorials*, short stories, *novels, drama, poetry*, reports, articles (newspaper, magazine, journal), autobiographies, biographies, letters

	Genres Used	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 1: Complete forms.


Assignment Details

- ▶ Select a form.
- ▶ Find and enter the *required* information.
- ▶ Follow any *requirements* on the form (e.g. use upper case letters or abbreviations, circle, check).

 Attach completed forms.

Document Selection Details

- ▶ Use a different form for each task.
- ▶ Forms must be somewhat *complex* (e.g. lengthy, have several sub-sections, or you may have to enter your *responses* in different ways). They may also require *open-ended information*.

 Examples: application forms, accident report forms, income tax returns, work related report forms, consumer research surveys, employment insurance application forms, workers compensation injury forms, *evaluation* forms (from a course or about a product).

	Forms Used	Date Completed
1.		
2.		
3.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 2: Organize materials into a useable, *efficient system*.


Assignment Description

- ▶ Select material that needs to be organized into a system (e.g. numerical, alphabetical, date, type/*category*).
- ▶ Organize material efficiently into a new system.
- ▶ Explain, in writing:
 - how your materials are *currently* organized
 - why you reorganized your materials the way you did
 - how your new system has increased efficiency

 Attach your *explanation* of the system you organized (from above).

Material Selection Details

- ▶ Use different materials for each task.

 Examples: household filing systems (bills, recipes, *warranties*, school records), work records, photo albums, shop tools, portfolio materials, scrapbooks, records/cassettes/CDs/DVDs.

Materials Organized

Date Completed

1. _____

2. _____


Assignment 3: Consult a *reference system* to find information.

Learner's Signature

Tutor/Instructor's Signature

Assignment Details


- ▶ Decide on information you want to find.
- ▶ Select a reference system (see examples).
- ▶ Use the reference system to **conduct two different types of searches**:
 - one requiring a **multiple search** where the information (one or more pieces) is found in different parts of the reference system (e.g. use a community directory to find information about a number of services **available**)
 - one requiring a **consecutive search** where the results of one search generate a **subsequent** search (e.g. use the library system to find **specific** information)
- ▶ Find the **required** information.

 Record in point form:

- the information wanted
- the reference system used
- the steps used to conduct your search
- the information found

Reference System Selection Details

- ▶ Select a different reference system for each task.
- ▶ Use **complex** systems (print or computer) that are organized **alphabetically, numerically**, by colour coding, pictures, groups or **topics**.
- ▶ Systems must have multiple pieces of information organized in sections and contain a fair amount of detail.

 Examples: directories (national postal code, job search, yellow pages), library catalogue system, the Internet, workplace filing system, workplace **manual**, household filing system.

	Sources Used	Type of Search	Date Completed
1.			
2.			

Learner's Signature

Tutor/Instructor's Signature

Assignment 4: Locate *specific* information *embedded* in tables or *schedules*.

Assignment Description

- ▶ Select tables or schedules of interest to you. You must *refer* to at least two tables or schedules in order to find information for each task.
- ▶ Examine/*review* tables or schedules to become *familiar* with them. Think about how the information is:
 - organized and displayed to help you search for information
 - *categorized* and related
- ▶ Read through any information related to the tables or schedules.
- ▶ Show you understand how to use the table or schedule by recording, in point form, several different pieces of information you found.



 Attach tables or schedules used and your point form notes (or your answered questions from teacher/tutor).

Table or Schedule Selection Details

- ▶ For each task, use tables or schedules from a different source.
- ▶ Tables or schedules should be somewhat *complex, requiring cross-referencing* and *multiple* searches.

 Examples: schedules (bus, train or airline), weather information, income tax forms, textbooks, *non-fiction* material, social insurance benefits schedules, price lists, parts lists.

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


Learner's Signature

Tutor/Instructor's Signature

Assignment 5: *Interpret* and *analyze* information in documents such as graphs, charts, diagrams, drawings, blueprints, *schematics*, *thematic maps* or *flowcharts*, with *text*.


Assignment Details

- ▶ Select a document.
- ▶ Read through all of the *textual* and *graphical* information in the document.
- ▶ Answer the following questions briefly in writing:
 - What is the type of document?
 - What is the title of the document?
 - What is the main purpose of the document?
 - What information is conveyed in the textual material?
- ▶ Analyze the non-textual material.
- ▶ Answer in writing, the questions from below that apply:
 - What *trend* is indicated?
 - What *conclusions* can be drawn?
 - What *comparisons* are being made?
 - What do the *various* symbols mean?
- ▶ Explain the *procedure/process*/sequence shown.

 Attach answers to the questions and a copy of the document used.

Document Selection Details

- ▶ Use a different type of document for each task.
- ▶ Each document must contain text or have *accompanying* text in the form of sentences and paragraphs.

 Examples: textbooks, instruction *manuals*, operating manuals (for domestic or work appliances), *brochures* (from government agencies or community services), child care manuals, workplace manuals or *directives*

	Documents Used	Date Completed
1.		
2.		
3.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 1: Use pre-writing *strategies*.


Assignment Details

- ▶ Choose a *topic* to write about.
- ▶ Record ideas about your topic, using one or more pre-writing strategies (see examples).
- ▶ State briefly, in writing, the next step you will take in the *writing process*.
- ▶ Attach a written record of the above.

Note: Pre-writing strategies can be used to help organize ideas for things such as *narratives*, *autobiographical* pieces, *poetry*, workplace or research reports.

Writing Guidelines

- ▶ Use one or more pre-writing strategies for each task.

 Examples: clustering, mapping, webbing, outlining, graphic organizers or other method of organizing your thoughts and ideas.

Pre-writing Plans

Date Completed

1. _____

2. _____

Assignment 2: Convey your ideas, feelings and experiences in written

Learner's Signature

Tutor/Instructor's Signature

form.

Assignment Details

- ▶ Do pre-writing activities for a *topic* of your choice.
- ▶ Write a short paper or a poem about one or more of your ideas, feelings and/or experiences.
- ▶ Consider the following *elements* when editing:
 - content (Are there clear ideas and *relevant* details? Is the form correct?)
 - organization (Is there an effective opening, a *focus* on one idea, a clear order of ideas and good *transition*?)
 - style (Is there an *appropriate* choice of words and an effective arrangement?)
 - mechanics (Is there correct spelling, grammar, punctuation, capitalization and sentence construction?)

 Attach all pre-writing activities and drafts.

Writing Details

- ▶ Correct *format* should be used.
- ▶ Prose writing should be at least 350 words long and written in several paragraphs.

 Examples: personal letter, *biography, autobiography, short story*, contribution to newsletter/paper, *journal, poetry*

Types of Writing Done	Topic	Date Completed
1. _____	_____	_____
2. _____	_____	_____


Assignment 3: Convey information and/or *opinions* in a *specialized format*.

Learner's Signature

Tutor/Instructor's Signature


Assignment Details

- ▶ Do pre-writing activities for a *topic* of your choice.
- ▶ Write about your topic.
- ▶ Include:
 - an *explanation* of the information
 - your opinion(s)
 - conclusion(s)
- ▶ Present factual information *accurately*.
- ▶ Present opinions and *conclusions logically*.
- ▶ Consider the following *elements* when editing:
 - content (Are there clear ideas and *relevant* details? Is the form correct?)
 - organization (Is there an *effective* opening, a *focus* on one idea, a clear order of ideas and good *transition*?)
 - style (Is there an *appropriate* choice of words and an effective arrangement?)
 - mechanics (Is there correct spelling, grammar, punctuation, capitalization and sentence construction?)

 Attach all writing activities and drafts.

Writing Details

- ▶ Each writing should be approximately 250 words.
- ▶ A variety of writing formats must be used.

 Examples: reports (workplace, community), letters to the editor, *formal* letters (cover letters, letters of complaint or concern), lengthy written instructions (assembly/operating instructions, time plans, trip *itinerary*), resumes.

	Format Used	Date Completed
1.		
2.		
3.		


Assignment 4: Write in *essay* form.

Learner's Signature

Tutor/Instructor's Signature

Assignment Details

- ▶ Choose an idea or *issue* to write about (e.g. workplace, legal, educational or social).
- ▶ Do pre-writing activities for your idea or issue.
- ▶ Write an essay.
- ▶ For each essay:
 - *identify* the relationship between the ideas or *issues*
 - support your *position* or *argument* with *relevant evidence*
- ▶ Consider the following *elements* when editing:
 - content (Are there clear ideas and relevant details? Is the form correct?)
 - organization (Is there an *effective* opening, a *focus* on one idea, a clear order of ideas, and good *transition*?)
 - style (Is there an *appropriate* choice of words and an effective arrangement?)
 - mechanics (Is there correct spelling, grammar, punctuation, capitalization and sentence construction?)
- ▶ When referring to outside sources, include author, title, publisher and date.

 Attach all pre-writing activities and drafts.

Writing Requirements

- ▶ Each essay should be 300 - 500 words and follow essay *format*.

i Types: compare and *contrast*, cause and effect, *pro & con arguments*, explaining a *process*, defining a term, character sketch.

	Kinds of Essays	Date Completed
1.		
2.		

Learner's Signature

Tutor/Instructor's Signature

Assignment 5: Write a research report

Assignment Description

Note taking:

- ▶ Pick a **topic** of interest to you. Topics may be about particular people, places, events, products or investments.
- ▶ Gather information on this topic from at least two different sources.
- ▶ Put the gathered information into your own words.



Examples: encyclopedias, textbooks, newspapers, magazines, **non-fiction** material (science or social studies information), workplace materials, the Internet, interview someone for information or attend a community meeting or lecture.

Pre-writing:

- ▶ Organize the information; you may want to use one or more of the pre-writing **strategies** from Writing Assignment 1 to help you.

The Report:

- ▶ Write your research report.
- ▶ When writing your report:
 - indicate the **references** you have used
 - use quotation marks **appropriately**
 - express information **logically** and **coherently**
- ▶ Consider the following **elements** when editing:
 - **content** (Are there clear ideas and **relevant** details? Is the form correct?)
 - **organization** (Is there an **effective** opening, a **focus** on one idea, a clear order of ideas, and good **transition**?)
 - **style** (Is there an **appropriate** choice of words and an effective arrangement?)
 - **mechanics** (Is there correct spelling, grammar, punctuation, capitalization and sentence construction?)



Attach all pre-writing activities and drafts.

Writing Guidelines

- ▶ Each report must be at least 500 words and *refer* to at least two different sources.
- ▶ Include a *bibliography*.
- ▶ *Format*, research sources and research techniques will be *dependent* on the topic.

Title of Research Report

Date Completed

1. _____
2. _____


Learner's Signature

Tutor/Instructor's Signature

Assignment 1: Explain or describe an activity.

Assignment Description

- ▶ Choose an activity that you would like to describe or explain to others.
- ▶ If necessary, organize your information before your **presentation** (e.g. make speaker's notes or organize information from a **media** source).
- ▶ Present the information to others.
- ▶ For each task:
 - provide all necessary information
 - use **visual** aids effectively if **appropriate**
 - check **audience's** understanding at any appropriate moment
 - deal with questions and problems **appropriately**
- ▶ Record what you did in 1 or 2 sentences.

 Examples: explain (what to do on a particular job, how to do household repairs, how to use or repair equipment or how to play a game), describe the expectations at a particular workplace, instruct/teach how to do a craft.

Activity Details

- ▶ The activity you are explaining must be **complex**, involving **multiple** steps.
- ▶ **Presentations** can be **formal** or **informal**, using visual aids if appropriate.
- ▶ One situation must involve making a presentation to several people.
- ▶ One situation must be where the audience is unfamiliar to you.
- ▶ Situations may be **unpredictable**.
- ▶ In one situation you could do this with a partner.

 Attach your record of activity done.

	What kinds of activities did you do?	Date Completed
1.		
2.		
3.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 2: Find, select and use information from *oral sources* to solve a problem or support a *case*.


Assignment Details

- ▶ Get information from someone that can be used to solve a problem you are having or to help you support a case.
- ▶ Select *relevant* information.
- ▶ Organize information from a *media* source or take notes, if appropriate.
- ▶ Present support for the case or the solution to the problem orally to your tutor.

 Examples: listen to a lecture, find out about local jobs or training opportunities, get *competitive quotes* for a service or product, talk to a child's teacher about concerns, find out about a store's refund policy, speak to employment insurance agents about a claim, get information about daycare *subsidies*.

Assignment Requirements

- ▶ Find *appropriate* sources for your purpose.
- ▶ Get information orally in:
 - one situation where the person providing the information is unfamiliar to you
 - one situation where some of the information is unfamiliar to you
 - one situation where you *obtain* the information from more than one source

 Attach a brief written record of what you did.

	Activities	Date Completed
1.		
2.		
3.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 3: Exchange information and *opinions* in a group


Assignment Details

- ▶ Choose a ***topic*** of interest to you.
- ▶ Get together with other people and have a discussion about this topic.
- ▶ During the discussion, ***ensure*** that you:
 - make a ***relevant*** contribution to the conversation
 - make requests and ask questions to obtain information or clarification
 - listen to others and use appropriate phrases for interruption
 - apply strategies for listening and speaking with care when exchanging opinions and judgements
- ▶ After the discussion, make point form notes about the discussion and your contributions.

 Examples: meeting with other learners (to ***review*** progress or to discuss future plans), discussing a work plan, discussing career options, ***participating*** in group discussions around a topic of interest.

Discussion Details

- ▶ Topics should be ***familiar*** and known in advance of the discussion.
- ▶ A variety of exchanges must take place.
- ▶ Groups should be between 3 to 5 people.

 Attach your point form notes.

	Kinds of Exchanges	Date Completed
1.		
2.		
3.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 4: Report your *analysis* of an advertisement.

Assignment Details

- ▶ Choose an advertisement to *analyze*.
- ▶ **Identify:**
 - the *media* used
 - the product or service being advertised
 - the targeted audience/market
 - the persuasive techniques used to *convince* the buyer such as:
 - language, print, colours, symbols, *images*, background music, voice tone, body language, connections, traditions, appeal to *senses* and *values*
 - the factual information and that which is *opinion*
- ▶ Make brief notes and orally report your analysis.

 Examples: advertisements on television, radio, the Internet, displays, billboards, in newspapers and magazines or home demonstrations.

Advertisement Details

- ▶ Use a different media source for each analysis.

 Attach your notes and a copy of your advertisement when possible.

	Media	Date Completed
1.		
2.		
3.		


Learner's Signature

Tutor/Instructor's Signature

Assignment 5: Present and support your *opinion* on a *topic*.


Assignment Details

- ▶ Choose a topic about which you have an opinion.
- ▶ Orally present your opinion, with supporting points, or point with several sub-points.
- ▶ Speak clearly and confidently in a way which suits the situation.
- ▶ Present information and ideas in a logical sequence.
- ▶ Record:
 - the topic
 - your opinion
 - supporting points for your opinion
 - the person who listened
- ▶ Your opinion must be supported by several points or one point with several sub-points.

 Examples: support or reject changes (in working conditions, in arrangements at your local social group, in a learning program or in an *association*), support your opinion on current events or *controversial issues* (gun control, smoking, gambling, seatbelt legislation, driver’s licence regulations, Sunday shopping).

Presentation Details

- ▶ The topic should be *familiar* to you.
- ▶ The person you are talking to may be unfamiliar.
- ▶ There may be some risk involved.

 Attach your record from above.

	Activities	Date Completed
1.		
2.		

Learner’s Signature

Tutor/Instructor’s Signature

<i>accompanying</i>	going with or found with (e.g. The essay had accompanying charts and diagrams.)
<i>accurately</i>	correctly, exactly right
<i>alphabetically</i>	in the order of the alphabet
<i>analysis/analyze</i>	to take apart and look at carefully in order to understand
<i>appropriate/ appropriately</i>	the right thing at the right time, suitable (e.g. Wear appropriate clothing for church.)
<i>argument</i>	a talk between people with different ideas
<i>association</i>	a group of people who join or work together for a special reason
<i>audience</i>	all of the people who are reading, watching or listening to something (e.g. a speaker, book, film, play, concert or television)
<i>autobiographical/ autobiography</i>	a book or shorter writing that a person has written about his/her own life
<i>available</i>	ready for you to use, to have or to see (e.g. The doctor is available to see you this afternoon.)
<i>bias</i>	someone's preference or favourite (e.g. I am biased toward our home team.)
<i>bibliography</i>	a list of books a person has used to write a paper
<i>biography</i>	a story a person writes about another person's life
<i>brochure</i>	a thin booklet or sheet with information (e.g. information on things such as Autopac rates, hydro, banking and health)
<i>case</i>	your point of view or argument for or against something (e.g. Because his accident was caused by a speeding car, he was able to make a good case for lowering the speed limit.)
<i>categorize/ category</i>	to group, arrange, organize something (e.g. categorize your bills - put your bills into categories such as car, house and insurance)
<i>characters</i>	people in a novel, play, etc.
<i>character sketch</i>	a description of a person in a story, novel, play, etc. (eg. what sort of person they are); a description of a character's personality, distinctive qualities or traits)
<i>characteristics</i>	the details that describe a person or thing
<i>coherently</i>	clearly understandable
<i>comparison/</i>	seeing or understanding how things are the same or different

<i>contrast</i>	(e.g. We made a comparison of prices in three different shops.)
<i>competitive quotes</i>	getting prices of services or products to compare them (e.g. You will want to get many competitive quotes on car prices before you buy one.)
<i>complex</i>	difficult to understand because it has a lot of parts (e.g. a complex math problem)
<i>conclusions</i>	what you believe or decide after thinking carefully (e.g. We came to the conclusion that it was best to buy a car instead of a truck.)
<i>conduct</i>	to carry out or perform a task (e.g. The police conducted an investigation of the accident.)
<i>consecutive</i>	one after another
<i>contrast</i>	see “comparison”
<i>controversial</i>	strong opinions or feelings about something (e.g. Whether or not to allow smoking in public areas is controversial.)
<i>convey</i>	express or communicate your idea or meaning
<i>convince</i>	make somebody believe something (I convinced him not to drink and drive.)
<i>cross- referencing</i>	going from one part of a document to another to find information
<i>currently</i>	something that is happening right now (e.g. We are currently planning a learner’s conference.)
<i>decisions</i>	choices made after thinking about something (e.g. I must make a decision about which car to buy.)
<i>dependent</i>	decided by; influenced by (e.g. The cost is dependent on the number of people in the group.)
<i>directives</i>	an explanation of how to do something (e.g. Companies often have directives about rules that employees must follow.)
<i>drama</i>	a story that you watch in a theatre or on television, or listen to on the radio; something written to be performed by actors (e.g. The drama presented by the students will be on Friday night.)
<i>editorial</i>	an explanatory writing used in newspapers and magazines to discuss current news events and to express one’s opinion
<i>effective</i>	works well (e.g. Riding a bicycle is an effective way of keeping

	fit.)
<i>efficient</i>	works well and in the best way
<i>elements</i>	smaller parts making up something bigger (e.g. The elements of a good story include an interesting plot and characters.)
<i>embedded</i>	surrounded with other distracting information (e.g. The answer you need is embedded in the list of numbers.)
<i>ensure</i>	make certain; guarantee (e.g. Please ensure that the lights are switched off before you leave.)
<i>essay</i>	a multi-paragraph piece of writing about a subject that follows a particular format (e.g. Our teacher asked us to write an essay about our favourite childhood memory.)
<i>evaluation</i>	judging something
<i>evidence</i>	that which makes you believe something (e.g. The police searched the room looking for fingerprints, so they could be used as evidence that he committed the crime.)
<i>explanation</i>	information that helps you understand something (e.g. He gave an explanation on how to use the computer.)
<i>expository</i>	informative writing (e.g. explaining a process, defining a term, comparing and contrasting)
<i>factual</i>	has happened or is true (e.g. Since he saw the accident, he was able to give the police a factual account.)
<i>familiar</i>	to know about a person or a thing (e.g. I am familiar with how to change a flat tire.)
<i>flowcharts</i>	drawings showing the order of something (e.g. They made a flowchart to show the production process for making cars.)
<i>focus</i>	to concentrate on or pay attention to something (e.g. Focus on the good things in life.)
<i>formal</i>	way of acting or writing in important or serious situations possibly with people you do not know very well
<i>format</i>	how something is set up; how something looks; layout (e.g. Write your letter using a business letter format.)
<i>genre</i>	a type of written work that can be identified by how it looks (what the format is) and what the purpose is
<i>graphical</i>	a picture that represents numbers, amounts, etc. (e.g. line graph, bar graph, pie chart)

<i>identify</i>	to be able to pick out someone or something (e.g. You need to identify who committed the crime.)
<i>images</i>	pictures in people's minds of something (e.g. The words in a poem help create images in your mind.)
<i>informal</i>	way of acting or writing when it is a friendly easy situation possibly with people you know
<i>integrate</i>	to join or combine information to create a main idea
<i>interpret</i>	figuring something out by changing it to another form (e.g. I need to use a French/English dictionary to interpret what French people are saying.)
<i>intended</i>	planned for
<i>issue</i>	a subject that is important to some people (e.g. Pollution is a serious issue.)
<i>itinerary</i>	a plan or schedule to follow (e.g. They had an itinerary when they went on their holiday which told them where their tour would be going each day.)
<i>journal</i>	a book or magazine about one special thing with information in time order or entered at different times (e.g. I kept a journal of everything I did on my holiday.)
<i>logical/logically</i>	thinking through or writing in an orderly sensible way
<i>manual</i>	a book that tells you how to do something (e.g. I need the manual to learn the features of my stove.)
<i>media</i>	television, radio, magazines, newspapers, etc. (e.g. We learn about the world from the media.)
<i>mentally</i>	in your mind (e.g. Solve the math problem mentally, not on paper.)
<i>multiple</i>	more than one (e.g. There are multiple reasons for driving safely.)
<i>narrative</i>	a story, tale or legend; meant to entertain or inform
<i>non-fiction</i>	writings that are true (e.g. The book about the Prime Minister is non-fiction.)
<i>novel</i>	a fictional book that tells a story about people and things (e.g. "Anne of Green Gables" is a famous Canadian novel.)

<i>numerically</i>	in the order of numbers (e.g. 1, 2, 3, 4...)
<i>obtain</i>	to get
<i>open-ended information</i>	when you must provide your own information in phrases, sentences or paragraphs
<i>opinion</i>	what you think about something (e.g. It is my opinion that smoking should be banned.)
<i>oral sources</i>	person or people providing information by speaking
<i>participating</i>	being involved in something with other people (e.g. He participated in the conversation.)
<i>persuasive techniques</i>	things done to convince someone (e.g. Advertisers use persuasive techniques to try to get you to buy their products.)
<i>phrases</i>	a group of words used together usually as part of a sentence (e.g. First of all . . .)
<i>plot</i>	the main events in a play, novel, film, etc.
<i>poetry</i>	poems; writings usually with short lines that have rhythm and may have rhyme; has language that affects your emotions and imagination
<i>position</i>	your point of view or opinion about a topic (e.g. What is your position on allowing smoking in public places?)
<i>presentation</i>	a talk given to an audience (e.g. The ambulance driver gave a short presentation on how to do CPR.)
<i>pro & con</i>	the two sides of an issue; the arguments in favour of something and the arguments against the same thing (e.g. What are the pros and cons of using seatbelts?)
<i>procedure</i>	the steps you follow to do something (e.g. What is the procedure for changing a flat tire?)
<i>process</i>	a number of actions, one after another, for doing or making something (e.g. He explained the process for building a boat.)
<i>refer</i>	to direct someone's attention to another person or thing (e.g. Please refer to your owner's manual if you are having problems with your car.)
<i>reference</i>	a source that you use to get information
<i>relevant</i>	connected with what you are talking or writing about (e.g. If the information you found is relevant, add it to your essay.)

<i>reorganized</i>	having grouped or arranged something differently (e.g. Once the children are finished playing, the room will have to be reorganized.)
<i>required</i>	needed; necessary (e.g. You are required to fill out your EI forms every two weeks.)
<i>requirements</i>	something that you need (e.g. You must meet the requirements in order to join the club.)
<i>responses</i>	answers to somebody or something (e.g. Fill in your responses on the questionnaire.)
<i>review</i>	to look over or study something carefully (e.g. He reviewed his notes before he wrote the test.)
<i>schedule</i>	a timetable for something (e.g. Look at the bus schedule to find out when the next bus is coming.)
<i>schematics</i>	a drawing of something that shows how something works (e.g. Use a schematic drawing of the car engine to see how gas makes it work.)
<i>senses</i>	the ability to see, hear, smell, taste or touch
<i>sequence</i>	the order of something, one after another (e.g. What was the sequence of events leading up to the fire?)
<i>short story</i>	a fictional writing, usually longer than an essay but shorter than a book
<i>specialized</i>	know a lot about one special thing (e.g. This doctor specialized in delivering babies.)
<i>specific</i>	very clear, certain, exact, something particular (e.g. He wanted a specific brand of oil for his car.)
<i>strategies</i>	plans or ways to do something
<i>subsequent</i>	coming after or following (e.g. You didn't find the answer on the first page, but subsequent pages provided it.)
<i>subsidies</i>	money given to people for a special reason, often from government (e.g. Farmers receive subsidies from the government to help them with the costs of farming.)
<i>system</i>	a group of things or parts that are organized to work together
<i>text</i>	the words in a book, newspaper, magazine or on a computer, television etc. (e.g. This book has a lot of pictures, but not much

	text.)
<i>textual</i>	containing the written word
<i>thematic maps</i>	maps that show unobserved things (e.g. weather, vegetation, population)
<i>theme</i>	main idea, subject (e.g. The theme of the book was that children need positive influences in their lives.)
<i>topic</i>	what you talk, learn or write about (e.g. The topic of the discussion was football.)
<i>transition</i>	change (e.g. It was a big transition for him when he got married.)
<i>trend</i>	a pattern or movement over time (e.g. The current trend is toward smaller families.)
<i>unpredictable</i>	unable to predict or know what will happen (e.g. The weather has been very unpredictable.)
<i>values</i>	things that are important to people (e.g. His strong religious values prevent him from gambling.)
<i>various</i>	several (e.g. The store had various kinds of ice cream.)
<i>visual</i>	can be seen (e.g. Painting and the cinema are visual arts.)
<i>warranties</i>	guarantees (e.g. The store will give you a warranty for your stereo, so if something goes wrong, they will fix it.)
<i>writing process</i>	a series of steps used when writing; including thinking, planning, organizing, comparing, editing and evaluating

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

Reading

Reading words

- Use what you know about roots, foreign roots, prefixes and suffixes to read new words.
- Use dictionaries, glossaries or reference material to find the meaning of unfamiliar words.
- Understand the concept of a simile, idiom and metaphor.
- Understand that word choice conveys style (formal, informal).

Reading sentences

- Understand that different kinds of sentences have different effects.
- Decide if the sentences a writer is using are suitable for a particular audience and purpose.
- Understand how writers use different kinds of sentences in order to persuade or convince the reader.

Reading comprehension

- Identify author's purpose and intended audience, basing opinions on evidence from the text, including form, structure, style and vocabulary.
- Write summaries.
- Understand how character and setting are created, and how plot, narrative structure and themes are developed in a piece of fiction.
- In fiction, recognize the differences between author, narrator and character.
- Adapt reading methods and reading rate to your purpose for reading, topic and difficulty of text. Explain the methods you used, and why you used them.
- State an opinion about a text, using the text to support your opinion.
- Read "between the lines" to make inferences and draw conclusions about a text, giving evidence from the text to support your ideas.
- Gather information about a topic from a variety of sources, comparing, contrasting and integrating the information collected.
- Use organizational features (headings, index, contents) and systems (reference systems, Internet) to locate texts and information.
- Know the characteristics of different kinds of writing (genres), considering language, form, style and content.

- Read texts critically by asking and answering the following questions:
 - Is the author stating a fact or an opinion?
 - Is this information up-to-date and reliable?
 - Is this the right text for my purpose?
 - What is the author's point of view, and does the text reveal the author's bias?
 - Is this text well written?
 - Is the author's argument effective and well stated?
 - What meanings are revealed by the author's choice of vocabulary, tone, style and form?
 - What evidence has the author included or deliberately left out in order to convince the reader?

Document Use

Understanding documents

- Preview the document to see:
 - how the information is displayed and organized,
 - what categories are used, and
 - what methods you should use for finding the information you need.
- Identify the purpose and intended audience of the document.
- Relate information in text to that in graphics.
- Notice trends, make comparisons and draw conclusions from documents.
- Consider the reasons for trends in the data.
- Evaluate a document to see if it is suitable for its intended purpose and audience.
- Use reference systems to find information and information sources.
- Find information in two and three-dimensional drawings such as blueprints, projections, cross-sections, schematics, and exploded drawings.

Completing documents

- Understand the structure of a form, and decide if it is suitable for its intended purpose and audience.
- Complete forms that require you to code information before you enter it on the form.
- Use information from one section of the form in another section. Tax returns are one example of recycling information in this way.
- Make decisions about how to complete the form when the information does not fit the categories on the form.
- Write clear, concise and complete answers to open-ended questions, such as those on job applications.

Generating documents

- Design a document or an organizational system so that the required information can be easily located and new information can be entered as needed.

Writing

Use of writing process

- Adapt your use of the writing process to a particular writing assignment.
- Develop logical arguments and provide relevant evidence to support your opinions.
- Use form, language and style that are right for your intended audience and purpose.
- Organize your writing clearly and logically so that it is easy for the reader to follow and understand your ideas.
- Write effective openings that introduce your main idea and draw the reader into the text.
- Provide good transitions between sections of the text.
- Select, clarify and narrow a topic for research and writing.
- Locate appropriate oral, text and media sources of information related to a topic.
- Gather and record information, using a variety of sources and recording your sources of information.
- Assess your information to make sure that it is relevant to your topic, up-to-date and comes from reliable sources.
- Review and evaluate your own writing, discuss what you have written, and pinpoint areas that need improvement.

Punctuation

- Correctly use the following kinds of punctuation: end marks, commas, quotation marks, colons, semicolons and dashes.

Grammar

- Use sentence variety to enhance your writing style.
- Know when and where to use active and passive verb forms.
- Understand how conjunctions can be used to organize an argument.
- Understand and use complex sentences, clauses, phrases and connectives.

Word focus: Spelling

- Use tools and strategies to produce texts with accurate spelling.
- Understand the relevance of word families, roots and origins of words.

Handwriting and presentation

- Present final drafts using layout, presentation and organization that:
 - are suitable for a particular audience and purpose, and
 - support the message you are communicating.

Vocabulary and word choice

- Demonstrate the use of a rich vocabulary and make effective word choices.
- Understand the difference between denotation and connotation, and choose words for both accuracy and emotional impact.

Oral Communication

Listening

- Adapt your listening strategies to your purpose for listening. (Some purposes include listening for the gist, main idea, details, and/or to instructions).
- Be a critical listener by answering the following questions about what you hear:
 - Is the speaker stating a fact or an opinion?
 - Is the information up-to-date?
 - Is the speaker a knowledgeable and reliable source of information about the topic?
 - Does the speaker support opinions with logical argument and adequate support?
- Notice and understand what is being communicated by the speaker's body language and way of speaking.

Speaking

- Explain personal viewpoints in a clear and meaningful way.
- Use the right amount of evidence to support your viewpoints, while still maintaining the interest of your audience.
- Develop ideas and express them in a logical sequence that is easy for the audience to follow and understand.
- Distinguish facts from opinions when providing information and expressing opinions.
- Keep an audience's/listener's attention by varying your tone of voice and using physical stance and gestures.
- Notice and understand what is being communicated by your body language and way of speaking.
- Know and use strategies to make sure that the listener has understood what was said, and say things in a different way if the listener has not understood you.
- Express positive and negative feelings and opinions in ways that are suitable for the situation and that respect the feelings and opinions of others.

Discussing

- Contribute to the discussion in a way that suits the audience, purpose and situation.
- Stick to the topic and relate your comments to what was said before.
- Use polite ways of interrupting or creating an opportunity to speak.
- Show that you are interested in what others have to say.
- Respond to people with whom you disagree by:
 - disagreeing politely,
 - recognizing that others have the right to disagree,
 - considering the feelings of others,
 - allowing the discussion to move forward, and
 - respecting everyone's right to speak.
- Respond to new information or understanding by:
 - comparing your own opinions and understanding with those of others,
 - integrating new understanding into previous viewpoints, and
 - reconsidering and revising initial understanding in light of new information.
- Notice and understand what feelings and messages are communicated by your body language and way of speaking during the discussion.
- Adjust your non-verbal communication so that it matches the message you want to communicate.
- Know and use strategies to keep the discussion on track or to move it forward, such as summarizing what has been said, developing points or focusing on the purpose of the discussion.
- Take on various group roles, including chair, scribe, and spokesperson.