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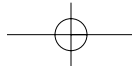


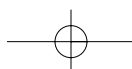
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The Facilitators Guide

Acknowledgments

The Facilitators Guide

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The Steering Committee has brought both enthusiasm and useful critique and guidance to this project. Their support has truly made this Guide valuable across Canada.

We would also like to thank the many literacy practitioners who provided feedback and recommendations through the many versions of this Guide. They provided hours of voluntary work to this effort. Finally, we would like to dedicate this Guide to all those hard working literacy learners... the reason we are all working in this field.

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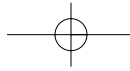


Introduction:

Purpose of the Guide

This Facilitator Guide has been developed to help literacy practitioners, instructors, tutors, and interested others more effectively work with the Stages of Literacy and Learning Certificate framework as developed by the Province of Manitoba. These Stages of Literacy and Learning (referred to as the “Stages” throughout this document) are described in detail throughout this Facilitator Guide. There are three Stages. The stages are to accompany the learner manuals called “Records of Achievement”. These can be obtained for free in English and French from the Adult Learning and Literacy branch, Advanced Education and Training, Province of Manitoba.

(1-800-282-8069 ext. 8247 or 204-945-8247) or email: literacy@gov.mb.ca. (website: <http://www.edu.gov.mb.ca/aet/all/publications/Stages/stages.htm>)



This Guide intends to provide information and teaching ideas and resources for integrating information from the Essential Skill Profiles as developed by Human Resources Development Canada with the Stages framework. The Essential Skills web site provides many resources for literacy practitioners. More can be found at (<http://www15.hrdc-drhc.gc.ca>).

Why focus on Essential Skills?

Many students in community-based literacy programs have employment goals or employment readiness goals. In Manitoba, program statistics indicate that over 60 % of students enrolled in community-based programs have employment related goals. Most programs have generic employment readiness materials. However, they often do not have access to the specific occupational information which could help students target their own literacy development with specific jobs in mind. This Guide will provide a resource for that specific development.

At the same time, the Guide will integrate the “complexity scales” used when developing the Essential Skill Profiles. Our intention is to give literacy practitioners many examples and ideas so they get comfortable with the complexity scales in relation to their students and their programs.

Overview of the Guide

The Guide is broken into sections which provide information for practitioners, facilitators, and instructors. Most sections provide specific detail for interacting with the Stages. However, we hope that practitioners working in other settings and with other criteria for successful learning can use the sections for teaching and learning ideas.

Section One:

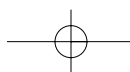
Background to the Stages of Literacy and Learning

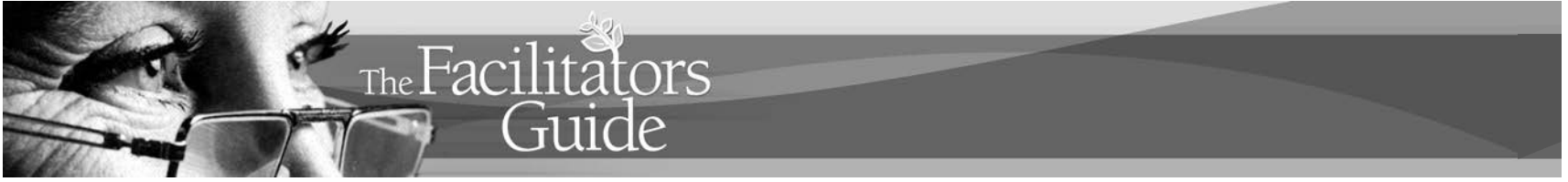
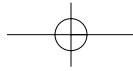
Part one of this section of the Guide provides a background and history to the development and current use of the Stages in Manitoba literacy programs. Part Two provides some overall suggestions for applying general ‘best practice principles’ to adult literacy teaching and learning.

Section Two:

Essential Skill Profiles

Section Two provides an introduction to the Essential Skill Profiles and the Human Resources Development Canada (HRDC) website. Practitioners can use the guidelines in this chapter for learning how to download information from this website.





Section Three:

Introduction to the Stages of Literacy and Learning

This section gives both an over-view of the Stages of Literacy and Learning as well as:

- General information about how to use the Stages.
- Some ideas about information to collect in initial interviews and early working sessions with literacy learners.
- An introduction to the Learner Profiles for each Stage.

These profiles are composites of “typical” adult literacy students. Facilitators will find specific examples for merging the Stages and the Essential Skill Profile information

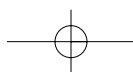
- Finally, Section Three provides an overview of the assessment process for both learner and practitioner.

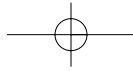
Section Four:

Bringing it all Together

This section is divided into three parts that correspond to each of the three Stages. Each part gives information about each stage including:

- About the Stages: general teaching ideas for each stage
- Learner Profiles: an introduction to the Learner Profiles for that stage
- Facilitating Learning: a chart to integrate activities, strategies and skills
- Criteria for Assessment: a chart that provides details for assessment ■





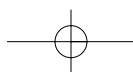
Section One:

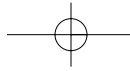
Part I

Background to the Development of the Stages of Learning

Manitoba Community-based Literacy Programming

In Manitoba, adult literacy programming is learner-centred. Curriculum is developed through individual goal setting. A learning program is therefore not driven by fixed outcomes. The learner, in collaboration with tutors and literacy instructors, determines outcomes. At the same time, literacy programs are not organized on grade levels (like school learning). Rather, students are identified through informal assessment at a level commensurate with the International Adult Literacy Survey scales. This means that an individual learner enters a literacy program, meets with a coordinator or instructor who informally assesses the learner, and together they decide on the current competence of the learner.





Adult literacy programming is delivered through community-based programs that receive provincial grants for part-time programming. About 2,500 learners receive literacy instruction throughout the province. Not all learners are involved working on the Stages, although most programs use the generic tasks and outcomes to develop learning goals and lessons with students.

Background to the development of the Stages.

The community-based, learner centred model of adult literacy programming has been in existence in Manitoba since 1988. After several years, both students and instructors were somewhat frustrated because there was no formal recognition of progress. In some cases, students with low literacy levels would need to be in a program for several years in order to emerge ready to cope with complex reading, writing and math tasks and activities. Therefore, the Adult Learning and Literacy branch (at that time known as the Manitoba Literacy Office) developed a portfolio approach to recognize learning. The purpose of the portfolio approach was to allow individual students the chance to integrate authentic literacy tasks and activities (such as reading a driver's manual, recipe books, magazines, etc.) into their learning programs.

The Basic Skills Agency in Great Britain has designed a similar learner portfolio system to provide their students with recognition of learning. With their permission, the Adult Learning and Literacy branch developed three Stages of Learning options for students.

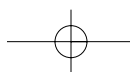
In 1992, this portfolio approach was formalized as the Certificates in Literacy and Learning (Stages One, Two, and Three). They have become informally referred to as the "Stages." Each stage is divided into various "Assignments" which build on skills and competencies. A learner is expected to verify competence over several months and in various occasions. Competence is verified by both the student and a tutor, instructor or teacher.

Once a Stage is completed, a coordinator from the Adult Learning and Literacy branch reviews the portfolio process and interviews the students. If competence is sufficiently demonstrated, then the student receives a Certificate in Literacy and Learning which recognizes the accomplishment for that Stage of Learning.

Originally, the complexity levels were equated with the statistical survey developed by Statistics Canada in the early 1990s. In 2001, Pembina Valley Learning Centre, in partnership with the Manitoba provincial government, revised the Stages in order to align them with the Essential Skill Profiles. The most recent version (2002) reflects that research. The Stages are now aligned with the International Adult Literacy Survey and the Essential Skills Profile complexity scales.

What is the purpose of the Stages?

The purpose of the Stages is to enable students to reach milestones of achievement in a reasonable time. Students who attend a program





part time should be able to complete a Stage usually over a period of three to nine months (depending on how often they attend). Students who attend more frequently may complete a Stage in the shorter time period. Once students have completed a Stage, they can be encouraged to move on to the next Stage. Many adult learners appreciate the chance to work towards an achievement goal. The Stages certificates allow them to achieve progress and to receive recognition for that progress.

Practitioners should expect to spend the majority of time teaching skills and knowledge which will help the learner build competence. Once competence and skills have been acquired, then assessment takes place. Sometimes learners may start some Assignments at a lower Stage in order to gain confidence. However, once that confidence has been gained, practitioners should encourage learners to tackle the more complex tasks appropriate for their abilities. For example, you might choose to put a learner in some Stage Two activities even though you think they are essentially performing at Stage Three. But, you would want to move that student into the Stage Three certificate as soon as he or she indicated improved performance levels.

What do the Stages lead to?

In Manitoba completion of the Stage Three Certificate can get recognition in the Mature Student High School Diploma for up to two optional/elective credits out of the required eight credits for graduation. If a student's goals are to get his/her "grade 12" then working on the Stages may be particularly appropriate. Not all learners are required to complete the

Stages certification. Even so, practitioners may find that some personal and practical literacy goals (such as getting a driver's license) can be used towards credits for Assignments. Some literacy programs have all their learners working towards gaining their Certification, others only use the portfolio approach to help students assess and manage their progress

Equivalence of the Stages to other learning levels.

Although Manitoba programs do not use grade levels, some programs in other provinces do. Therefore, we are providing information for those audiences. These are rough estimates and should not be considered hard and fast rules.

In general, the complexity levels of the Stages equate to approximate basic education levels in the following way:

STAGE ONE
Exit level approximately
Grade 3/4

STAGE TWO
Exit level approximately
Grade 6/7

STAGE THREE
Exit level approximately
Grade 9/10

These rough estimates are based on readability levels of materials targeted at the Stages. Thus, if readability levels for reading material score at a Grade 5, this would be appropriate for the mid-Stage Two learner. Material scoring at a Grade 8 would be appropriate for a Stage Three learner.



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We should point out that many readers can cope with more complex reading material than their comfortable reading level if the material is particularly interesting, or they are very familiar with it. So, practitioners should be guided more by what is interesting to learners than a strict adherence to readability levels.

Equivalence to the Essential Skills Complexity Scales.

The Stages are now aligned very well with the Essential Skills complexity levels. (See Section X for more details on the Essential Skill Profiles.) For example, activities referred to as needed for Level 2 in the Essential Skill profiles are appropriate for doing with a Stage Two learner.

Relationship to Prior Learning Assessment.

The Certificate is not a recognition of prior learning. Rather it is intended as a means of recognizing an individual's development over time. However, some learners may be able to bring their prior learning to many of the assignments. Some assignments may prove easier to do because learners can apply their experience to these tasks.

Even so, many programs now have formal ways to recognize learning acquired outside of school, college or formal learning situations. Therefore, all students should be encouraged to explore their learning styles, and life and work experiences to determine whether that learning could be recognized for formal credit.

Sometimes learners would like to gain prior learning assessment for their learning, so they

can demonstrate competence for a previous Stage. Tutors and practitioners should contact their literacy coordinator (or program manager) for more information on how to develop a PLAR assessment approach for the Stages.

Effectiveness of the Stages.

Many literacy practitioners are hesitant to introduce the Stages because they do not know how their learners will react. Those practitioners using the Stages confess, "Learners love it." Some-times learning the Stages 'system' can be confusing or overwhelming for practitioners or learners. However, those practitioners presently using the Stages believe that it is a rich learning experience, and so practitioners should be encouraged to persist.

New skills for Practitioners.

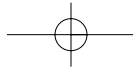
Some practitioners may learn new concepts of Assessment and Criteria for Assessment. Most literacy practitioners are used to talking with learners about their general rate of progress. However, they may be inexperienced in providing specific evaluations on progress. The Stages of Literacy and Learning have been developed so that learners are assessed on the quality of their portfolios before they can move on to new assignments and tasks. Thus, the Criteria for Assessment section may be a new learning experience for practitioners and learners alike. It is important that literacy practitioners undertake the assessment process, as just that a process. They should work with their learners so that both of them have a good idea about the breath and depth of learning needed to successfully complete the Assignments in the Stages.



Section One: Part II

Adult Learning Principles and Practice

In all educational practices, we have found it useful to compare our practice with the theory or philosophy of education, which provides a foundation for that practice. This section of the Guide is intended primarily to help new or less experienced literacy practitioners get a sense of what principles might be underpinning their practice. More experienced practitioners might use it as a comparison with their own practice or experience. The principles are based on principles of adult education (Maceracher, 1994), adult literacy (Millar, 1999), and adult secondary school (Millar, 2003; Tessier, 2002). The principles suggested here could be the beginning of professional development discussions around the relationship of theory to practice. Readers will find that the terms “adult educator” and “literacy practitioner” are virtually interchangeable.



Principle I:

Respect for the learner as an adult.

Adult literacy learners feel that respect for the learner, as an adult is absolutely critical for literacy practitioners. When asked why their programs are satisfactory to them, adult learners invariably respond, “They treat you like an adult.” Treating you like an adult includes respectful interactions, responding appropriately to questions, and demonstrating a caring attitude.



Adult educators understand that many literacy adult learners come with past negative experiences of school or anxieties about returning to learning. They are sensitive to these needs and deal delicately with concerns or problems. At the same time, adults have opinions and experiences and are quite often willing to challenge the educator or to ask what seems like provocative questions. The educator needs to recognize the adult as a learner and respect that learner as an equal.

Interacting on an adult-to-adult basis.

Adult learners want respectful interactions; they want to be treated in a straightforward manner. They resent literacy practitioners who are condescending to them or dismiss their opinions as unimportant or irrelevant. At the same time, good adult educators recognize that adult learners have different issues impacting on their learning than adolescents or children do.

Adult learners, when asked what keeps them attentive in class, almost universally refer to their own responsibilities as learners. They believe that it is their role to learn and the literacy practitioner’s role to teach. Motivation is their responsibility, although the literacy practitioner’s enthusiasm often keeps them attached and attentive.

Adult learners may put it in their own words with statements like, “My own power and my own wanting” or “I try to focus on what she’s saying.” Adult learners feel it is their





responsibility to pay attention, to stay focused, to learn the information being passed on. Adult learners do not want to shift the burden of learning to others or make them responsible for their success. They are there because they want to be.

No shaming or blaming!

Many adult learners have had negative school experiences. In their experience, teachers have shamed and blamed them for mistakes, difficulties, perceived inattention, absences, etc. Adults are fearful that these experiences will be replicated in adult literacy and learning centres.

Good literacy practitioners work hard to make sure adult learners are not embarrassed or upset when learning gets difficult or challenging. They offer a range of interaction possibilities (responding in class, with peers, in groups, after class, etc). Literacy practitioners don't put adult learners on the spot or reveal confidentialities.

Demonstrate caring and personal attention.

Adult learners expect respect and look for a relationship with the literacy practitioner. Adult learners want literacy practitioners who realistically support their learning, who provide second chances but don't put pressure on adult learners. It is important that the literacy practitioner develop a personal, interactive relationship with each adult learner.

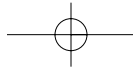
Listening and responding to questions.

For many adults, returning to school is a big risk. They have been ignored, rebuffed, and even rebuked in the past. So, they need to feel like they have a voice, that their opinions matter, that the literacy practitioner respects those opinions. They also need to feel that a lack of knowledge does not translate to a lack of intelligence. Good adult educators are patient and analyze the learning needs of their adult learners. They listen to questions, treat them seriously, and never dismiss questions as unworthy of attention.

Adult learners also feel it is important to acknowledge the range of learning styles within a group. They contend that learners need the pace of learning varied depending on the material and the goals of the learning.

Provide encouragement to learners.

Good practitioners give authentic encouragement to adult learners. Adult learners don't want phony encouragement, so instructors need to provide hard data for them to compare past performances with current performance. Demonstrating progress by comparing performance or work done earlier in the year is a valuable reference point.



Principle II:

The Learning environment / atmosphere is safe and comfortable.

Universally, good adult educators recognize that a safe and comfortable atmosphere is important for successful learning. Literacy practitioners of adults are sensitive to the anxieties of adults returning to learning. Literacy practitioners have a range of strategies for putting adult learners at ease. Some use humour, others ask how adult learners are feeling, others make sure that all adult learners are included in discussions.

Adult Learners feel they can take risks.

Most educators agree that unless you can take risks in learning, you probably won't learn. So, how do good literacy practitioners encourage risk taking? Most of them feel that by demonstrating their own weaknesses and imperfections, learners will realize that learning means taking risks. Good literacy practitioners do not expect themselves to be experts in everything. They can demonstrate good learning strategies by sharing their own weaknesses and past failures. They can even model this for learners by sharing their own difficulties and shortcomings.

Adult learners feel others are friendly.

In order to feel comfortable, adult learners need to feel they belong and that others want

them to be there. They expect people to smile and talk. Adult learners may make specific friends within the group or they just feel the atmosphere is friendly. Too often in the past their experience with education was distancing or distressing. Friendliness helps them overcome these fears.

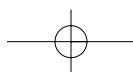
Adult learners feel they are missed if they are not present.

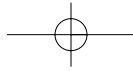
Although this point is linked to the expectation that literacy practitioners should demonstrate caring and personal attention to adult learners, it is unique in that attendance is often a problem for adult learners. At the same time, adult learners want literacy practitioners to follow up with them if they have not been coming to class. They expect adult educators to go the extra mile, to be concerned about their attendance, to want them to be there.

Learning is collaborative and cooperative, Not competitive.

Many adult learners with negative school experiences remember competing with other adult learners. They feel frustrated with keeping at a certain "group" pace, and they dislike the competitive nature of "schooling."

Adult learners do not expect the literacy practitioner to do everything. They recognize the value in helping one another and in supporting the goals of individuals.





Principle III:

Adult educators give clear instructions and expectations. Adult educators are well prepared.

Both adult educators and adult learners assume that well prepared lessons are important to help them learn. Strategies may include reviewing the agenda of the lesson, showing how these link to the adult learners' goals, and giving expectations of how far the

Adult educators explain new concepts in plain language.

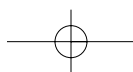
Good literacy practitioners have a repertoire of ways to explain new concepts or strategies in plain language. They make the topic accessible to the learners without talking down to them or treating them as if they were stupid.

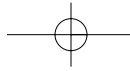
It isn't saying the same thing three times, but the same thing three different ways. Literacy practitioners use stories, analogies, and other devices to facilitate understanding. They re-frame a concept within the learning experience of adult learners and attempt to help



adult learner will go that day. It is true that due to irregular attendance, planned lessons often need to be abandoned. None-the-less, preparation for learning activities and how these link to outcomes is essential.

them integrate these concepts within their current world view or conceptual framework. They can break down the learning into smaller pieces. They try to present it to adult learners in learnable "chunks."





Adult educators maintain consistent deadlines.

Adult learners want to know when things are due and the details and expectations of an assignment. So, determining appropriate deadlines and expectations for performance is important. At the same time, they need flexibility on the part of the literacy practitioner.

Principle IV:

Personal qualities of the adult educator.

Adult educators have a sense of humour and are patient. Good literacy practitioners joke with adult learners and integrate this into the culture of the program. However, the humour must be very gentle and often self-directed. Literacy practitioners should be careful not to use sarcasm or belittling of adult learners to make a joke. Mostly literacy practitioners are able to laugh at themselves and to share their own humanity and human frailties. Adult educators teach because they like it.

Adult educators possess a variety of strategies and techniques for explaining new information.

Adult learners appreciate a variety of approaches and strategies for teaching new information. Some instructors give mini-lectures in order to review material. However,

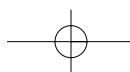
these lectures should not cover the entire class time and should be interspersed with questions from adult learners or chances to interact about a problem or issue. Literacy practitioners also provide handouts and/or use overheads or flip chart outlines to review material. They encourage adult learners to link new information with prior knowledge. In meta-cognitive terms, these literacy practitioners provide scaffolding in order for adult learners to learn new vocabulary, new concepts, or new data. They experiment with a variety of ways to model new learning.

Adult educators make things interesting.

Good adult educators, not only have skills to explain things, but they vary lessons and lesson plans so that things are continually interesting for adult learners. In practice, literacy practitioners are “edu-tainers.” This means they are good presenters, talk clearly, use humour to make the information accessible, and maintain excellent eye contact with adult learners. They ask questions which are interactive and not gauged to make adult learners uncomfortable. By making the lesson interesting, literacy practitioners enable adult learners to stay focused and increase attention.

Adult educators make good use of time.

Adult learners want learning time to be focused and useful. They don't want their time wasted, and they don't want to spend time learning information that won't help them achieve their goals. Good literacy





practitioners recognize that adult learners can choose not to be in class. They understand that adult learners are making a commitment to learning on their “own time.” Thus, the literacy practitioner has an obligation to make sure that class or instructional time is well spent.

Adult educators are “warm demanders”.

Past experiences for many adult learners is that teachers didn't ask enough of them. Teachers didn't care whether they did well or not. Warm demanders have expectations of adult learners. They demonstrate caring and understanding, but also set appropriate boundaries and outcomes. Adult learners feel the role of the literacy practitioner may be to prod them, guide them, and challenge them. Adult learners want mentors, not authoritarian disciplinarians. They realize that they want a supporter who will challenge and push them when they need it. They discriminate between being pushed and being supported.

Principle V:

Adult learners have time to interact with one another
Adult learners are encouraged to work in groups.

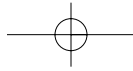
Adult learners want to be able to interact with one another. Although they appreciate individual attention, they also feel having to interact with peers provides them with a chance to integrate new learning. It helps

digest new information. For literacy programs that emphasize one-to-one tutoring, this is particularly useful information. It means that programs may need to construct learning situations where adult learners are able to interact with one another to cement their new learning experiences.

Adult learners appreciate literacy practitioners who pace the dissemination of information. Adult learners need time to put the concepts into their own internal learning contexts. They can do this by talking with other adult learners, by explaining and discussing with one another, and by distilling what remains puzzling or confusing.

Adult learners work together and encourage one another

Adult learners self report that membership in a learning group is an important aspect of their learning. Mixed age groups are important, especially groups which do not have an overabundance of adolescents. Adult learners appreciated the chance to work together and exchange ideas, opinions, understandings, and so on. Many adult learners feel more comfortable questioning other adult learners rather than the literacy practitioner. By working in groups, they can confirm learning, identify gaps, and clarify new language and concepts. This allows for a less stressful learning environment and avoids putting adult learners in the spotlight.



Principle VI:

Expectations are flexible.

Most adult learners want flexibility in the delivery of literacy programs. Too often, in their educational backgrounds, adult learners found teachers and administrators to be rigid and without compassion. Although adult learners wanted literacy practitioners to have expectations of them, they also wanted flexibility. Therefore, planned activities, planned timetables, planned schedules may need to be abandoned if new problems or concerns emerge. Good literacy practitioners expect the unexpected and are prepared to accommodate new needs and new challenges.

Good literacy practitioners understand that adult learners are adults and come to class with all the external pressures and demands, including family, jobs, children, partners and other obligations.

Literacy practitioners are sympathetic with problems and concerns that adults may have. They are sensitive to family and work obligations and they respect the realities of adult learners' lives. So, they are willing to make allowances whenever possible because they know "what actually happens in real life."

So, although literacy practitioners have expectations, they also acknowledge that the lives of adults are complex, sometimes distressing, and often impact on their ability to persist in learning.

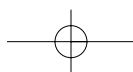
Principle VII:

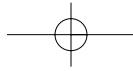
Everyone is an individual. Noticing individual needs and individual differences

It is important for adult learners that they be recognized as individuals, not just a number. Many adult learners felt that when they were in school, teachers did not notice them. They felt as if they were anonymous cogs in a system. Adult literacy learners feel that good practitioners notice individual differences and make time for them, especially in group settings. Individualizing strategies might include conducting a personal needs assessment, occasional one-to-one tutoring, or varying the pace in the classroom to suit individual differences. Good adult educators do not expect all adult learners will perform at the same level or at the same pace.

Therefore, different adult learners should get different support and guidance depending on individual needs. At the same time, adult learners do not expect literacy practitioners to do everything. Learners expect that they have responsibilities to learn and to help others. Even so, good literacy practitioners notice when adult learners are struggling and provide extra supports and specific help with those struggling adult learners.

Good adult educators also recognize the different needs of adult learners who have been out of school for some time. They are sensitive to adult learners with a range of skills.





Learning skills are taught and given practice

Obviously, literacy practitioners tend to conceive of themselves as “in the business” of teaching essential skills. They facilitate and enable the development of reading, writing, math, and computing skills. However, in the process of teaching those essential skills, practitioners may not share “how to learn.” So, adult learners may not automatically transfer learning from one situation to another. Therefore, many adult learners need explicit strategy teaching including memorizing strategies, reading comprehension strategies, spelling strategies, and so on.

Different approaches may be needed for second language speakers who are struggling to understand not only language, but cultural expectations as well.

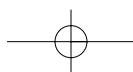
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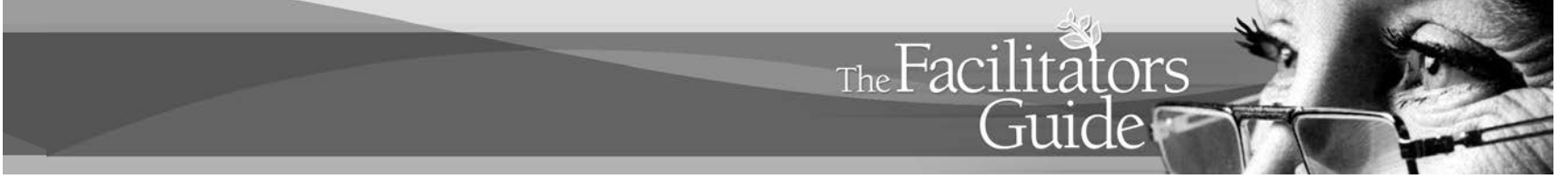
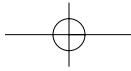
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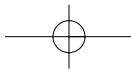
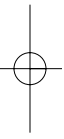
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Notes

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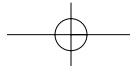




Section Two: Essential Skills. Occupation Profiles

What are the Essential Skills Occupational Profiles?

The Essential Skills Occupational Profiles are a database of occupational areas. The Essential Skills are listed and described for each occupation in the database. The descriptions of Essential Skills in this database identify how the Essential Skills are used in the occupation, from basic use to complex use. There are approximately 180 occupational profiles currently listed and available on the Human Resources Development Canada Essential Skills web site. These profiles describe how the essential skills are used in various occupations. Most are based on 3,000 interviews with workers from across Canada conducted by Human Resource Development Canada's (HRDC) Human Resources Partnerships Directorate. Other profiles are based on national occupational standards research.



The profiles cover all jobs in the National Occupational Classification (also referred to as the NOC codes) that require secondary education or less. A small, but growing number of higher-skill occupations are also included.

One hundred and fifty (150) of these profiles refer to occupations that can be entered with a high school diploma or less. The remaining profiles describe occupations that require study beyond high school.

Each Occupational Profile has an Introduction that briefly describes the occupation. The occupation is identified according to its NOC (National Occupational Classification) code. The most important Essential Skills are identified for each occupation

Navigating the Essential Skills Website

It is highly recommended that practitioners become familiar with the Essential Skills web site and learn how to navigate through it. The following are some directions to make that easier.

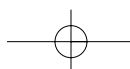
1. Click on “ **Internet Explorer** ” to launch an Internet browser.
2. In the address bar located in the top area of the window, type: <http://www15.hrdc-drhc.gc.ca> and click enter.
3. Click the English link to enter the English version of the Website.

Finding Essential Skills Profiles

1. To find the Essential Skills Profiles you click “ **Essential Skills Profiles** ” link in the left column navigation.



2. Scroll down and click on the hyperlink labeled “ **List of all profiles** ”
3. You now can browse through the list of profiles. To view more information on a particular profile, click “ **View Entire Profile** ” for that selection.





How do the Manitoba Stages of Learning align with the Essential Skills?

In 2000, the Pembina Valley Learning Centre Research & Innovation Team completed an important research project. Entitled “Alignment of Manitoba Stages with National Standards “, the research was able to match a significant number of tasks with the complexity levels within the Essential Skills Profiles. The results of their research showed the activities and assignments for the Manitoba Stages of Learning align very well for Stage Two and Three and moderately well for Stage One.

Essential Skills Complexity Scales

The Essential Skills project developed a complexity scale (from 1-5) for each sub-task included. Each Occupational Profile shows the range of complexities demonstrated by workers across Canada. So, for example, some jobs might have a complexity scale of (2) for Document Use, but a complexity scale of(1) for writing. Throughout this Guide we offer pointers for how to access the Essential Skill Profiles and how to link the information from the profiles to your learners’ goals and expectations.

Example:

In this Guide we have developed six sample learner profiles (2 at each of the 3 Stages) that will serve as models for working with the Essential Skills Profiles. Let’s look at one of those profiles to show you how to navigate the Essential Skill Profile information.

Alice Beginning Stage 2 Manitoba Literacy

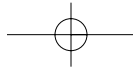
Alice is 40 and a single mother with one child. She comes from a rural community and would like to become an airline ticket agent. She is currently working as a Hotel Front Desk clerk.

Navigating the Profiles on the Essential Skills Website

- Go back to the Essential Skill Profiles page.
- Click on All profiles.
- Cursor down to Hotel Front Desk Clerks (NOC 6435).
- Click on View the Entire Profile.

You will see that this page brings up information for Hotel Front Desk Clerks about all the Essential Skills needed in that job. Since Alice is already working as a Hotel Front Desk Clerk we might use some of the tasks listed to build her confidence as a learner.

- Go back to the All Profiles page of the web site.
- Now cursor down to Airline Sales and Service Agents (NOC 6433).
- Click on View the Entire Profile



learner's own employment related goals while the learner is progressing within the Manitoba Stages of Literacy. In addition, the learner will develop relevant employment knowledge and skills at the same time.

The focus of this Guide is on Reading Text, Document Use, Writing and Oral Communications. The following chapters will provide an in-depth look at these Essential Skills. However, many literacy and adult learning programs provide activities and instruction which covers many of the other Essential Skills.

Navigating to find the Authentic Workplace Materials

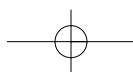
A Collection of Authentic Workplace Materials: the world of workplace learning

This collection of documents gathered during the interviews with workers provides a look inside a variety of workplaces to see how skills such as reading, document use and writing are actually used on the job. Tips for using these and other authentic documents in classroom learning activities are also included. We have referenced many of these materials in the Using the Stages section of this Guide.

Now you will see information about the tasks and activities in reading, document use, writing and oral communications that Alice will need to be able to do if she wants to work as a ticket agent. These tasks and activities can also help her get her Stage Two Certificate.

You can navigate the Profile information in this way for any occupation on the list. This can help you determine tasks and activities to do with learners who have similar occupational or career goals.

The intention of this Guide project is that the Essential Skills Profiles information be used to guide both the facilitator and the learner in selection of materials in order to complete the assignments within the Manitoba Stages of Literacy. Selection of meaningful learning materials can be made on the basis of the





1. Go to the Essential Skills Web Page.

2. In the left hand column you can see Authentic Workplace Materials.

3. Click on it.

If you scroll down you will see Materials listed by Occupation, NOC code or Type of Material.

If you click on the Type of Material, you will see a number of different types of authentic materials to use with a number of students. You may download these documents and use them as part of the Assignment for many students.

Essential Skills not covered by the Manitoba Stages of Learning

Computer Skills

Many programs have access to computers and are providing basic computer training for their learners. Computers are an important part of working and living daily in the 21st century and many adults recognize the value of them.

Although computer skills are not required to complete the Manitoba Certificates in Literacy and Learning, it is highly recommended that all programs teach students the basic skills in keyboarding and word processing. For Stage Two and Three learners an introduction to spreadsheets would also be beneficial. Many of the Assignments for writing and document use in the Stages could be easily completed on computers. It is not necessary to wait until students are fluent readers and writers to introduce

them to the computer. Many non-readers and writers can still use the computer to practice literacy skills. In addition, many web sites are user friendly for people with low literacy skills. Becoming computer literate is part of adult education practice, and adults are also proud of acquiring new computer skills.

Working with Others

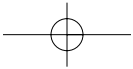
In most workplaces today, people are expected to work in teams, participate in meetings and discussions, and collaborate on a number of work issues. The ability to work together on assignments and in projects can help learners build confidence and competence in these skills. In addition, many literacy learners feel comfortable working with peers in learning groups.

Numeracy

A separate certificate for Numeracy has been available as a pilot. This can be obtained from the Adult Learning and Literacy branch.

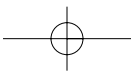
Thinking Skills

Under each occupational profile you can find the kinds of decision-making, problem solving, planning, and trouble shooting skills expected in those jobs. These activities are often part of the curriculum in adult education and are embedded in many of the Assignments of the Stages of Learning. However, practitioners may want to make some of these expectations clear to learners and use them as discussion points or as the basis for some developmental writing activities. If adults have these skills, they are likely not to just get jobs, but to keep them.



Notes

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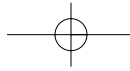




Section Three: Learners and the Stages of Learning Certificate

General Overview

The purpose of this Guide is to provide support to facilitators who are helping adults work towards their Certificates in Literacy and Learning. The Stages of Learning Certificate is a guided portfolio for learners to collect, document and report on their progress in skills and knowledge in reading, document use, writing and oral communications. Even if learners do not complete the Stages, the portfolio can help pinpoint areas of development. At the same time, learners are encouraged to use the Stages has a circular way of learning. Learners can tackle different Assignments in different orders. For example, they may want to fill in forms (Document Use) before they start the reading assignments.



Ask your tutor or instructor to review this with you.

Assignment Map:

Section Title
Certificate Stage number

Assignment number and title
Assignment Description

Describes what you need to do for the assignment
Find the meaning of bold & italicized words and phrases in the Glossary

Describes the material you can use for the assignment
More information to help complete the assignment

List your work here
Describes the work to include in your Portfolio

Materials you can use for the assignment

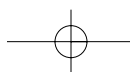
Write the date you completed the assignment

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

iv

The Stages are not intended to be a set curriculum that measures sequential teaching and learning. A set curriculum provides teachers with lesson plans and distinct markers of progress for all learners. Because of the variety of goals and personal needs that learners have, the portfolio approach allows the facilitator

and learner to negotiate the curriculum together. The learning curriculum is built which includes building skills and learning strategies for improving reading and writing practices. Learner activities are developed by practitioners which meet these varied learning options and needs. At the same time, programs out-





side of Manitoba that work from a set curriculum could also use the Stages outcomes as a parallel system to their own form of accreditation. So, learners could emerge with a portfolio linked to curriculum outcomes as well as the grades or evaluations for success within those programs.

Navigating the Learner “Record of Achievement” manual

Each learner manual has a description of the assignments and information about criteria for assessment and conditions for completing the assignments. We would encourage you to use the Assignment Map provided in the Learner Manual to discuss the organization of the portfolio system. The rest of the information in this chapter of the Guide will help you discuss the assignments with your learner.

The Assignment Map looks like the diagram on page 29:

Gathering background: Initial Assessment

When students enter a literacy program, they should be given an Initial Assessment.

The main value of informal assessment (versus formal testing) is that this is a less invasive, more learner friendly method for identifying strengths and weaknesses in a learner. Adults who have been away from schooling for some time usually have negative feelings about tests and testing. Informal diagnosis

and assessment puts them at ease while allowing the instructor to determine appropriate learning levels.

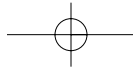
If you are a volunteer or a new instructor, you may not have conducted the initial assessment of your learner. However, you should try to obtain the information collected in the initial assessment, so that you can begin to build appropriate activities and lessons with and for your learner.

Resources for Initial Assessment

The following are potential sources of diagnostic information for tutors, instructors and facilitators in adult literacy programs.

- Canadian Adult Reading Assessment (CARA)
- Informal Reading Inventories (IRI)
- Creative Assessment, Adult Learning and Literacy
- Close procedure and informal reading assessments
- Reading and writing interview formats

Some programs use formal reading tests such as the TABE (Test of Adult Basic Education) and the CAAT (Canadian Adult Achievement Test). However, these instruments do not easily provide diagnostic information about the reading



“ I just want to get a sense of where you’re at.” — SANDY F.

abilities of the learner. Other intake assessment could include having a student write a short passage on a non-threatening topic such as “Why do you want to return to learning?” Or “What’s your favourite TV show and why do you like it?”

The program coordinator will also collect other background information such as education and work background. This information should be available to the tutor in order to develop appropriate goals and lessons with students.

Setting career and learning goals

As part of the initial assessment literacy practitioners need to know learner goals and educational background. Students may have a range of attitudes towards schooling and school history. These attitudes can affect how anxious they are about returning to learning. At the same time, practitioners need to spend time with learners identifying career and personal learning goals. Even if these goals change over a period of instruction, they can help focus learning activities on practical outcomes. The Essential Skill Profiles are especially useful for focusing activities on occupational goals.

This Guide will provide tutors and practi-

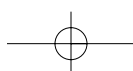
tioners with a range of ways to integrate the exploration of career and workplace goals into the learning programs of adult learners.

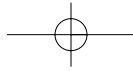
Placing the Learner in the Stages

We would highly suggest that new practitioners familiarize themselves with the Stages through this Guide and also the Record of Achievements (or learner manuals). You will then get a good idea of the complexity of skill needed to complete each Stage. Many students demonstrate a range of abilities and skills. For example, one student may be reading at Stage Three, but only able to write at Stage Two. Another may have Stage Three oral competence, but only Stage One reading.

Experience from literacy workers in Manitoba suggests that it is preferable to place a student in a more comfortable level initially. For example, a student who is probably a Stage Three reader, but is a weak writer might start at Stage Two. Instructional approaches would emphasize writing development. Once writing skills are built up, then that student would quickly progress to working on the Stage Three Certificate.

The important consideration is that learners continue to be challenged to produce new learning. At the same time, they are being





supported to develop new skills. So, as soon as students appear to be moving on quickly, then tutors and teachers should encourage them to tackle new tasks and activities.

General Guidelines for facilitating learning

Community-based literacy programs have been developed with the concepts that literacy work will not be like school. Therefore, we

it should include specific, concrete and practical activities and outcomes relevant to the lives of adult learners. Certainly learners need to practice their skills, but generally the emphasis in facilitation should be on providing a stimulus for developing reading and writing activities. The facilitator's role is to encourage, stimulate, support, and motivate learning. If the curriculum is interesting, adults will need very little more to develop new skills.

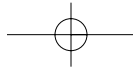


want to reduce the practices of schooling that are particularly unhelpful for the creation of active, dynamic learning. Adult learners rarely need drill and practice in the classroom. This can be achieved through homework or skill development activities outside of the program hours. Since practitioners and learners are creating the curriculum together,

Group Work

Many learners find that working in groups enables them to refine their goals and also provides a vibrant venue for learning new skills and strategies. For example, teaching spelling in groups allows learners the opportunity to share approaches and strategies for learning





new words. In this way, learners develop an appreciation that “there is more than one way to skin a cat.” Too often, adults believe that their negative memories of school include a “right” way to learn.

Individualizing instruction versus one-to-one tutoring

All learners need to feel instruction is individualized. However, facilitators can individualize learning within a group. As long as each learner feels her/his goals and aims are being met, then group instruction is a comfortable way to teach a variety of activities

Helping the learner work towards success

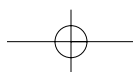
Learners will need support and encouragement to complete all the Assignments. It will be up to the facilitator to keep learners on track with learning that is linked to the skills and outcomes for the Assignments. Practitioners with experience in working with the Stages confirm that learners like the assessment process linked to the Stages and appreciate the structure of the portfolio to help them evaluate their own progress.

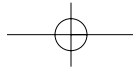
So, practitioners should be confident that the Stages portfolios do help learners identify

“ I’m not testing or grading you.”
— SANDY F.

and skill and strategy development. For example, all Stages of learners can be exposed to stimulus materials for writing development. However, a Stage One learner might only be expected to write a short paragraph. A Stage Three learner might be expected to write a short essay. Both can participate in group pre-writing activities, brainstorming, and responses to the stimulus. Learners can benefit from sharing ideas, verbalizing their understanding of new concepts, and listening to others.

authentic routes to learning. The Stages are meaningful and relevant for adult learners.





Learner Profiles

Adult Learners come to literacy and basic education for a variety of reasons. They may want to increase their employment opportunities or to gain entry into other educational

or training programs. They may also have personal needs such as getting a driver's license or helping their children with homework. Some older learners never went to school at all and literacy programs provide them with the opportunity to learn what they never had a chance to learn before.





The Facilitators Guide

In this Guide we will introduce a number of learner profiles as examples and “case studies” to provide practical models for using the Stages. These profiles are composites but are based on experiences of real literacy learners and adult literacy programs. We will use these profiles throughout the Guide, so you may want to familiarize yourself with them if you are learning more about the Stages.

More information on each profile is provided in the Sections of the Guide dedicated to each Stage.

Stage I—Profiles

■ Joe

Joe is 22 years old and is currently working as a busser in a restaurant in Winnipeg. Joe comes from a reserve in the north of Manitoba. He went to school infrequently as a youngster. Joe is bilingual in English and Cree, but he needs language development. Joe wants to get his drivers license, so he can apply for other jobs. Joe is familiar with the alphabet and can find his way around Winnipeg by staying in familiar territory.

■ Maria

Maria is a 32 year old mother of two. She is an immigrant from Portugal with only a few years education. She has been in Winnipeg for 12 years. She currently works as a cleaner in a hospital. Maria’s spoken English is quite good, although she is unfamiliar with some vocabulary. She would like to read and write well enough to become a nurse’s aide.

Stage II—Profiles

■ Alice

Alice is 40 and a single mother with one child. She comes from a rural community. As a child she frequently missed school because of family problems. She finally dropped out in Grade 6. She has held a number of part-time jobs which demanded low level reading and writing skills. She is currently working as a Hotel Front Desk clerk, but she would like to become an airline ticket agent. Alice can usually cope with the reading and writing skills on her job, but sometimes she needs help. However, she is pleasant and outgoing and often gets her co-workers to help her with complex reading and writing tasks.

■ Sam

Sam works in a Day Care Centre as an Early Childhood Educator 1. Sam is 30 and has had a history of learning difficulties. However, his Day Care Centre would like to send him to formal training, once he upgrades his skills. Sam has held a number of jobs in construction and as a labourer. He really likes working with children and feels that with help he may be able to get his certification. Sam is a slow reader with severe spelling difficulties.

Stage III Profiles

■ Vera

Vera is a mother with three children. She is 35 years old and would like to get her high school diploma. Her kids are all in school



and she would like to help them more with school work. She dropped out of school in Grade 8. Vera has a lot of experience in volunteer work. She has been on several church committees and has been a coach for her daughter's soccer team. Vera volunteers for the Pan Am games and feels she would like to become a Special Events Coordinator.

■ Les

Les is a 45 year old man who has worked for 20 years for a large manufacturing company as a shipper and receiver. He recently was laid off because of the economic downturn. Les dropped out in Grade 9, but he has a number of excellent mechanical skills. He has worked on cars and engines on his own for many years and would like to complete his high school and become a mechanic. However, he will need to up-grade his writing skills before he can tackle Grade 11 English and math courses.

Focus for learning and development

The Stages offer both students and practitioners the chance to evaluate progress over time in a number of target areas. So, literacy practitioners should expect to spend time providing teaching and learning strategies for students entering each Stage. This means that you should be organizing lessons which integrate the outcomes of the Stages with specific skills needed. You should also expect to teach the activities, strategies and skills for Assignments over the course of several months before students are ready to be assessed.

The Stages are ordered in relation to the overarching skill development student need in order to meet the expectations for completion of the Certificate. A Skills Checklist at the back of the booklet accompanies each Stage of Learning. These checklists can provide helpful markers for literacy practitioners and students to determine readiness for assessment.

Each Stage assesses learners in the following categories:

- Reading Text
- Document Use
- Writing
- Oral Communication

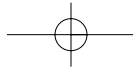
The requirements for completion increase in complexity with each Stage.

General teaching ideas for the categories

Reading Text

Each Stage asks students to develop reading skills with an emphasis on reading comprehension. Some of the assignments emphasize the demonstration of these skills. However, literacy practitioners may need to teach a variety of strategies so that learners feel confident they have acquired the competencies for that stage.

Many practitioners feel that beginning readers (or those with reading difficulties) need to learn only decoding skills. All practitioners and learners need to remember that the purpose of reading is to make sense of what we read. So, even with beginner readers we need



to help them make inferences from text and to use context and other cues to make meaning. Although some readers may need skill building activities which emphasize decoding skills, all readers need to develop comprehension strategies.

Document Use

We need to interact with documents in our everyday world. Document reading includes being able to read and gain information from tables, schedules, charts, and graphs. Many literacy learners come to programs because they need to fill out forms. Forms include application forms, social assistance forms, travel forms, etc. Sometimes document use includes being able to interpret symbols and use pictures to inform. Workplaces expect individuals to read performance charts, work cards, and short reports. Many workers are expected to keep inventories and read lists.

Writing

Learners must explore a variety of different kinds of writing (genre) in order to develop as citizens, life-long learners, and workers. Writing activities at Stage One introduce a range of skills and knowledge that become increasingly complex as they move through the Stages. Writers must be able to generate a variety of texts depending on purpose and audience. They must be able to self-correct their writing and develop a sense of critique. They must be able to write practical information fluently and confidently.

Many learners come to programs wanting to learn to spell, because they perceive that

good writers can spell correctly. So, developmental writing must include more than learning to spell words. We need to emphasize that the only purpose in learning to spell is in order to write something.

Oral Communications

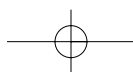
Many adults feel that the most progress they make in literacy programming is in the area of oral communications. They learn to speak more assertively and confidently. Adult learners themselves realize the value of improving oral communication skills. They want to become more adept at speaking publicly, making a verbal case, and getting information over the telephone and in person. Workplaces expect people to interact in groups, to make presentations, and to work effectively with others. Learners want to be able to express opinions and support their views for both workplace and personal development.



Facilitating learning: Working with the Stages

Reading the Charts

In the following chapters to this Guide, you will find information that helps you develop teaching and learning activities, tasks and outcomes. We have developed charts which link the Learner Profiles to the Assignments and their outcomes. We also have included some ideas for where you can find teaching resources.





These charts provide information about a range of teaching ideas and skill development for learners. As literacy practitioners, we need to discriminate between activities, materials, scrambling sentences or word cards, you might read aloud together (choral read) published stories. You might go on the Internet to find additional resources.

“ I ’m a little nervous but have made it this far. I ’m sure I can keep going. ” — ALICE L.

strategies and skills. Too often we provide a learning activity and expect that the implicit strategies and skills are learned. It is important that learners become conscious of the differences in these categories.

We have developed these categories to help you focus your teaching and clarify learning as you and your learners move towards readiness for assessment. You may wish to use this section as a referral source when ‘reading the charts.’



Activities: What did I do with my learner?

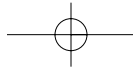
Activities are what you do to help the learner gain skills and knowledge in order to complete the assignment. You may develop a range of activities so that the learner can achieve these things. For example, in order to teach Stage One learners about reading text you might do several language experience stories, develop word recognition skills through

Materials: What did I use to teach the lesson?

Materials are the resources that you use to do the activity. Additional resources are listed in the Resources chapter of this Guide. As examples you might use newspapers, printed books and materials, word cards, spelling lists, etc. The more authentic the materials you use, the more relevant these will be for your learner. Various materials might include reading and writing materials from the workplace, letters from the school, materials from voluntary activities or community interactions. Learners should be encouraged to bring things they want to learn to read and write to the instructional session.

Strategies: How did my student learn it?

Strategies are specific ways of learning. For example, memorizing strategies are important in learning word recognition and



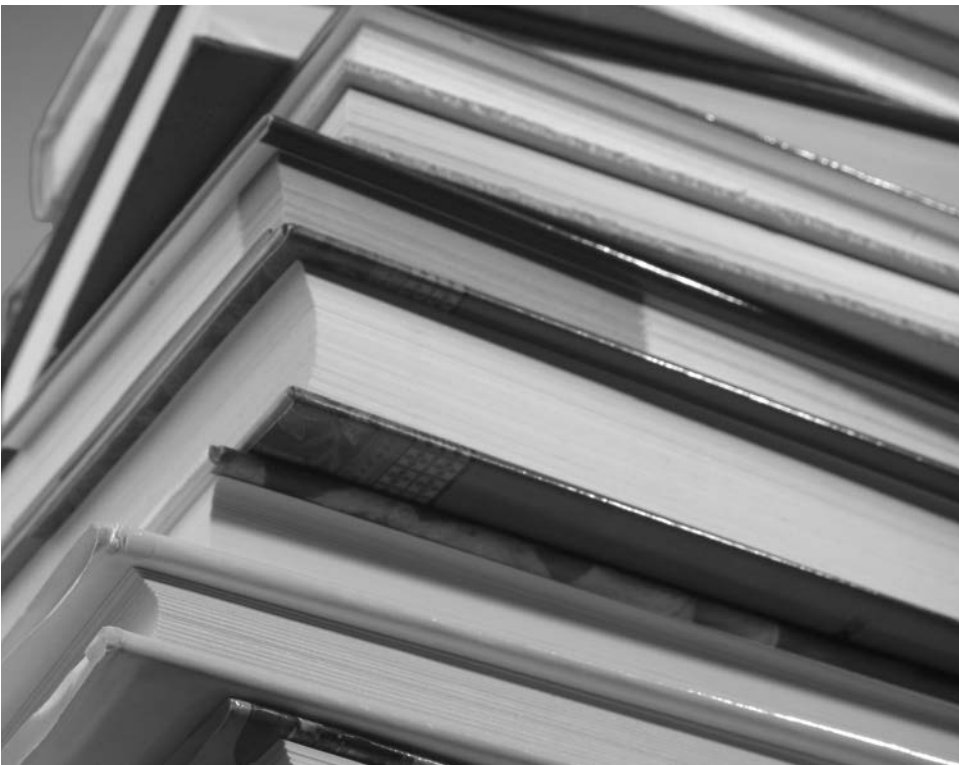
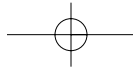
spelling skills. Comprehension strategies may be used with Stage Two and Stage Three learners. Literacy practitioners may also teach strategies to help learners “unlearn” material or revise notions of how people learn. It is important that literacy practitioners explain the strategies clearly. Very often learners do not know how they have learned a skill or activity. At the end of each lesson, learners should be

able to tell the practitioner how they learned the material.

Skills: What did my student learn?

In order for students to successfully complete the assignments for the Stages, they need to develop skills and knowledge relevant to

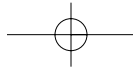




those assignments. At the end of each Stage booklet is a listing of the skills needed to complete the Stages. Students should be able to consciously self-assess their competence against these skill lists. After each lesson, learners should be able to explain the skill they have been working on. This should encompass learner evaluation after each lesson. Once learners have successfully achieved competence in the skills and strategies for each Assignment, they will be ready to be formally assessed for credit towards their Certificate.

This Section of the Guide provides you with examples of how to integrate Essential Skills Profiles and occupational information into the Manitoba Stages of Literacy. A profile of a learner is discussed at the beginning of each of the charts to correspond with the Stage Level. We have provided two examples at each Stage. We have broken the information into several columns. These include Activities, Materials, Teaching Resources, Learning Strategies and Skills. If you read across each column you can get an idea of the information included in each.



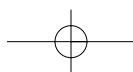


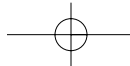
Examples

In the following sections, we provide examples of our six profiles of learners and what you might do to develop activities with them. We also give some ideas of where to find resources to teach strategies and skills so that learners can accomplish the assignments. You will see that each assignment links to the assignment in the Learner's Manual. We have then suggested materials and activities linked to employment or occupational goals. We have also provided information about the kinds of strategies you may need to teach for learners to improve their learning. Finally, the column for Exit Abilities is also linked to the outcomes listed in the back of each Record of Achievement (Learner's Manual).

We suggest that the strategies and skills columns can help you clarify with learners how each activity is linked to their learning goals.

With each learner profile we present some additional information from the Essential Skills Profiles web site. We encourage all tutors and learners to visit the web site. (See Chapter 2 of this Guide for more on Essential Skills.) If we look at the Essential Skills Profile for (Insert Learner Employment Goal), we find some examples of job tasks listed with a complexity skill level number in parentheses. These numbers have been compared to the Manitoba Stages of Literacy and their corresponding assignments.





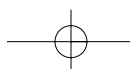
Example:

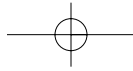
MANITOBA LITERACY STAGE 1 – EXPLANATION

Abbreviation Key:

RT Reading Text	ACC Assessment Criteria
ROA Record of Achievement (Stages Manual)	W Writing
DU Document Use	OC Oral Communication

		ACTIVITIES WHAT YOU NEED TO DO	MATERIALS	WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
SKILL	ASSIGNMENT #	ASSIGNMENT/OUTCOME ROA	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	** SEE AWM WEBSITE FOR ACTUAL SAMPLE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	EXIT ABILITIES ROA
RT	1	Find detail in text	In this column, you will find tasks that have corresponding complexity level (see above) with Manitoba Stage Level.	Always encourage learners to find own materials, usually of high interest.	The Resources Section of this Guide provides books, web sites, and other resources for teaching and learning ideas.	This column provides you with ideas for learning strategies. Many students use unsuccessful strategies for learning new material.	At the back of the Record of Achievement for each Stage you will find a list of skills. Learners can use this checklist to determine whether they have sufficient skills and knowledge to complete the assignment.
	2	Re-tell what you have read					
	3	Understand the meaning of text					
DU	1	Read signs & labels	Activities in this column are linked to the current employment or the employment goals of the learner	Each profile has examples which might come from that learner's personal life.	This column is an easy reference to those resources. Web sites that are particularly useful for a specific Assignment are also indicated.	You may need to teach these strategies to them. Learning strategies need to be made explicit to the learner. Then, the learner can transfer these strategies to new learning situations.	In this section of the Guide, you can see the specific skills which will be needed for each Assignment.
	2	Read and follow instructions					
	3	Plan a trip using maps					
	4	Get information from tables and graphs					
	5	Read and fill out simple forms					
	6	Use reference books to find information					
W	1	Write simple lists	These activities are merely beginning ideas. Many more activities would need to be provided for the learner to be ready for assessment	There may be other examples from the workplace, community or home that can be used.		You will find more ideas for teaching and learning strategies in the Resource section of this Guide.	
	2	Write short notes, memos, and other messages					
	3	Write journals, logs and friendly letters					
	4	Write about ideas and experiences					
OC	1	Have a conversation with one person					
	2	Give information to someone in person or on the phone					
	3	Get information from someone in person or on the phone					





Pre-assessment Readiness

Becoming Familiar with the Stages

You and your learner should review the expectations of the Assignments for the Stages of Learning on a regular basis. You should both be familiar with what the learner will need to perform in order to successfully complete an Assignment. For beginners in Stage One, you may initially read the

about the relationship of the activity towards the Assignment outcome. For example, before Joe, our Stage One learner, can be assessed towards his reading Assignments, he will need instruction and learning activities in word recognition, and word attack skills. He will need to learn about the direction of print, how letters are made and how sentences are constructed. He will need to read back his language experience stories or published stories. He will need to think about what the story is about and how to find details. He will need practice in re-telling

“ Can you find the place in your Stages manual that we used to give you guidance about this assignment.” — SANDY FACILITATOR.

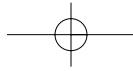
Assignments out loud to the learner. The learner can then understand what activities relate to particular assignments. Learners at more complex Stages can regularly re-read their Record of Achievement booklet in order to confirm progress towards readiness for assessment.

As you prepare lessons, activities and seek out materials, these should be linked to goals and outcomes. The learner should be clear

what he has read and explaining it to someone else. So, Joe will need considerable instruction and practice before he is ready to be assessed.

On the other hand, Maria has some skills entering the program. She can already read simple sentences and can read back her language experience stories easily. She may be ready for assessment of her reading Assignment within a few weeks.





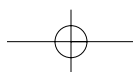
Learners can be assessed at any time they are attending the program. However, they should also be prepared to successfully complete the Assignment. You should not prematurely assess a learner before s/he is competent.

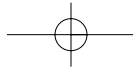
Evaluation and Assessment

As part of your lesson plans, you will be getting regular feedback from your learners about their progress. You will be asking them

to evaluate each lesson and to provide you with how they feel the lesson is meeting their learning goals. These evaluation and feedback mechanisms can help you identify successful learning strategies, activities, and materials which are suited to each learner. In turn, this information will help you develop the follow-up lessons and learning activities.

You will need to provide instruction, support, and many activities before your learner is ready for assessment.





Readiness for Assessment

As you work with your learners, you will determine when the necessary skills have been developed for assessing that learning. In the following chapters of this Guide, each Stage is presented with a range of ideas and information for developing strategies and preparing for assessment. For example, you can refer to the charts (Using the Stages) for a sense of the skill development needed in order to successfully complete the assignments.

You and your learner can use the check list at the back of the Record of Achievement book in order to self-assess readiness for assessment. If the learner feels the skills have been learned and can check these off, they are probably ready for the assessment. You and your learner can use a variety of ways to assess skills and competencies. Be as creative in this assessment approach as you can.

You can also refer to the Criteria for Assessment in the chapter “Assessment and Recognition” for more details on the quality of work you should expect from a learner.

Talking to your learner

If you have been evaluating progress with your learner on an on-going basis and your learner is familiar with the expectations of the Assignments in the Stages, then both of you will be ready for the assessment process. Since the Stages are a portfolio of accomplishments, learners may choose to be assessed for any of the Assignments at any

time. For example, our Stage Two learner, Alice, may have progressed quickly in reading. Alice may wish to have one reading Assignment assessed within a few weeks of coming to the program. On the other hand, Alice may take a few months before she has enough writing skills to be assessed for a Writing Assignment.

Literacy practitioners are free to schedule Assessment opportunities with the learner when both of you feel the Assignment can be successfully completed. By the same token, if the learner does not satisfactorily complete an assignment, s/he may tackle the assignment again when the skills are more competently learned.

Assessing your Learner

Preparing for Assessment

Although learners may be anxious to complete the Stage of Learning, they should not be encouraged to be assessed until they have learned the necessary skills and strategies.

Although your job as a literacy practitioner is to facilitate learning for the individual adult learner, you must also provide feedback on the quality of learning. If a learner is not ready for assessment because skills are not sufficiently learned, then you should not encourage the learner to be assessed for that Assignment.

Assessment Criteria Checklists

In the following pages you will find a number of charts which can help you determine if





your learner is ready for assessment. The Criteria are laid out slightly differently than those described in the Learner's Record of Achievement booklet. In some cases, these criteria provide you with additional information in order to make sure your learner can competently complete the Assignment.

In all cases, the learner should be able to complete the Assignment without help. If the learner requires help in order to complete the Assignment, that learner is not ready for assessment. The learner will need more practice, more examples, more activities or more strategies.

Flexibility in Assessment

As a literacy practitioner, you must determine the relationship of the learner's goals and expectations to your own standards of quality. We would not want learners to move to a more complex level of reading and writing expectations without adequately preparing that learner for the next learning experience. For example, if learners want to move from the Stage 3 Certificate into their Mature Student Diploma, assessors will need to be more demanding of reading and writing performance. Literacy practitioners will need to regularly get feedback from learners on their goals and expectations in relation to quality of assessment.

Assessing Each Assignment

Because the Record of Achievement is an ongoing portfolio system, learners may be assessed for different Assignments at different times. For example, Alice may be assessed on

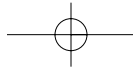
one reading assignment at week three, the second at week eight and the third at week twelve. At the same time, Alice may use the same text for all three Reading Text Assignments, because each of these asks her to perform a different task. This is acceptable and you should explore these options with your learner as you regularly re-visit the Record of Achievement booklet.

Recognizing learning

Once a learner has successfully completed an Assignment, both the learner and the practitioner sign off on this Record of Achievement. There is also an additional checklist for completed Assignments at the back of the ROA for each Stage. This can help both practitioners and learners keep track of the Assessments which have already been completed and those that have not.

Selecting Assignments for the Portfolio

Many learners complete more assignments than required for their certificate. For example, they may complete more pieces of writing than required to complete an assignment. In these cases, learners should select their "best" pieces and provide a rationale for why they selected those pieces. You may want to work with your learner to develop some skills in self-reflection and making choices. There are a number of self-reflection sheets in the Resources section of this Guide that may help you and your learner decide what to include in the portfolio.



What does the completed ROA look like?

The Record of Achievement should include authentic documents, writing drafts and completed pieces of writing. It may include tapes and videos if demonstrations have been completed on these. It may also include computer disks if assignments have been typed and printed on computers.

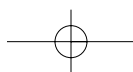
The portfolio should be organized in the order of the Assignments (not in the order of completion.) For example, all of the Assignments for writing samples will be in order, but the dates of the assessments will be spread out. In the meantime, a learner may have been assessed for Document Use or Oral Communications. These would be ordered in that section.

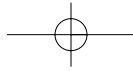
Getting the Certificate (Manitoba based facilitators)

Once all the assignments have been completed, you or your literacy coordinator should contact the Adult Learning and Literacy branch for a final external assessment. The Adult Learning and Literacy staff are not assessors. They are external validators of the process. Because

they validate the process, and the delivery and the quality of outcomes, the Certificate program is rigorous and valid.

Once the work has been verified, Manitoba Advanced Education and Training will issue a certificate of completion to the learner. Other provinces who choose to use the Stages portfolio approach may identify a sanctioning authority to issue the certificates. This could be a community college or other governmental agencies. ■

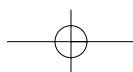


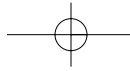


Section Four: Working with the Stage One Learner

Definitions

Stage One learners usually self assess themselves as non-readers and writers. They may know some of the letters of the alphabet and they may be able to sign their names. But all of these skills are probably fundamental.





*When asked, Stage One
Learners will say they
“can’t read or write.”*

THEY MAY KNOW OR RECOGNIZE

•
Some words that they see around them

•
How to sign their names

•
Some alphabet letter names and sounds

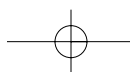
THEY PROBABLY DO NOT NOTICE PRINT
IN THE COMMUNITY EVEN THOUGH IT MAY BE
AROUND THEM.

THEY HAVE LIMITED SCHOOL
EXPERIENCE IN CANADA.

SOMEONE ELSE IN THEIR FAMILY, WORK, OR
COMMUNITY PROVIDES LITERACY
ASSISTANCE FOR THEM.

IF THEY HAVE AN EMPLOYMENT HISTORY, IT IS
USUALLY IN MANUAL OR REPETITIVE JOBS.

Statistically, the highest number of Stage One learners are
immigrants, seniors, aboriginal people, and individuals with
significant learning difficulties and disabilities.





General Learner Characteristics: Stage One

Learner Goals

If students are second language speakers (ESL) and can read and write in their first language, they may have transitional literacy difficulties. But with practice, their skills will quickly improve. Many learners at this level have personal reasons for literacy skills improvement such as doing the grocery shopping, learning to read to their children, reading the TV guide, dealing with personal health needs.

Many learners at Stage One do not have specific occupational goals. They may have limited exposure to thinking about career goals. Nonetheless, the Essential Skill Profiles may give them some ideas for developing occupational plans.

Knowledge and Skills

Many adults at Stage One have been negotiating the world successfully without literacy skills. They make relationships and call on others to help them cope with literacy needs. Stage One learners usually rely on environmental recognition (familiar buildings, set routes to get somewhere, etc.) to enable them to cope with their surroundings. Stage One learners have developed memory strategies that do not depend on print. It is useful to explore how they are using their memories in order to build learning approaches with them. Statistically, more Stage One learners are seniors, second language learners, or have

significant learning disabilities. However, many Stage One learners may have missed school for long periods, or they may have attended school sporadically.

Facilitating learning

Learners at this stage may be introduced to print for the first time. Or, they may have learned to ignore print. Just like we might in a foreign country like China or India that has a totally different kind of print system.) So, teaching approaches begin building on the life experience of learners, their interests and goals, and their awareness of print.

The language experience approach helps build texts that beginners can respond to because they are developed by the learner in his or her own oral language style. If you don't know how to do the language experience approach and are working with Stage One learners, you can find resources to help you use this teaching strategy.

There are many additional resources to help you gain new approaches for tutoring and teaching. Appendix A of this Guide (Resources for Teaching the Stages) provides some suggestions which may already be available in your program. The most important issue for the selection of materials is that they be targeted at adult learners. There is a shortage of beginner level materials, and so tutors may have a tendency to use materials developed for children. It is better to simplify complex materials than to use child-based materials. Tutors working with Stage One learners must be creative and imaginative.



The Facilitators Guide



Facilitating Learning for the Assignments

Reading

Activities

The Stage One learner needs to be immersed in print. This is similar to language immersion for new language learners. Unlike children, adults bring a sophisticated language development and years of experience to the task of reading. However, they do not have a comfortable sense of reading. Print is more than sounds and letters. So, adult new readers need to familiarize themselves through a variety of activities and materials in order to learn to read.

We need to raise awareness of ‘environmental print.’ So, we can send learners out into the community to “collect” signs and symbols. These signs become the reading materials for the learners.

Beginners will need some word recognition and letter recognition activities but drills should be kept to a minimum. They are boring and often do not reinforce learning. The more original the activities the more likely learners are to remember what they are learning.

Materials

The Resources section of this Guide offers a range of materials to help immerse your learner in print. Some web sites on the

Internet can also be used to find relevant materials. You can use photos, pictures, and drawings to stimulate language experience. Books on tape can help learners become familiar with the structure of written (versus spoken) language. Books on tape can reinforce vocabulary and comprehension.

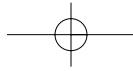


Strategies

It is especially important that learners be encouraged to “read between the lines,” of even simple text. For example, you could use the sentence, “The man swept the floor.” You would then ask your learner, “What did he use to sweep the floor?” (Answer: a broom). The text does not literally say the word “broom.” So you are building inferences by asking these questions.

New readers need to be encouraged to “make sense” of what they read. They need to develop pre-reading strategies and identify what strategies work best for them. Practitioners may need to teach some memorizing strategies. These are particularly relevant for learning to spell.

Strategies to encourage reading skills include assisted reading, choral reading, and reading along with books on tape. These activities enable the development of fluency in reading while minimizing the need for accuracy.



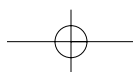
Skills

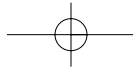
Your learner is developing word recognition and word attack skills. Learners need to recognize patterns of letters and sounds. (Rhyming is a necessary skill for learning to read.) For example, learners do not need to memorize the alphabet in order to learn to read. But they do need to learn consonant sounds and letter patterns.

Document Use

Activities

Most adults come to literacy programs with 'form filling' needs. They need to learn how to fill out application forms, bank forms, forms for children's schools, etc. These forms can be the first introduction to document use. The book, Making choices, (listed in the





Resources section of this Guide) is particularly useful for teaching the structure and use of forms. Stage One learners are also introduced to the use of reference keys or legends. This is the beginning of finding information and interpreting codes and references.

Materials

Learners should be encouraged to bring in the kinds of forms they might use at home, in the community and at the workplace. The charts following this section provide additional ideas for the kinds of materials you might use to teach Document Use skills.

Strategies

Reading forms, schedules, charts, etc. requires different skills than reading text. Learners will need to develop skimming and scanning techniques and ways of finding information quickly. They need to understand the purpose and use of different kinds of documents. They must be able to explain these to others.

Skills

At the end of Stage One, learners will have a rudimentary understanding of maps, schedules, tables and charts. They will be able to follow simple instructions and to relate these to diagrams or visual aides.

Writing

Activities

Adults are learning to write the alphabet with particular emphasis on their own names,

family names, and familiar writing needs. Rather than teaching the alphabet in order, tutors should consider teaching writing linked to these specific needs. The alphabet will be learned eventually, but learners will remember letters and words they want and need to spell and write.

Materials

Adults at the beginning of Stage One will have a variety of writing needs including writing lists, addresses, names, and other personal or work-based writing needs. You should be linking the writing needs to learner goals and outcomes.

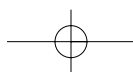
Strategies

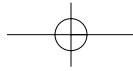
All learners benefit from spelling strategy instruction. We highly recommend the use of the “look, cover, write, check” method for Stage One learners. They can use this method to memorize new words. It works, but tutors should remember that learners can only learn ten words per week. Learners will need to develop some pre-writing strategies and to use photos and drawings to help them remember what they want to write.

Skills

At the end of Stage One learners can write simple sentences. They can compose sentences and use capitals and simple punctuation appropriately.

Learners are introduced to proofreading and can find their errors in their own writing. They have some basic strategies for planning writing and can explain these to others.





Oral Communications

Activities

The purposes of the oral communications assignments are to enable learners to become comfortable with speaking to others, communicating over the telephone, and interacting politely and with appropriate interactions

the kinds of things they need to talk to others about. The charts provide some additional web sites for oral practice.

Strategies

Learners should acquire rehearsal strategies (planning what to say, the order you'll say it, etc.) and note taking approaches. The learner should begin to differentiate between formal



with strangers. These activities should not be demanding for adults, however, those with some second language difficulties may need additional practice in order to complete the assignments. You can do role plays and demonstrations to provide models for good oral skills.

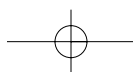
Materials

Adults should be encouraged to develop plans and activities relevant to their own lives and their oral communication needs. You can find these out by talking to your learner about

and informal language in addressing others, requesting information, or initiating conversations.

Skills

At the end of Stage One learners can complete simple interactions with confidence and using appropriate body language. They can explain to others the strategies they use to take messages, greet others and hold discussions about different topics.





The Facilitators Guide

Profiles of Stage One Learners

■ Joe

Joe is 22 years old and is currently working as a busser in a Winnipeg restaurant. Joe grew up in a remote community in northern Manitoba. He worked with his father and uncles on trap lines and fishing. He attended school sporadically and never liked going. He speaks Cree fluently and functions moderately well in English. However, he will also need some vocabulary development in English. He has been in the city for six months living with some relatives. The community Joe grew up in had few street and store signs. So, he is more able to find his way around using non-print landmarks rather than reading signs (such as McDonald's). Joe is better with numbers than letters and has done some carpentry work in his community. He can measure, count and use money effectively. Joe can write his name, but does not know all the letters and sounds of the alphabet. Joe wants to get his drivers license, so he can apply for other jobs. Joe is familiar with the alphabet and can find his way around Winnipeg by staying in familiar territory.

■ Maria

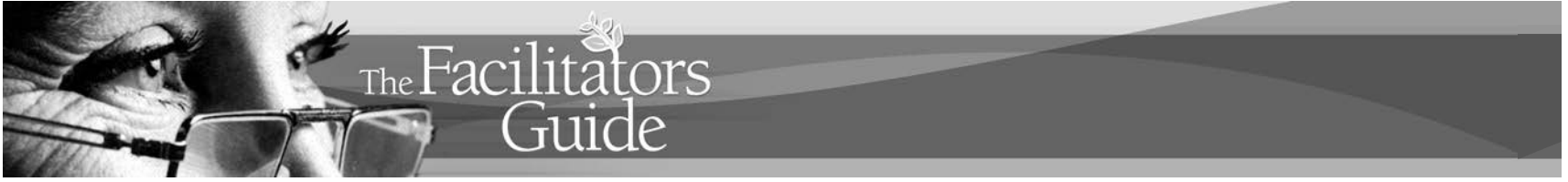
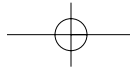
Maria is a 32-year-old mother of two. She is an immigrant from Portugal with only a few years education. She has been in Winnipeg for 12 years. She currently works as a cleaner in a hospital. Maria's spoken English is quite good, although she is unfamiliar with some vocabulary. She would like to read and

write well enough to become a nurse's aide. Maria only went to Grade Three in Portugal and she has been away from education so long that she has forgotten most of what she learned there. Her husband can read Portuguese, so he reads letters from relatives to her. Maria has taken a couple of English classes through her workplace and she is now more confident to learn reading and writing skills. She has a fundamental understanding of letters and sounds, but is often confused about spelling because of her pronunciation differences.

Maria would also like to be able to write letters to her sister who lives in Calgary. She would be happy to write these in English. She would also like to be able to write notes to her children's school.

Facilitating Learning with Maria-Mid—Stage One

Earlier in this material, you were introduced to Maria, who is on the cleaning staff at the local hospital. She has decided that she would like to be a health care worker, perhaps a nurse's aide. Maria could access the Essential Skills website and download information about health care aides.



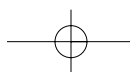
Joe—Beginning Stage One

If we look at the Essential Skills for Food & Beverage Server, (NOC 6453) we find some examples of job tasks and materials which link to the Stages. You can also go to the Essential Skills web site to see more examples of the kinds of activities and tasks that a Food and Beverage Server does. Follow the charts below to see how activities, materials, strategies and skills link to specific Assignments. Many Authentic Workplace Materials (AWM) can be downloaded from: http://www15.hrdc-drhc.gc.ca/awm/main/introduc_e.asp

Abbreviation Key:

RT Reading Text
ROA Record of Achievement (Stages Manual)
DU Document Use
ACC Assessment Criteria
W Writing
OC Oral Communication

	ACTIVITIES	MATERIALS	WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS		
SKILL	ASSIGNMENT #	ASSIGNMENT/OUTCOME ROA	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	** SEE AWM WEBSITE FOR ACTUAL SAMPLE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	EXIT ABILITIES ROA
RT	1	Find detail in text	• Memo to staff re: new safety guidelines meeting	• Language experience stories • Work experience, photo stories	• Campbell, Chambers Journey workers	• Assisting reading • Choral reading • Decoding Exercises	• Have a larger sight word Vocabulary, • Describe: who, what...etc.
	2	Re-tell what you have read	• Memo to staff re: company barbecue	• Simplified texts Stage One readers. Letters and notes from family.	• Campbell, Chambers Journey Workers	• Link reading material to experience • Practice re-telling verbally to get correct order	• Be able to sequence details
	3	Understand the meaning of text	• Work instructions • Work employee regulations	• Letters from family & friend	• Campbell, Chambers Journey workers	• Think about "Does this make sense"? Apply pre-reading strategies	• Make inferences • Tell why author wrote it
DU	1	Read signs & labels	• Labels on liquor bottles • Menus	• Uniform care labels, Sanitation supply labels	• Millar Grecki & Wincup • *Zehr's Market WHMIS handout	• Awareness of environmental print • Teach memorizing strategies	• Apply decoding skills • Sort things into categories
	2	Read and follow instructions	• Lists for table set-up • Employee safety instructions	• How to start a car • How to set up a VCR	• Chambers- CD Operations • www.howstuffworks.com • www.metc.mb.ca	• Do "Think aloud" • Make up instructions for something you already know	• Tell something in sequence
	3	Plan a trip using maps	• Deliver restaurant tables from Point A to Point B	• Trip maps from CAA • How to get from work to home	• www.enchantedlearning. • Chambers - Maps	• Visualize a plan • Include details • Write out plan	• Transfer real life (three dimension) to two dimensions • Use a key or legend
	4	Get information from tables and graphs	• Work schedules • Time cards	• Winterize car checklist • Highway conditions	• Millar • www.gov.mb.ca/tgs/hwyinfo/roadinfo1	• Read headings • Identify the purpose of the table	• Find information • Use titles and headings
	5	Read and fill out simple forms	• Banking deposit slips	• Fundraiser tickets • Application to mail in your vote	• Millar • Grecki & Winecup	• Analyze forms	Put simple information in correct place
	6	Use reference books to find information	• Look up customer phone number	• Look up words in dictionary	• Phone book, dictionary, newspaper • Procedure manual	• Discuss order, format, and sequence for reference materials	• Alphabetize • Make notes
W	1	Write simple lists	• Customer orders • Menus	• Grocery lists	• Millar, Unit Two Grecki & Winecup • Klein & Millar	• Look, cover, write, check • Memorizing strategies	• Alphabetize • Match words • Spell from memory

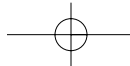


The Facilitators Guide



ACTIVITIES		MATERIALS		WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
SKILL	ASSIGNMENT #	ASSIGNMENT/OUTCOME ROA	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	** SEE AWM WEBSITE FOR ACTUAL SAMPLE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	EXIT ABILITIES ROA
W	2	Write short notes, memos, and other messages	• Write notes to managers	• Take phone message • Note to roommate	• Millar • Grecki & Winecup	• Compare and contrast formats • Describe purposes in forms	• Write simple sentences
	3	Write journals, logs and friendly letters	• Keep a log of work experience	• Evaluate your progress in the literacy program	• Grecki & Winecup • Millar • Morgan	• Write without worrying about mistakes	• Write more quickly • Write paragraphs
	4	Write about ideas and experiences	• Write a short piece on your work experience	• Personal goals • Family life	• Morgan • Millar • Chambers – So Many Berries (WR4)	• Plan ideas and writing • Take notes • Reflect on difference between personal writing and expository writing	• Write simple sentences • Connect ideas • Choose vocabulary
OC	1	Have a conversation with one person	• Talk with a co-worker about their weekend	• Record conversation outside of class	• Chambers www.esl-lab.com	• Plan what to say	• Be more comfortable in speaking to others
	2	Give information to someone in person or on the phone	• Answer the phone at work	• Explain the procedure for bussing a table	• Chambers www.esl-lab.com	• Plan what to say • Rehearse conversations • Take notes	• Organize thoughts to tell something • Demonstrate different registers • Speak clearly
	3	Get information from someone in person or on the phone	• Find out how the dishwasher works	• Call about a job • Call about driver's manual	• Chambers www.esl-lab.com	• Plan what to say • Rehearse conversations • Take notes	• Ask questions • Verify understanding • Take notes • Report on results

Notes



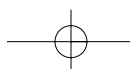
Maria-Mid—Stage One

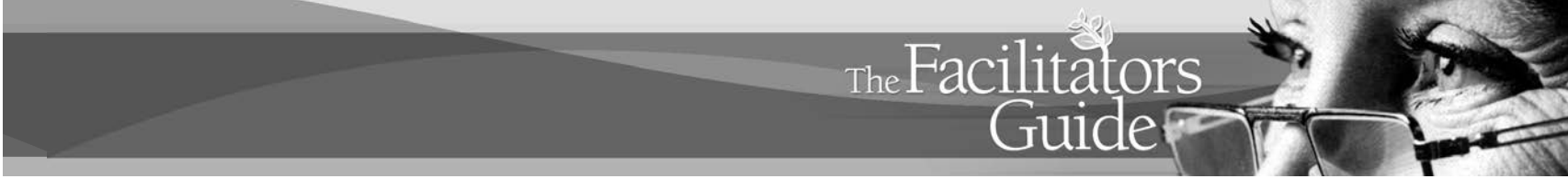
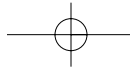
If we look at the Essential Skills for Health Care Aide (or Nurses Aide or Orderlies) (NOC 3413), we find some examples of job tasks and materials which link to the Stages. You can also go to the Essential Skills web site to see more examples of the kinds of activities and tasks that a Nurses Aide and Health Care Aide does. Follow the charts below to see how activities, materials, strategies and skills link to specific Assignments.

Abbreviation Key:

RT Reading Text	ACC Assessment Criteria
ROA Record of Achievement (Stages Manual)	W Writing
DU Document Use	OC Oral Communication

ACTIVITIES		MATERIALS		WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
SKILL	ASSIGNMENT #	ASSIGNMENT/OUTCOME ROA	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	** SEE AWM WEBSITE FOR ACTUAL SAMPLE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	EXIT ABILITIES ROA
RT	1	Find detail in text	<ul style="list-style-type: none"> • Notice to employees • Employee guidelines 	<ul style="list-style-type: none"> • Stage One readers • Language experience stories • Books on tape 	<ul style="list-style-type: none"> • Campbell, Chambers, Journeyworkers www.cal.org/ncle/health 	<ul style="list-style-type: none"> • Assisted reading • Choral reading • Decoding exercises 	<ul style="list-style-type: none"> • Recognize words • Recognize sentences • Recall words and sentences
	2	Re-tell what you have read	<ul style="list-style-type: none"> • Job descriptions health professionals 	<ul style="list-style-type: none"> • Staff memos • Simplified text of news article on health care 	<ul style="list-style-type: none"> • Campbell, Chambers, Journeyworkers 	<ul style="list-style-type: none"> • Link reading material to experience • Practice re-telling verbally to get correct order 	<ul style="list-style-type: none"> • Sequence material appropriately
	3	Understand the meaning of text	<ul style="list-style-type: none"> • Text on Working with seniors 	<ul style="list-style-type: none"> • Letter from family, friend • Collections of student writing 	<ul style="list-style-type: none"> • Campbell, Chambers, Journeyworkers www.nlhp.cpha.ca 	<ul style="list-style-type: none"> • Think about "does this make sense?" • Apply pre-reading strategies 	<ul style="list-style-type: none"> • Develop inferences • Tell why author wrote it
DU	1	Read signs & labels	<ul style="list-style-type: none"> • WHMIS symbols • Hospital signs 	<ul style="list-style-type: none"> • Supply labels • Labels on cleaning materials 	<ul style="list-style-type: none"> • Millar • Grecki & Winecup • Health web sites 	<ul style="list-style-type: none"> • Awareness of environmental print • Memorizing strategies 	<ul style="list-style-type: none"> • Apply decoding skills • Sort things into categories
	2	Read and follow instructions	<ul style="list-style-type: none"> • Patients' names, their requirements and care needs 	<ul style="list-style-type: none"> • Cleaning instructions • How to provide good patient care 	<ul style="list-style-type: none"> • www.health.nih.gov • Health web sites 	<ul style="list-style-type: none"> • Do "Think aloud" • Make up instructions for something you already know 	<ul style="list-style-type: none"> • Tell something in sequence
	3	Plan a trip using maps	<ul style="list-style-type: none"> • Map from one hospital department to another 	<ul style="list-style-type: none"> • How to get from home to work 	<ul style="list-style-type: none"> • www.enchantedlearning.com • Chambers • CAA maps 	<ul style="list-style-type: none"> • Visualize a plan • Include details • Write out the plan • Have Someone else follow plan 	<ul style="list-style-type: none"> • Transfer spatial information to two dimensions • Use a key or legend
	4	Get information from tables and graphs	<ul style="list-style-type: none"> • Work schedule • Cleaning checklist • Inventories 	<ul style="list-style-type: none"> • School timetables 	<ul style="list-style-type: none"> • Newspapers • Hospital information • *Hospital cleaner inventory list 	<ul style="list-style-type: none"> • Discuss meaning of document • Find information quickly without reading the whole form 	<ul style="list-style-type: none"> • Read isolated words • Interpret meaning of the graph
	5	Read and fill out simple forms	<ul style="list-style-type: none"> • MB Health card 	<ul style="list-style-type: none"> • Bank deposit slips • Order supplies • School permission slips 	<ul style="list-style-type: none"> • Millar • Grecki & Winecup 	<ul style="list-style-type: none"> • Analyze forms 	<ul style="list-style-type: none"> • Put simple information in correct place
	6	Use reference books to find information	<ul style="list-style-type: none"> • Match patient names and room numbers 	<ul style="list-style-type: none"> • Phone book, dictionary, newspaper 	<ul style="list-style-type: none"> • Chambers • Hospital manuals 	<ul style="list-style-type: none"> • Learn how to skim and scan • Practice quick eye movement 	<ul style="list-style-type: none"> • Alphabetize information • Sequence information
W	1	Write simple lists	<ul style="list-style-type: none"> • Supplies to order • Tasks to complete 	<ul style="list-style-type: none"> • Grocery lists • Family birthdays 	<ul style="list-style-type: none"> • Millar • Grecki & Winecup • Klein & Millar 	<ul style="list-style-type: none"> • Spelling strategies (Look, cover, write, check) • Memorizing strategies 	<ul style="list-style-type: none"> • Alphabetize words • Match words • Spell from memory • Write legibly

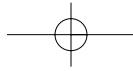




ACTIVITIES		MATERIALS		WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
SKILL	ASSIGNMENT #	ASSIGNMENT/OUTCOME ROA	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	** SEE AWM WEBSITE FOR ACTUAL SAMPLE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	EXIT ABILITIES ROA
W	2	Write short notes, memos, and other messages	<ul style="list-style-type: none"> Note to supervisors Note for next shift 	<ul style="list-style-type: none"> Phone messages Notes to teachers 	<ul style="list-style-type: none"> Millar - Grecki & Winecup 	<ul style="list-style-type: none"> Analyze formats of different kinds of notes 	<ul style="list-style-type: none"> Write simple sentences
	3	Write journals, logs and friendly letters	<ul style="list-style-type: none"> Incident reports Patient information forms 	<ul style="list-style-type: none"> Letter to relatives in Portugal Keep a learning log 	<ul style="list-style-type: none"> Grecki & Winecup Millar Morgan 	<ul style="list-style-type: none"> Develop composing strategies Learn to write without worrying about mistakes 	<ul style="list-style-type: none"> Write with increased speed
	4	Write about ideas and experiences	<ul style="list-style-type: none"> Write about work experiences How to do different tasks 	<ul style="list-style-type: none"> Stories for children Photostories Life experiences 	<ul style="list-style-type: none"> Chambers Morgan www.proteacher.com 	<ul style="list-style-type: none"> Organize information Present information in a logical sequence Use proofreading strategies 	<ul style="list-style-type: none"> Identify Audience— who am I writing for? State—why am I writing
OC	1	Have a conversation with one person	<ul style="list-style-type: none"> Talk with patients' families and friends to greet them and exchange information 	<ul style="list-style-type: none"> Record conversation 	<ul style="list-style-type: none"> Chambers 	<ul style="list-style-type: none"> Plan what to say Provide feedback to other person 	<ul style="list-style-type: none"> Speak to others with greater comfort
	2	Give information to someone in person or on the phone	<ul style="list-style-type: none"> Inform nursing staff or other supervisors of changes in patients' conditions 	<ul style="list-style-type: none"> Make an appointment with the school 	<ul style="list-style-type: none"> Chambers 	<ul style="list-style-type: none"> Plan what to say Rehearse conversations Take notes 	<ul style="list-style-type: none"> Organize thoughts to tell something
	3	Get information from someone in person or on the phone	<ul style="list-style-type: none"> Receive instructions from their supervisors and discuss problems to be resolved 	<ul style="list-style-type: none"> Find out library schedule for vacation times 	<ul style="list-style-type: none"> Chambers 	<ul style="list-style-type: none"> Plan what to say Rehearse conversations Take notes 	<ul style="list-style-type: none"> Take notes Report on results

Notes





Preparation for Assessment: Exit abilities

This section will help you determine if your learner is ready for assessment of an assignment. The Record of Achievement Manual for each

Reading:

- Read simple stories and their own language experience stories
- Explain the story to someone else
- Explain the differences between reading text and reading documents
- Explain how format (large print, different



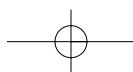
Stage has a checklist at the back to help practitioners and learners. This checklist identifies the skills and knowledge learners will need in order to complete the Certificate.

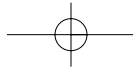
In general, learners at Stage One should be able to do the following upon completion of the Assignments for Stage One:

- kinds of fonts) can affect reading
- Identify what makes a story (plot, characters, story sequence)

USE WORD ATTACK SKILLS

- Recognize letters of the alphabet and identify their sounds (excluding some vowel sounds)





- Recognize letters and recall their sounds
- Recognize a range of familiar words quickly and accurately

Document Use

- Find information in simple forms and maps
- Use alphabetical order to find information
- Use a key or legend to understand symbols on a simple map
- Follow simple directions or instructions using pictures and text
- Explain different kinds of forms and how they are used
- Fill out simple forms with few spelling errors
- Correctly capitalize names, addresses, and other proper nouns

Writing

- Think up ideas for language experience stories
- Write short sentences
- Use a variety of ways and plans to prepare for writing activities
- Use pictures to help them remember their plans
- Explain the different purposes for writing
- Explain some different kinds of writing (notes, messages, letters, stories, lists)
- Check writing for errors
- Read back writing to themselves in order to make sense of what is written
- Show how to use drafts before a piece of writing is finished

Spelling

- Learn a strategy for memorizing words (Look, Cover, Write, Check)
- Develop spelling lists from language experience stories or personal need
- Demonstrate that spelling words have been learned and retained
- Take risks in “inventing” spellings

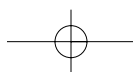
Oral Communications

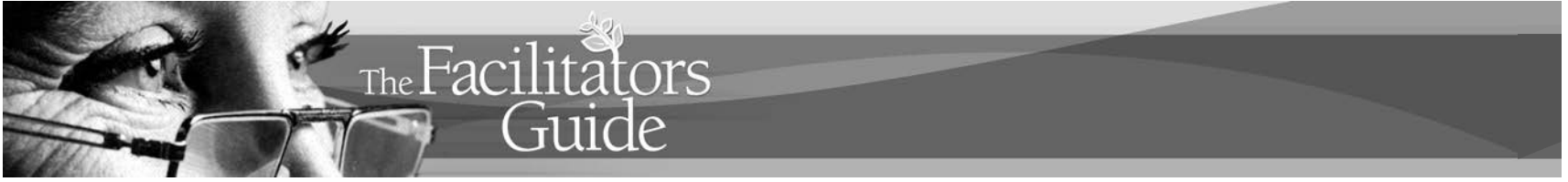
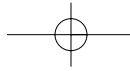
Listening

- Ask questions to verify meanings
- Follow instructions
- Explain to others the value of certain communication tasks

Speaking

- Explain things to others
- Answer questions appropriately
- Speak clearly
- Use greetings and partings appropriately
- Demonstrate politeness in making requests or asking questions ■

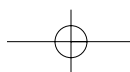


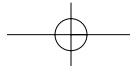


Assessment Criteria Overview: Stage One

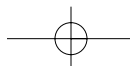
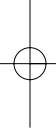
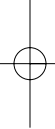
ASSIGNMENTS ON THEIR OWN, WITH NO HELP, IN ORDER TO ACHIEVE THE OUTCOME

Abbreviation Key:					
RT	Reading Text	ACC	Assessment Criteria		
ROA	Record of Achievement (Stages Manual)	W	Writing		
DU	Document Use	OC	Oral Communication		
STAGE, AREA & ASSIGNMENT	ASSIGNMENT	ASSESSMENT CRITERIA	CAN PERFORM WITH HELP	CAN PERFORM ON OWN WITHOUT HELP	COULD TEACH OTHERS
1, RT, 1	• Find detail in text	• Describes who what where, when, why how			
1, RT, 2	• Re-tell what you have read	• Re-tell main points in correct order • Re-tell without omitting major details			
1, RT, 3	• Understand meaning of text	• Remember what the story is about • Guess at why the author wrote it • Give inferences			
1, DU, 1	• Read signs and labels	• Describe meaning			
1, DU, 2	• Read and follow instructions	• Complete task using instructions with 6 or less steps			
1, DU, 3	• Plan a trip using maps	• Could reach destination by following steps • Map drawn by learner should include important place names or landmarks			
1, DU, 4	• Get information from tables and graphs	• Give title of table/graph • Describe information provided by table/graph with maximum 2 variables			
1, DU, 5	• Read and fill out simple forms	• Describe use of form • Complete form with maximum 6 pieces of information			
1, DU, 6	• Use reference books to find information	• Find desired information			
1, W, 1	• Write simple lists	• Use a title • List at least five items • Provide drafts			
1, W, 2	• Write short notes and messages	• Include greetings and signature • Include at least two different types of notes • Include at least 4 phrases or sentences • Provide drafts			
1, W, 3	• Write journals, logs, friendly letters	• Use correct format • Write one entry with more than one paragraph • Correct spelling and punctuation errors			
1, W, 4	• Write about ideas and experiences	• Write about several topics • Include two or more paragraphs • Provide drafts • Correct spelling and punctuation errors • Write in full sentences			
1, OC, 1	• Have a conversation with one person	• Greet person, ask questions, demonstrate active listening			
1, OC, 2	• Give information to someone in person or on the phone	• Information that is clear and allow receiver to proceed with further action as necessary			
1, OC, 3	• Get information from someone in person or on the phone	• Understand the informations clearly enough to proceed with further action as necessary			





Notes





Section Five: Working with the Stage Two Learner

Definitions

Students at this stage can read and write a little. They can cope with simple text and can read their own language experience stories. They can write simple sentences, but may make many spelling errors. They have a sense of word constructions. For example, they know that letters have corresponding sounds and that letters make up written words. Students at this stage can “invent” spellings in order to write. These “inventions” may be far from accurate, but they provide the tutor/instructor with a wealth of diagnostic material to develop teaching lessons.



The Facilitators Guide

General learner characteristics: Stage Two

Learner goals

Learners at Stage Two have a range of career and learning goals. They can cope with basic reading and writing tasks, but in order to gain or advance in employment, they need to gain a range of skills in reading and writing. Many learners at this Stage are looking for jobs or to improve their employment prospects. Many adults at this Stage are aware they need to upgrade their skills.

They also have practical goals that may include getting a driver's license or helping their children with homework. Many learners at this stage say, "I just want to improve my reading and writing." This is way too general to demonstrate progress, so practitioners will need to work with learners to help them identify specific reading and writing targets. The Stages are very useful for helping learners shape their goals.

Knowledge and Skills

Learners at Stage Two have an understanding of the reading process, but often have a limited approach to reading. Fluency is a big problem for Stage Two learners. However, they do have a sense of word, sentence and paragraph construction. They have some word attack skills and have a basic reading vocabulary.

Because they read so slowly and have difficulty

remembering what they read, they don't read very much. Instructional strategies will be needed to tackle more regular reading and also longer pieces of reading.

Readers at Stage Two will have some experience of filling out forms and using schedules.

Writers entering this Stage are still quite cautious and anxious about making mistakes. Since they do have letter/sound understanding, they can more easily "invent" (or guess) at how words might be spelled. So, they can develop writing skills without as much supervision as Stage One learners.

Many learners at this Stage are "good talkers." It is their oral competence that has often helped them deal with limited literacy skills.

Facilitating Learning

Since there is a limit to the adult-focused reading materials at this stage, many teachers and tutors find they need to simplify more complex reading materials. The section on Resources provides information on how to simplify texts. Also literacy practitioners should learn how to do readability formulas. These enable the practitioners to determine the reading level of material.

Learners should be drawing your attention to materials of interest. They should bring magazine, newspapers, and books to class which are interesting to them. Some web sites have reading material of interest to adult students.



Stage Two Learners

Are hesitant readers

•
Believe that good readers don't make mistakes

•
Use some word attack skills (phonetic decoding, comparing words to other words)

•
Use some context cues for figuring out new words

•
Often focus more on decoding than making meaning

•
Express anxiety about spelling

•
Are reluctant to write because of perceived spelling problems

•
May lack sense of sentence construction, punctuation, capitalization

•
Dropped out of school or limited attendance before junior high school

•
If they are employed, they have jobs that do not require complex literacy skills. In those positions, they may receive support for complex literacy tasks.



The Facilitators Guide



Facilitating Learning for the Assignments

Reading

Activities

You will want to introduce a range of texts including fiction (stories, novels poems, plays and non-fiction (newspapers, magazines, biography, history, geography and science). Learners at Stage Two should be reading more extended pieces (minimum 250-500 words). By the end of Stage Two learners should be reading short books or novellas.

The Stage Two learner needs to develop fluency and increased accuracy in reading. Activities will include silent reading with comprehension checks: Increased variety of reading activities with an emphasis on learning author's purpose and summarizing text. Groups of learners at different Stages can help one another with more complex vocabulary or terminology.

Materials

Practitioners need to evaluate reading materials to determine if they are at the appropriate level for Stage Two readers. (See Resource chapter for information on readability levels.) Sometimes, practitioners can simplify more complex texts to make them accessible.

Strategies

Practitioners can introduce comprehension strategies such as those offered in the series *Teaching Reading to Adults: A Balanced Approach*. Learners at Stage Two may need emphasis on reading for meaning, rather than just “barking” at words.

Many learners worry about not knowing every word on the page. They may need activities to help them become more fluent. One strategy is to do choral (or echo) reading aloud. This increases how quickly the learner can read. This should be taught as a strategy to increase fluency. On the whole, silent reading is faster than oral reading. Stage Two learners should also be reading silently and reporting on the reading to their tutor or instructor.

You may also want to introduce other specific reading comprehension skills including predicting, summarizing, and re-telling. You may introduce specific comprehension tools such as Anticipation Guides or graphic organizers.

Skills

Learners are acquiring fluency and accuracy in reading. They can now tackle a range of texts with ease. They can provide details and main ideas of what they have read. They can report on author purpose and use a variety of pre-reading strategies to predict text. They can relate new information to information they already know.



They possess a range of strategies to predict the meaning of unfamiliar words or vocabulary. Learners have acquired additional word attack skills which focus on using context cues to determine meaning.

Document use

Activities

You will want to use a variety of tables, charts, schedules and lists to find information. These will include following directions, creating maps, and reading graphs and tables. You will want to ensure that the graphs are simple enough to read, but complex enough to gain multiple meanings from them.

Activities on the computer may include designing a form, a greeting card, or completing a table of information.

Materials

Practitioners can find forms in new resources such as *Numeracy at Work*, *Writing and Work*, and *Making Choices*. (See Resources Section for more information on these books.)

Strategies

New strategies will include skimming, scanning and quickly finding information. You may need to present learners with a variety of options in order to do this.

Learners at Stage Two are also required to begin conducting research. Research skills

and strategies need to be taught including making a plan, figuring out where to get information, and evaluating the quality of the information.

Skills

Learners at Stage Two are asked to complete more complex forms requiring more information with a variety of purposes. They are expected to interpret titles, headings, and categories. They should be able to explain to others the purpose and use of a variety of forms. Learners are also asked to create their own forms.

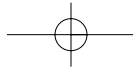
Writing

Stage Two writers are capable of developing different kinds of writing. They are introduced to expository writing (non-fiction) for the first time. They will need to practice writing for different purposes and different audiences. They will need to write a range of texts including stories, poems, reports, and letters and notes.

Activities

All Stage Two writers can use computers to transcribe their writing. This produces a quality piece for others to read. If computers are not available, then learners will need to develop handwriting skills for fluency and accuracy.

Ideas for writing should stem from the interests and goals of the learner. Students can write letters of application for jobs. They can



write notes to supervisors or their colleagues. They may learn to keep minutes for workplace meetings.

Other writing activities include composing opinion paragraphs and short pieces which convey their thoughts or feelings. Creative writing can include stories, dramas, radio plays, poems.

Writing activities can also include assessment of advertising as an introduction to difference between fact and opinion.

Materials

Many times learners appreciate reading the writing of other students. Student writing can help provide ideas for writing and examples of what other learners write about. Literacy Partners has a collection of student writing. Many programs also have examples of student writing. Newspaper articles, personal stories, experiences of family and children can prompt ideas for writing. Discussions about topics of interest or controversy can also provide ideas for writing.

Strategies

Stage Two learners are sometimes reluctant to write. Some of the stimulus ideas in the charts listed below should help get them started. If pre-writing strategies have been demonstrated, (including brainstorming, keeping notes, developing paragraph ideas, etc.) then learners should be able to write more fluently.

Strategies for writing include helping learners

recognize different types of writing. For example, new writers can begin to recognize the difference between a report and a personal account. They can explain the different purposes and audiences for each kind of writing. You will need to discuss these differences and provide a number of examples, so learners can recognize these differences.

Learners at both Stages One and Two should be encouraged to “invent” or guess at possible spellings of words. These ‘guesses’ allow you to build on these attempts to teach new words. If we invent a spelling, it is a word we are likely to want to learn. Thus, as we memorize that word it is more likely to stick. (Unscrambling Spelling is a good resource for teaching strategies.)

Strategies for memorizing should also be incorporated here.

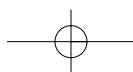
Skills

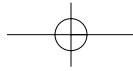
New adult learners can learn between five and ten new words every week. As spelling lists increase, these can be expanded. However, do not expect learners to memorize more than that per week.

Adult learners will gain skills of writing for personal and work purposes. They will increase their abilities to write sentences, identify their mistakes, and correct them.

Oral Communications

Stage Two learners are introduced to listening to talks or speeches. They are now required





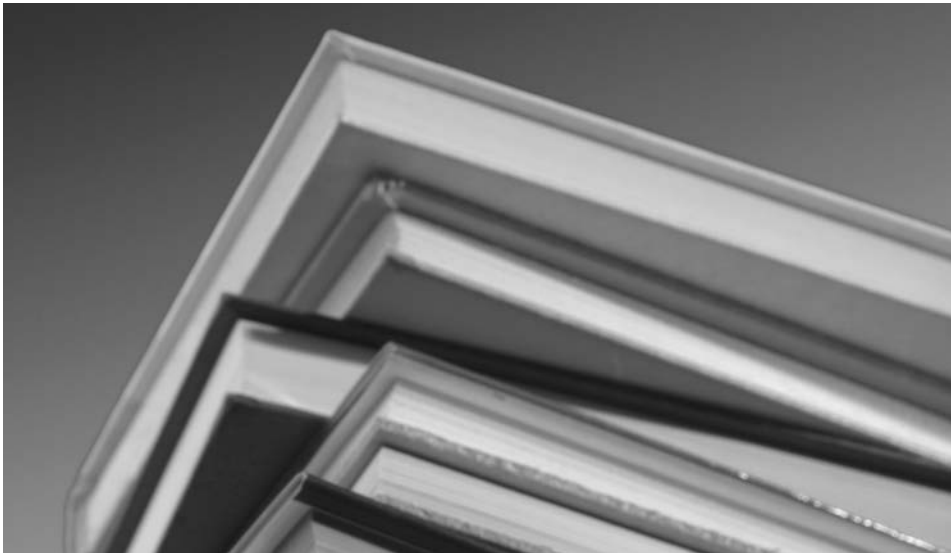
to become more sophisticated in their interactions with others. They are expected to explain the role of body language and communication styles with purposes in communicating.

Activities

The learner can perform many of the activities outside of the literacy programs. Tutors

Strategies

Facilitators may need to develop some conversational and/or dialogue activities to enable learners to interact freely. Learners at Stage Two may need additional strategies for dealing with nervousness or speaking up in public. Many facilitators can model these strategies and role play them with learners.



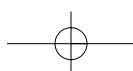
and instructors can explore with the learner the kinds of activities that will help them become more fluent.

Materials

Some web pages in the Resource section of the Guide provide additional ideas for oral communications. Many of the Assignments can be completed in the context of the literacy program.

Skills

Learners at exit of Stage Two can interact in meetings, and discussions. They have developed listening and note taking skills in order to respond to lectures or audio presentations. They can explain the conventions of politeness and are comfortable greeting and interacting with unfamiliar people. They understand appropriate body language for specific interactions.



The Facilitators Guide



Learner Profiles

■ Alice

Alice is 40, and a single mother with one child. She comes from a rural community. As a child she frequently missed school because of family problems. She finally dropped out in Grade 6.



She has held a number of part-time jobs which demanded low level reading and writing skills. She is currently working as a Hotel Front Desk clerk, but she would like to become an airline ticket agent. Alice can usually cope with the reading and writing skills on her job, but sometimes she needs help. However, she is pleasant and outgoing and often gets her co-workers to help her with complex reading and writing tasks.

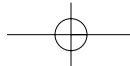
Alice needs to improve her fluency in reading and develop writing skills.

■ Sam

Sam works in a Day Care centre as an Early Childhood Educator 1. Sam is 30 and has had a history of learning difficulties. He received sporadic help in school and is somewhat confused about the nature of his learning difficulties.

Sam is a very good worker and likes working with children. Sam's day care centre would like to send him to formal training, once he upgrades his skills. Sam has held a number of jobs in construction and as a labourer. Sam is highly motivated and feels that, with help, he may be able to get his certification.

Sam is a slow reader with severe spelling difficulties. He has auditory perceptual difficulties which mean that he has great difficulty blending sounds. So, Sam will need visual approaches to learning.

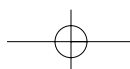


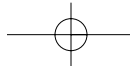
Alice Beginning Stage 2

If we look at the Essential Skills Profiles for Front Desk Clerk (NOC 6435) Airline Ticket Agent (NOC 6433), we find some examples of job tasks listed with a complexity skill level. You can also go to the Essential Skills web site to see more examples of the kinds of activities and tasks that a Nurses

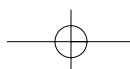
Aide and Health Care Aide does. Follow the charts below to see how activities, materials, strategies and skills link to specific Assignments. Many Authentic Workplace Materials (AWM) can be downloaded from: http://www15.hrdc-drhc.gc.ca/awm/main/introduc_e.asp

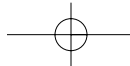
ACTIVITIES	MATERIALS	WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	WHAT CAN THE LEARNER DO? LISTED IN ROA	
• Predict text using reading strategies	• Notes, letters and memos	• Memo to staff regarding new safety guidelines	• Campbell	• DRTA (directed, reading thinking activity) • S3QR strategy • Connect with own experience	• Use headings and titles to predict • Self-check predictions
• Identify the main idea and supporting details in text	• Fare rules and conditions • Descriptions of hotel services	• Letter from child's school about a planned field trip	• Chambers • www.cthrc.ca	• Read and report on details • Summarize a text • Put the text into their own words • Use graphic organizer	• Compare and contrast ideas
• Understand the meaning and purpose of text	• Bulletins • Tourism information	• Newsletter from child's school	• www.expedia.com • Stage Two readers	• Brainstorm why an author would write this • Link text to their own experience	• Make inferences from a text • Define author purpose
• Read signs and labels	• Recognize international dangerous goods symbols for airlines • Material Safety Data	• Grocery Store aisle signs and labels on foods and other products	• Brown, Tarasoft • Tourism web sites www.travelmanitoba.com	• Memorizing strategies • Linking signs to known information • Decoding strategies	• Identify purpose and use of symbols • Read isolated words • Explain purpose of label or sign
• Read and follow instructions	• Hotel instructions for staff	• Instructions on medication container	• Follow icons on travel web pages	• Think aloud • Demonstrate by following instructions • Read and interpret 'bad' instructions	• Sequence information • Take notes
• Plan a journey using maps	• Plan an air journey • Travel web sites	• Plan a family trip • Manitoba Tourism information • CAA trip maps	• *Maintenance Request Form • Millar • www.enchantedlearning.com • TV travel shows • Atlas • Microsoft Encarta	• Link geography to complicated maps • Visualize the journey	• Provide details for directions
• Obtain information from tables	• Hotel bill print out • Flight schedules and fare schedules	• Menus in restaurants • Passport or visa forms	• Skillplan (numeracy) • *Rental Agreement • Millar • Skillplan www.howstuffworks.com	• Preview document • Discuss meaning of document • Find information quickly without reading the whole form	• Read isolated words • Interpret multiple meanings
• Read and enter information on forms	• Make up a passenger file on the computer • Car rental agreement			• Discuss increased complexity of forms • Use headings to find information	• Select appropriate information • Write clearly





ACTIVITIES	MATERIALS	WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	WHAT CAN THE LEARNER DO? LISTED IN ROA
<ul style="list-style-type: none"> Use reference material/system to find information 	<ul style="list-style-type: none"> Hotel information manual Read a desktop flight guide to locate maps or diagrams 	<ul style="list-style-type: none"> Library system Computer database 	<ul style="list-style-type: none"> Chambers Millar 	<ul style="list-style-type: none"> Discuss multiple uses of reference systems Think aloud to find specific information Model how to find something 	<ul style="list-style-type: none"> Take notes Use notes to write a report Define categories
<ul style="list-style-type: none"> Develop a pre-writing plan 	<ul style="list-style-type: none"> Make a list of items to include in a letter 	<ul style="list-style-type: none"> Make a list of items to include in a letter 	<ul style="list-style-type: none"> Chambers – Brainstorming maps Morgan 	<ul style="list-style-type: none"> Pre-writing strategies Good writers plan writing Model pre-writing strategies Concept maps 	<ul style="list-style-type: none"> Draft of plan Sequence ideas
<ul style="list-style-type: none"> Write messages, letters and reports 	<ul style="list-style-type: none"> Report about damaged tickets, refunds & emergencies 	<ul style="list-style-type: none"> Write a message to a child's teacher 	<ul style="list-style-type: none"> *Transport/ Incident Report Millar Skillplan (Writing) 	<ul style="list-style-type: none"> Change tone of writing Explain difference between notes to self and others 	<ul style="list-style-type: none"> Select vocabulary Edit work
<ul style="list-style-type: none"> Convey your ideas, feelings and experiences 	<ul style="list-style-type: none"> Short memo to your supervisor about a problem 	<ul style="list-style-type: none"> Write a short story about an experience 	<ul style="list-style-type: none"> Morgan 	<ul style="list-style-type: none"> Distinguish between personal writing and expository writing 	<ul style="list-style-type: none"> Select correct vocabulary
<ul style="list-style-type: none"> Write a short research paper 	<ul style="list-style-type: none"> Research current state of air industry 	<ul style="list-style-type: none"> Write a report about your research on playground equipment for child's school 	<ul style="list-style-type: none"> Chambers – How to Write a Research Report 	<ul style="list-style-type: none"> Summarizing Discuss plagiarism Quoting sources 	<ul style="list-style-type: none"> Search for information Collect information Select appropriate information Provide references
<ul style="list-style-type: none"> Obtain information from others 	<ul style="list-style-type: none"> Interact with customers 	<ul style="list-style-type: none"> Ask questions about an unfamiliar topic 	<ul style="list-style-type: none"> Chambers 	<ul style="list-style-type: none"> Explain purpose of information 	<ul style="list-style-type: none"> Select appropriate information Verify information Demonstrate respectful listening Ask questions
<ul style="list-style-type: none"> Obtain information from a live talk or from audio-visual material 	<ul style="list-style-type: none"> Conference for hotel staff Staff meeting 	<ul style="list-style-type: none"> "How To" videos 	<ul style="list-style-type: none"> Travel station on TV 	<ul style="list-style-type: none"> Concept maps Note taking strategies Graphic organizers 	<ul style="list-style-type: none"> Listen and take notes at the same time Pick out main ideas Summarize
<ul style="list-style-type: none"> Provide information to more than one person 	<ul style="list-style-type: none"> Explain hotel services 	<ul style="list-style-type: none"> Explain how to make a craft or dish 	<ul style="list-style-type: none"> Campbell (videos) 	<ul style="list-style-type: none"> Explain how to talk to an audience Model talking to a group 	<ul style="list-style-type: none"> Make a plan Review information and rehearse Use appropriate register
<ul style="list-style-type: none"> Support and/or reassure someone 	<ul style="list-style-type: none"> Welcome a customer & assist with a travel change problem. 	<ul style="list-style-type: none"> Reassure anxious child 	<ul style="list-style-type: none"> Blair & Jeanson 	<ul style="list-style-type: none"> Explain use of vocabulary to reassure Explain body language to reassure 	<ul style="list-style-type: none"> Consider their audience Apply appropriate body language
<ul style="list-style-type: none"> Perform greetings, introductions, & farewells 	<ul style="list-style-type: none"> Introduce new staff member to co-worker(s) 	<ul style="list-style-type: none"> Introduce a guest speaker to other learners 	<ul style="list-style-type: none"> Learners in program Volunteers in program 	<ul style="list-style-type: none"> Explain the purpose of greetings, politeness, and respect 	<ul style="list-style-type: none"> Select appropriate vocabulary and register





Sam Mid Stage 2 Manitoba Literacy

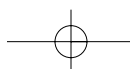
If we look at the Essential Skills for Early Childhood Educator Assistants (NOC 6473), we find some examples of job tasks listed with a complexity skill level. You can also go to the Essential Skills web site to see more examples of the kinds of activities and tasks that a Nurses Aide and

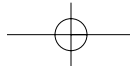
Health Care Aide do. Follow the charts below to see how activities, materials, strategies and skills link to specific assignments.

http://www15.hrdc-drhc.gc.ca/awm/main/introduc_e.asp

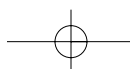
Many Authentic Workplace Materials (AWM) can be downloaded from:

ACTIVITIES	MATERIALS	WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	WHAT CAN THE LEARNER DO? LISTED IN ROA	
• Predict text using reading strategies	• Communication log • Child care information	• Memo to staff regarding new safety guidelines	• Chambers • Campbell, • http://www.cfcefc.ca/healthy-spaces	• DRTA (directed, reading thinking activity) • S3QR strategy • Connect with own experience	• Use headings, titles to predict • Self-check predictions
• Identify the main idea and supporting details in text	• Reports on child's progress • Observation logs	• Parent's magazine	• Health web site • www.nlhp.cpha.ca	• Read and report on details • Summarize a text • Put the text into their own words • Use graphic organizer	• Compare and contrast ideas
• Understand the meaning and purpose of text	• Pamphlets on infection prevention	• Newspapers • Stage Two readers	• *Infection Prevention & Control Newsletter • Stage Two readers • Campbell • Millar	• Brainstorm why an author would write this • Link text to their own experience	• List main points • Summarize • Explain author purpose
• Read signs and labels	• Labels on infant formula plus allergy information	• Clothing care labels & medication containers • Apply for status as a child care worker	• Labels in the Day Care Centre	• Memorizing strategies • Model how to integrate two pieces of information	• Read isolated words • Make recommendations
• Read and follow instructions	• Policies and procedures for day care centres	• Plan a holiday trip	• www.gov.mb.ca/fs/programs • Chambers • CAA maps • Winnipeg maps	• Think aloud • Demonstrate by following instructions	• Sequence information • Take notes • Explain what happens if you don't follow procedures
• Plan a journey using maps	• Plan a walking trip for children in day care	• Graphs on	• www.gov.mb.ca/fs/programs	• Link geography to complicated maps • Visualize the journey	• Report on details • Make up a complicated legend
• Obtain information from tables and graphs	• Activity schedules • Search the web for statistics on children in day care	• Form to become a member of Manitoba Childcare Association	• www.cfc-efc.ca • Skillplan (numeracy)	• Preview document • Discuss meaning of document • Find information quickly without reading the whole form	• Read isolated words • Interpret multiple meanings
• Read and enter information on forms	• Parent Authorization forms	• Search topics on-line	• www.childcarecanada.org	• Discuss increased complexity of forms • Use headings to find information	• Select appropriate information • Write clearly





ACTIVITIES	MATERIALS	WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	WHAT CAN THE LEARNER DO? LISTED IN ROA
• Use reference material/system to find information	• Data base for parents and children in day care centre	• Search topics on line	• www.gov.mb.ca/fs/programs	• Discuss multiple uses of reference system • Think aloud to find specific information • Model how to find something	• Take notes • Use notes to write a report • Define categories
• Develop a pre-writing plan	• Outline for a report on a child's behaviour	• Plan a report on allergies in children	• www.cfc-efc.ca/docs/cccf/00000064.htm • Chambers • Morgan	• Pre-writing strategies • Good writers plan writing • Model pre-writing strategies • Concept maps	• Make notes • Sequence ideas • Present information in a logical manner
• Write messages, letters and reports	• Write a note to colleague about two children fighting	• Write a note to a parent about child's behaviour • E-mail someone	• Morgan • Millar • Skillplan (Writing)	• Change tone of writing • Explain difference between notes to self and others	• Select vocabulary • Edit work
• Convey your ideas, feelings and experiences	• Report on accident in the Day Care Centre	• Write about an accident that has happened to you	• Millar • Skillplan (Writing) • Morgan	• Summarizing • Discuss plagiarism • Quoting sources • Provide models of good writing	• Select vocabulary • Explain difference between formal and informal writing
• Write a short research paper	• Write a report about the practices at your daycare operation	• Write about a person, place, event, or hobby that interests you	• Chambers – How to Write a Research Report	• Provide models of report writing • Linking relevant materials • Eliminating non-relevant materials	• Search skills • Collect information • Select appropriate information • Provide references
• Obtain information from others	• Conduct an informal survey at work	• Interview several friends about favorite TV show	• Chambers	• Relate questions to topic • Prepare questions • Use polite requests	• Take notes • Choose vocabulary and register • Verbally report
• Obtain information from a live talk or from audio-visual material	• Report on a tour of another daycare centre	• "How To" videos • Children's television programs	• Millar	• Concept maps • Note taking strategies • Graphic organizers	• Explain purpose of audio-visual material • Demonstrate short talk using minimal notes
• Provide information to more than one person	• Report in a staff meeting on a topic	• Explain how to make a craft or dish	• Prepare a short talk	• Explain how to talk to an audience • Model talking to a group	• Select appropriate vocabulary
• Support and/or reassure someone	• Talk to a parent	• Welcome someone to a new place or help a person in a difficult situation	• Blair & Jeanson	• Explain use of vocabulary to reassure • Explain body language to reassure	• Use appropriate gestures
• Perform greetings, introductions, and farewells	• Welcome a parent who is visiting daycare as possible placement for child	• Introduce a new person to others	• www.esl-lab.com • Record or video tape interactions	• Explain role of greetings in politeness	• Demonstrate comfort in performing routine greetings





Preparation for Assessment: Exit Abilities



This section will help you determine if your learner is ready for assessment of an assignment.

Reading Text

- Apply a variety of strategies for different purposes in reading (skimming, scanning, etc.)
- Make predictions in a text based on titles, table of contents, headings, etc.
- Use a range of context and word attack skills to make sense of unfamiliar words
- Read for information or to find answers quickly
- Use a dictionary
- Explain author purpose and why different kinds of writing might be used
- Explain inferences in a text

Document Use

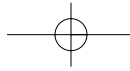
- Preview documents and report on purpose and use
- Combine information from more than one document
- Use the features of graphs and charts including title, axis, scales, keys, and labels
- Read simple line and bar graphs
- Find information in diagrams
- Follow instructions to complete forms
- Create a form

Writing

- Demonstrate a variety of pre-writing strategies (concept maps, linear plans, etc.)
- Gather information from a variety of sources
- Take notes
- Demonstrate how information and ideas are organized
- Demonstrate writing of a variety of genre: write more complex paragraphs than Stage One.
- Expand writing after first draft
- Write several drafts
- Transcribe drafts onto a computer if possible

Oral Communications

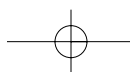
- Demonstrate active listening skills
- Ask questions to aid understanding
- Paraphrase a response (repeat) what you have heard to make sure you understand
- Record information to remember it
- Retain and report on main points
- Obtain information from telephone and a live presentation
- Present a short talk to a small group
- Interact and perform greetings and farewells in a polite and respectful manner

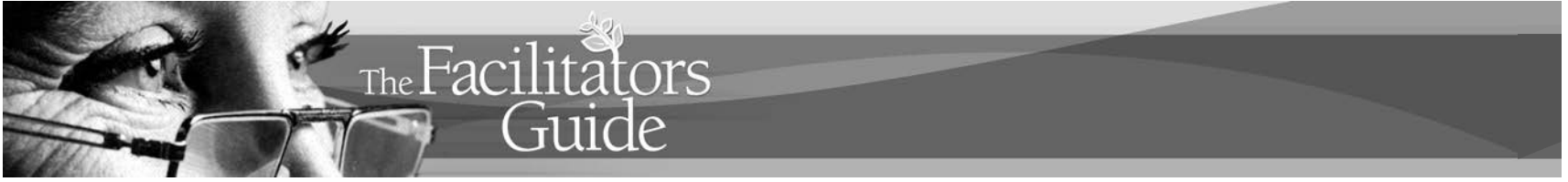
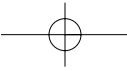


Assessment Criteria Table: Stage Two

LEARNERS MUST BE ABLE TO PERFORM THE ASSIGNMENTS ON THEIR OWN, WITH NO HELP, IN ORDER TO ACHIEVE THE OUTCOME.

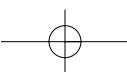
Abbreviation Key:					
RT	Reading Text	ACC	Assessment Criteria		
ROA	Record of Achievement (Stages Manual)	W	Writing		
DU	Document Use	OC	Oral Communication		
STAGE, AREA & ASSIGNMENT	ASSIGNMENT	ASSESSMENT CRITERIA	CAN PERFORM WITH HELP	CAN PERFORM ON OWN WITHOUT HELP	COULD TEACH OTHERS
2, RT, 1	• Predict text	<ul style="list-style-type: none"> • Explain strategies used to predict text • Compare prediction to actual text • Keep notes • Read three different kinds of text 			
2, RT, 2	• Identify main idea and supporting details	<ul style="list-style-type: none"> • Re-tell main points in correct order • Use major details • Text should be a minimum of 500 words • Use three different kinds of text 			
2, RT, 3	• Understand meaning of text	<ul style="list-style-type: none"> • Text that has at least 500-1,000 words • Use strategies for understanding • Keep notes • Make inferences and describe author purpose 			
2, DU, 1	• Read signs and labels	<ul style="list-style-type: none"> • Describe meaning of several pieces of information on sign/label, including name and main points 			
2, DU, 2	• Read and follow instructions	<ul style="list-style-type: none"> • Record the name of instructions and demonstrate task using instructions 			
2, DU, 3	• Plan a journey using maps	<ul style="list-style-type: none"> • Record journey plan and include: start and destination, maps used, steps used to reach destination, important place names and landmarks, distances, highway numbers or addresses and directional details 			
2, DU, 4	• Obtain information from tables and graphs	<ul style="list-style-type: none"> • Give title and purpose of table/graph • Demonstrate how to find information from table/graph with at least 2 variables 			
2, DU, 5	• Read and enter information on forms	<ul style="list-style-type: none"> • Describe use of form • Legibly complete form with pieces of information obtained from several sources and follow specific requirements noted 			
2, DU, 6	• Use reference material/system to find information	<ul style="list-style-type: none"> • Find information from unfamiliar system/source and record steps used to find it. Describe how information is organized 			
2, W, 1	• Develop a pre-writing plan	<ul style="list-style-type: none"> • Demonstrate brainstorming • Organize notes • Keep notes of each step • Provide drafts 			
2, W, 2	• Write messages, letter, reports	<ul style="list-style-type: none"> • Include one business letter • Include one report with point form • Include one letter or memo a paragraph long • Include three or four separate ideas • Provide drafts • Edit all drafts for spelling, punctuation, and grammar. 			





STAGE, AREA & ASSIGNMENT	ASSIGNMENT	ASSESSMENT CRITERIA	CAN PERFORM WITH HELP	CAN PERFORM ON OWN WITHOUT HELP	COULD TEACH OTHERS
2,W,3	• Convey ideas, feelings and experiences	<ul style="list-style-type: none"> • Use pre-writing plan • Include main points and details • Write in complete sentences • Edit all writing • Two submissions must be different prose topics of at least 250 words • Submit drafts and completed pieces 			
2,W,4	• Write a short research report	<ul style="list-style-type: none"> • Make a writing plan • Gather information from several sources • Take notes from the sources • Include at least one main idea and several supporting points • Give details for each point • List references and make footnotes. 			
2,OC,1	• Obtain information from others	• Prepare questions, greet person and ask questions, make notes			
2,OC,2	• Obtain information from a live talk or from audio-visual material	• Listen to talk/presentation, make notes and re-tell information gathered			
2,OC,3	• Provide information to more than one person	• Presentation includes main idea & supporting points in a sensible order, has examples, understanding is checked & clarified, questions encouraged & answered, should be 5 minutes in length and to a group of 3 to 6 people			
2,OC,4	• Support and/or reassure someone	• Listen to person carefully, ask questions, respond to situation using appropriate body language and words			
2,OC,5	• Perform greetings, introductions and farewells	• Greet person, obtain & provide information needed, explain person's role to group, thank person for coming			

Notes

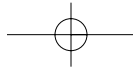




Stage Six: Working with the Stage Three Learner

Definitions

Individuals at this stage would not identify themselves as non-readers. However, they would rarely read for pleasure and often avoid reading and writing tasks in the everyday world. They are developing readers and writers capable of many complex reading and writing tasks. People reading at this level can read longer text, but may not be confident they have understood the text. They possess good basic skills in writing, but may not have had much experience in writing in a range of genres.



Stage Three Learners

Read sections of newspapers
(e.g. sports, entertainment)

•

Read part of articles in magazines

•

Read letters, bills, circulars, etc.

•

Write sentences, letters, memos with some
spelling mistakes but have a grasp of word
construction, sentence construction, and
paragraph construction

•

Can use both word attack and context cues to
figure out unfamiliar words

•

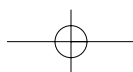
Can read simple tables and charts

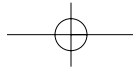
•

May not be familiar with pre-writing activities
such as planning, organizing,
brainstorming, etc.

•

Dropped out of school anywhere
from Grade 6 or 7 on





General Learner characteristics: Stage Three

Learner Goals

Many learners at this Stage have realized the limitations of their educational attainment. They return to education in order to gain qualifications or to be eligible for specific jobs or training programs. Learners at this stage often return to education because of lay-offs or changes in the workplace. Many adults at this stage want to get their GED (General Education Diploma) or their Mature Student Diploma.

Knowledge and Skills

Learners at this stage are fluent readers and

knowledge bases and develop complex comprehension skills.

Learners at Stage Three can read novels, textbooks, magazines, work-based manuals and materials. However, because the complexity of reading increases at Stage Three many learners can benefit from developing comprehension strategies. (See Resources Sections for more information on comprehension strategies.) Practitioners can also help learners identify different kinds of texts (expository, descriptive, compare and contrast, cause and effect, etc.) Learners can then begin to discover what makes a text difficult and how some texts are poorly written.

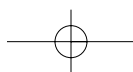
Learners at this Stage will need to explore a

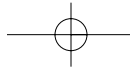


writers. However, they often lack general information of the world. Therefore, upgrading consists of science, social studies, as well as math and English. Practitioners and learners need to work together in order to expand

wider range of genres which may include biography, science fiction and/or fact, trade articles in journals, history, and geography.

Stage Three learners are familiar with forms,





applications and workplace documents such as work cards and reports. However, they may be reluctant to read graphs and charts. Linking these activities to work-based outcomes can help learners develop skills in document use.

Stage Three learners understand the perspective of the writer. They can proofread their writing and find errors with regularity. They can tell if what they have written makes sense, and they can identify areas for expanding writing. Writers at this Stage can develop writing plans and use pre-writing strategies before they begin to write.

Stage Three learners are confident oral speakers. However, they may not have made formal presentations or speeches. They can ably use the telephone and interact formally and informally with guests and other learners.

Facilitating learning

Stage Three learners are competent readers but lack practice. They need to read more and read a range of materials. These students often need additional strategies in reading comprehension. They may need instruction in the different kinds of text (prose, poetry, factual accounts, business English, etc.) Students at this level should be reading books, not just articles from newspapers or magazines.

Document use for the Stage Three learners will include more complex readings tasks and reading documents for multiple purposes. It will include cross referencing and translation of diagrams and charts into everyday language. Stage Three learners usually need

the most development in writing. These skills include a range of genres such as essays, fiction, letters, memos, reports, instructions, etc. At the same time, Stage Three learners need to stretch and develop vocabulary. Many adult developing writers struggle to put their ideas into words. Even if they lack formal academic vocabulary, they should be encouraged to attempt to use words in writing that they might not normally use in speech.

Stage Three learners should be prepared to talk in front of small groups on a topic. They may develop visuals to accompany their presentation. These may include overhead transparencies or Power Point presentation slides. Presentation skills also include responding to the audience, maintaining eye contact, and various other communication skills.

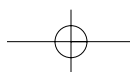


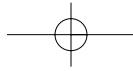
Facilitating learning for the Assignments

READING

Activities

Stage Three learners are fluent readers. They can cope with a variety of texts and find meaning from them. They can read unfamiliar material and bring their own understanding of reading and knowledge to the text in order to understand it. The challenge for the Stage Three reader is in developing comprehension skills for increasingly complex text. At the same time the Stage Three reader must cope with a longer piece of text and keep the thread of understanding throughout.





Activities for the Stage Three learner should focus on exposing the reader to non-fiction like history, geography, science, and business writing. The reader should also be reading novels and long stories. Vocabulary activities will also be needed for the Stage Three reader. These activities should be tied to texts they are reading.

Grade 11 and Grade 12 English. Your literacy program should have copies of the Manitoba curriculum.

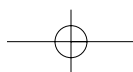
Materials

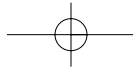
Almost any material becomes appropriate for the Stage Three reader. Although, if a student is entering that Stage, some materials may be



Many Stage Three learners have goals to continue on and get their Mature Student Diploma. For those learners, practitioners will need to investigate the requirements for

too difficult. Most readers at this stage can decipher difficult materials. However, if the vocabulary load of unfamiliar words is too great, then comprehension will be slowed





down considerably. Adults should be encouraged to find reading materials that interest them from libraries, workplace, communities and other possible sources of materials. Magazines, newspapers, journals and other print courses can also be explored.

Strategies

Stage Three learners can benefit from some reading comprehension strategy development. There are ranges of strategies to help learners cope with increasingly complex texts. The Resources section of the Guide has a number of ideas. The English curriculum for Grade 12 Transactional English also includes a range of strategies for developing reading comprehension.

Reading comprehension strategies including SQ3R (Survey, Question, Read, Respond, Review), graphic organizers, anticipation guides, Question/ Answer Response (QAR), KWL. These strategies are memory devices to help learners remember the steps to improving comprehension.

Document use

Stage Three learners are now interacting with document systems. They are now developing knowledge and skills beyond forms, charts, schedules and graphs.

Activities

Documents include interacting with reference systems (such as libraries or databases). Learners are expected to both use and create

systems. For example, they could create a filing system for their own or workplace use. You will need to develop activities which demand responses from more than one document at a time. Complex responses are important to developing skills in document use at this Stage.

If your program has computers, learners could be directed to the web site to find materials for their own use. The Essential Skills Profiles provide direct sources for learners to use to learn these complex skills. Learners can benefit from case studies which ask them to find information from a variety of places to solve problems.

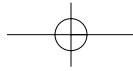
Materials

The Essential Skill web site has many examples of documents for practitioners and learners to access. Often the Math Curriculum used in the Mature Student Diploma provides materials on graphs, tables, schedules, etc. You will need to develop problem solving activities which ask the learner to integrate information from a range of sources.

Strategies

Stage Three learners are now interpreting and analyzing information from several documents in order to get answers. Strategies including skimming, scanning and pre-reading (e.g. using titles, headings and tables of content to infer meanings) may also need to be taught. You may be able to integrate the use of spreadsheets and/or databases to provide examples of document use. Learners may use evidence from computer courses in some cases.





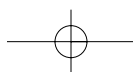
Skills

Learners at Stage Three must complete complex forms requiring retrieval of information embedded in tables or schedules. They must be able to recount how information is categorized and organized. Learners can make comparisons and draw multiple conclusions from documents

Learners must also be able to infer meaning from a wider range of documents including blueprints, schematics, graphs, and flow charts. They must be able to interpret trends and draw conclusions from complex symbols and information.

Writing

Many Stage Three writers need to develop grammar and sentence structure skills. Although there are many grammar books on the market, these are not very helpful for impacting skill development. Writers need to interact with their own texts. Skill development should build on the learner's own writing. Grammar books should only be used if a specific skill has been targeted for additional work, and then grammar books should only be used in a limited way.





The Facilitators Guide

Activities

Writers at Stage Three understand a range of expository texts. They can write compare and contrast paragraphs and descriptive paragraphs. They can write an expository essay, which develops an argument. They will perfect their pre-writing strategies including using concept maps, brainstorming sessions, and pre-writing drafts for writing development.

If at all possible, Stage Three writers should be transcribing first drafts on the computer and using the computer to edit their work. Stage Three writers are now capable of developing different kinds of writing. They will need to practice writing for different purposes and different audiences. They will need to write a range of texts including stories, poems, reports, and letters and notes.

Stage Three writers can now cope with assigned writing tasks. For example, the learner can choose from several topics and write a short essay on one of them. Learners at Stage Three may also need timed writing experiences in order to make the transition to the more curriculum-based instruction such as the Mature Student Diploma program.

Materials

Ideas for writing should stem from interests and goals of the learner. Students can write letters of application for jobs. They can write notes to supervisors or their colleagues. They may learn to keep minutes for workplace meetings.

Other writing activities include composing opinion paragraphs and short pieces, which

convey their thoughts or feelings. Creative writing can include stories, dramas, radio plays, and poems.

Many times learners appreciate reading the writing of other students. Student writing can help provide ideas for writing and examples of what other learners write about. Literacy Partners has a collection of student writing. Many programs also have examples of student writing.

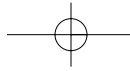
Strategies

Writers at Stage Three will need additional strategies in proofreading. You may introduce writing strategies, which include the development of more complex sentences, linking sentences, and grammatical conventions, which indicate mature writing skills.

Learners will now need strategies for note-taking and other study skills. If they have goals to go on to further education, they may need strategies for taking tests and timed writing experiences.

Learners will be developing research skills and you may need to provide instruction on gathering information, using references, identifying quality source materials, and integrating documents (graphs, charts, tables) into expository writing.

Creative writing may include stories, dramas, poems, or autobiographical extended pieces. Autobiographical writing should link personal accounts to external data.



Skills

Stage Three learners are now sophisticated writers. They are prepared to enter formal education and training programs. They can write extended pieces of writing and correct their own work. They can receive constructive criticism and make changes to drafts as appropriate.

Stage Three writers know that writing should be organized to benefit the reader. So, they write effective openings and provide transitions between sections of text. They can vary language and formats depending on their purpose for writing.



Stage Three writers can conduct independent research in the library and on the Internet and use these sources for developing their expository writing. They can use reference systems to find information. They can validate and cross check information from the Internet. Particularly in relation to research

sources, learners can describe plagiarism and its relationship to writing

Stage Three writers can communicate to others their strategies for writing, editing, and producing a variety of texts. Usually, the Stage Three writer can use word processing skills for saving, editing and printing his/her writing. They can present final drafts in type written or computer generated versions.

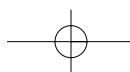
Oral Communications

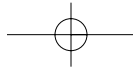
Activities

Many of the outcomes for Stage Three learners include integrating visual presentations with formal oral presentations. You should be providing practice examples of presentations and then encouraging learners to explore where/when they may make those presentations. Presentations conducted outside the program will be acceptable evidence for the portfolio.

Learners must develop skill to analyze advertisements and develop persuasive speeches. They should be encouraged to create new ways of presenting their speeches including multimedia, audio, or video.

Learners should be encouraged to present to a variety of audiences on a number of different topics. They may need to practice leading discussions and responding to questions. Learners need to practice 'reading' their audience in order to amend or vary a presentation.





Materials

Learners may be encouraged to use computer presentations (such as Power Point) or other visual aids as media supports. Their own drawings or paintings may also be used to demonstrate their points of view. Learners must become fluent in a range of media and use these to make a case for reporting or persuading. Print, television or radio advertising may be used. Learners may need to record these examples and include them in their portfolios.

Strategies

Learners will need strategies for preparing notes for speeches. They will need to develop confidence in presenting to audiences in order to maintain eye contact, present fluently, and get audience response or feedback. You may need to model examples of good presentations or use television, video, or radio as other exemplars. Learners will need to describe strategies to engage an audience and maintain interest.

Skills

At the end of Stage Three learners can publicly present reports and persuasive speeches to small audiences. They can present to unfamiliar audiences on familiar subjects. They can overcome their anxieties to present their opinions to others. They can organize their presentations using a range of visual aids. Learners understand what makes a good speech and what kind of skills are needed to present so others can understand and respond. They can demonstrate active listening and can interact appropriately in discussions. They can demonstrate their participation orally through interactions with peers and instructors.

Profiles of Stage Three Learners

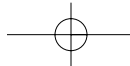
■ Vera

Vera is a mother with three children. She is 42 years old and would like to get her high school diploma. Her kids are all in school and she would like to help them more with school work. She dropped out of school in Grade 8. Vera has a lot of experience in volunteer work. She has been on several church committees and has been a coach for her daughter's soccer team. Vera volunteers for the Pan Am games and feels she would like to become a Special Events Coordinator.

■ Les

Les is a 45 year old man who has worked for 20 years for a large manufacturing company as a shipper and receiver. He recently was laid off because of the economic downturn. Les dropped out in Grade 9, but he has a number of excellent mechanical skills. He has worked on cars and engines on his own for many years and would like to complete his high school and become a mechanic. However, he will need to up-grade his writing skills before he can tackle Grade 11 English and math courses.





Vera: Beginning Stage Three

If we look at the Essential Skills for Special Events Coordinators (NOC # 1266), we find some examples of job tasks listed with a complexity skill level. You can also go to the Essential Skills web site to see more examples of the kinds of activities and tasks that a Special Events Coordinator does.

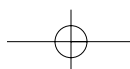
Follow the charts below to see how activities, materials, strategies and skills link to specific Assignments.

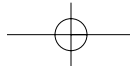
Many Authentic Workplace Materials (AWM) can be downloaded from: http://www15.hrdc-drhc.gc.ca/awm/main/introduc_e.asp

Abbreviation Key:

RT Reading Text	ACC Assessment Criteria
ROA Record of Achievement (Stages Manual)	W Writing
DU Document Use	OC Oral Communication

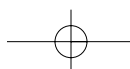
ACTIVITIES		MATERIALS		WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
SKILL	ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	WHAT CAN THE LEARNER DO? LISTED IN ROA	
RT	1	• Summarize a text	• Letters and memos from clients and tourism personnel	• Textbooks OR English Newspapers,	• Cromley • Manitoba curriculum • www.abeflorida.org	• Think Aloud • Modelling a summary	• Read long pieces of text • Keep notes • Create summaries which reduce text by 80-90%
	2	• Information search	• Contracts • Search for potential suppliers for an event	• Novels, biographies, 'how to' books,	• Conduct web search	• Ask questions of the text • Discriminate non-relevant information • Model good search strategies	• Access multiple pieces of information for a single purpose
	3	• Identify author's intended audience, author's opinion and author's purpose	• Insurance documents and other legal documents for risk management	• Editorials • News stories • Occupational information	• Cromley • www.cthrc.ca	• Develop guidelines and graphic organizers • Discriminate between opinion and fact • Ask questions of the text	• Describe a range of purposes in writing • Describe how writing would change for various audiences
	4	• Select and integrate relevant information from text	• Contractor's proposals and tenders to evaluate them • Cash flow statements	• Proposals on school development	• Cromley • Millar	• Ask questions of the text • Discriminate non-relevant information • Create mental models	
	5	• Identify characteristics of a genre	• Industry publications, press releases, economic impact reports and newspaper articles	• Books, articles, newspapers, reports, proposals	• Cromley • www.abeflorida.org • Manitoba English curriculum	• Teach analogies • Discuss different kinds of writing	• Tell differences between genres • Describe different kinds of expository text
DU	1	• Complete forms	• Block party application	• Audio-visual request form	• www.city.vancouver.bc.ca • http://secure.inorbital.com	• How to research information to complete a form	• Fill in complex information
	2	• Organize materials into a useable, efficient system	• Develop portfolio of mock event	• Organize home office • Detail the system used	• Skillplan (Numeracy)	• Analyzing data • How to select appropriate information • Skim for specific information	
	3	• Consult a reference system to find information	• *Use media (and other) directories	• Libraries • Databases	• Skillplan (Writing) • Search web sites for special events sites	• Use multiple sources to find an answer • Confirm valid information from sources	• Make notes • Write up data • Identify some acronyms and abbreviations
	4	• Locate specific information embedded in tables or schedules	• Function sheets for banquets and other events	• Data analysis forms	• Haney, • Skillplan (Numeracy) • *St. Catharines Standard, National Advertising Rates	• Go to analysis section of AWM web site	• Search quickly • Use sub-headings to find information

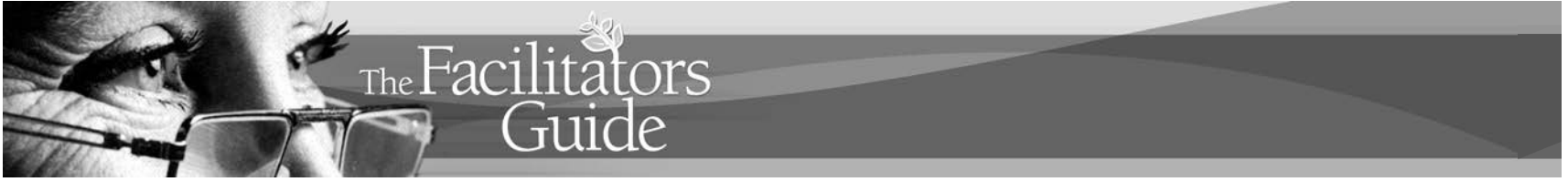
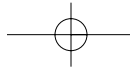




Abbreviation Key:			
RT	Reading Text	ACC	Assessment Criteria
ROA	Record of Achievement (Stages Manual)	W	Writing
DU	Document Use	OC	Oral Communication

ACTIVITIES		MATERIALS		WHERE TO FIND TEACHING RESOURCES		LEARNING STRATEGIES	LEARNER SKILLS
SKILL	SKILL	ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	WHAT CAN THE LEARNER DO? LISTED IN ROA
DU	5	<ul style="list-style-type: none"> Interpret and analyze information in documents such as graphs, charts, diagrams, drawings, blueprints, schematics or flowcharts with text 	<ul style="list-style-type: none"> Floor plans and site plans of the Convention Centre Create production schedules 	<ul style="list-style-type: none"> Floor plans of local school 	<ul style="list-style-type: none"> Skillplan (Numeracy) *Alberta 1 Call Corporation, International Colour Code for Marking Buried Facilities 	<ul style="list-style-type: none"> Develop scenarios for problem solving Create a rate schedule 	<ul style="list-style-type: none"> Unintegrate lists, graphs, and written information
W	1	<ul style="list-style-type: none"> Use pre-writing strategies 	<ul style="list-style-type: none"> Develop different pre-writing strategies for different texts 	<ul style="list-style-type: none"> Develop a plan for writing a response to reading 	<ul style="list-style-type: none"> Manitoba curriculum Chambers Cromley 	<ul style="list-style-type: none"> Webbing, mapping Mental maps 	<ul style="list-style-type: none"> Adapt writing plan for purpose in writing
	2	<ul style="list-style-type: none"> Convey your ideas, feelings and experiences in written format 	<ul style="list-style-type: none"> Create a potential learning event: write a journal on this 	<ul style="list-style-type: none"> Compare and contrast two travel experiences 	<ul style="list-style-type: none"> www.abeflorida.org 	<ul style="list-style-type: none"> Brainstorming Expand a text Question your own writing Proofreading strategies 	<ul style="list-style-type: none"> Select appropriate vocabulary and register Edit own work Organize and sequence text
	3	<ul style="list-style-type: none"> Convey information and opinions in a specialized format 	<ul style="list-style-type: none"> Write a cover letter for a grant application 	<ul style="list-style-type: none"> Plan a wedding 	<ul style="list-style-type: none"> www.denver-weddings.com Millar 	<ul style="list-style-type: none"> Clarify different needs for different formats Practice different formats 	<ul style="list-style-type: none"> Demonstrate drafts and editing Select best pieces Use more sophisticated grammatical conventions
	4	<ul style="list-style-type: none"> Write in essay form 	<ul style="list-style-type: none"> Write essays on specific events 	<ul style="list-style-type: none"> Write essays on topics of interest 	<ul style="list-style-type: none"> GED prep books Manitoba curriculum Cromley 	<ul style="list-style-type: none"> Teach explicit essay form Discuss how to integrate data into essay How to position self as impartial writer 	<ul style="list-style-type: none"> Write a bibliography Demonstrate writing within a format
	5	<ul style="list-style-type: none"> Write a research report 	<ul style="list-style-type: none"> Write a paper regarding best practices at 3 recently attended events 	<ul style="list-style-type: none"> Write a report on a topic of interest 	<ul style="list-style-type: none"> Skillplan: www.mcrel.org Internet search Library search 	<ul style="list-style-type: none"> Identifying valid internet information How to use/include references 	<ul style="list-style-type: none"> Use descriptive language Keep on track Provide details
OC	1	<ul style="list-style-type: none"> Explain or describe an activity 	<ul style="list-style-type: none"> Create a special event plan: describe all features 	<ul style="list-style-type: none"> How to book an entertainer for a school event 	<ul style="list-style-type: none"> Use descriptive language Keep on track Provide details 	<ul style="list-style-type: none"> Expand vocabulary to describe things Categorize information 	<ul style="list-style-type: none"> Stay on topic Take notes Reports on notes
	2	<ul style="list-style-type: none"> Find, select and use information from oral sources to solve a problem or support a case 	<ul style="list-style-type: none"> Obtain information over the phone regarding a hotel policy on event cancellation deadlines to discuss with client 	<ul style="list-style-type: none"> Interview other special events coordinators for problems they encounter on the job 	<ul style="list-style-type: none"> Conduct research over the phone and through interview 	<ul style="list-style-type: none"> Develop a range of questions 	<ul style="list-style-type: none"> Explain body language Use evidence to support your opinion Vary tone and response Demonstrate "politeness" in disagreeing
	3	<ul style="list-style-type: none"> Exchange information and opinions in a group 	<ul style="list-style-type: none"> Role play meeting with clients to discuss the planning for upcoming events 	<ul style="list-style-type: none"> Discuss current events with other learners 	<ul style="list-style-type: none"> Videotape external discussion group Cromley Blair & Jeanson 	<ul style="list-style-type: none"> Demonstrate active listening Develop critical "ear" How to get and receive feedback 	<ul style="list-style-type: none"> Compare and contrast Use cause and effect Underlying assumptions Use language of persuasion Use Visuals of persuasion
	4	<ul style="list-style-type: none"> Report your analysis of an advertisement 	<ul style="list-style-type: none"> Analyze a catering company's brochure 	<ul style="list-style-type: none"> Advertisements delivered to the home (brochures, flyers, etc.) are an excellent source 	<ul style="list-style-type: none"> Cromley 	<ul style="list-style-type: none"> Distinguish between fact and opinion Analyze commercials Develop critical thinking skills Write an ad for a recipe you cook 	<ul style="list-style-type: none"> Select vocabulary and tone
	5	<ul style="list-style-type: none"> Present and support your opinion on a topic 	<ul style="list-style-type: none"> Develop a formal presentation to a potential "client" 	<ul style="list-style-type: none"> Do a short presentation for your literacy program 	<ul style="list-style-type: none"> Manitoba curriculum 	<ul style="list-style-type: none"> Persuade others 	<ul style="list-style-type: none"> Get feedback





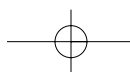
Les—Mid Stage Three

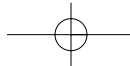
If we look at the Essential Skills for Mechanics (NOC 7321), we find some examples of job tasks listed with a complexity skill level. You can also go to the Essential Skills web site to see more examples of the kinds of activities and tasks that a Mechanic does. Follow the charts below to see how activities, materials, strategies and skills link to specific Assignments. Many Authentic Workplace Materials (AWM) can be downloaded from: http://www15.hrdc-drhc.gc.ca/awm/main/introduc_e.asp

Abbreviation Key:

RT Reading Text	ACC Assessment Criteria
ROA Record of Achievement (Stages Manual)	W Writing
DU Document Use	OC Oral Communication

ACTIVITIES		MATERIALS		WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS	
SKILL	ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	WHAT CAN THE LEARNER DO? LISTED IN ROA	
RT	1	• Summarize a text	• Shop manual section on brake repair	• News article or short story on evolution of diesel engines	• Cromley • Manitoba curriculum • www.abeflorida.org	• Think Aloud • Models of good summaries • Discussing how to write a summary	• Read long pieces of text • Keep notes • Create a summary that reduces text by 80-90%
	2	• Information search: choose a topic that will require a variety of reading strategies to locate information	• Shop training manuals and programmed learning modules put out by diesel companies	• WHIMS materials	• Bridging the Gap report from www.cars-council	• Ask questions of the text • Discriminate non-relevant information • Model good search strategies	• Access multiple pieces of information for a single purpose
	3	• Identify author's intended audience, author's opinion and author's purpose	• Analyze quality standards within the transportation industry	• News or magazine editorial or article, consumer report on used vehicles	• Cromley • Manitoba curriculum • GED materials	• Develop guidelines and graphic organizers • Discriminate between opinion and fact • Ask questions of the text	• Describe a range of purposes in writing • Describe how writing would change for various audiences
	4	• Select and integrate relevant information from text	• Company's shop library for information about engines and electronics	• Books, articles, manuals	• Libraries • Cromley	• Ask questions of the text • Discriminate non-relevant information • Create mental models	
	5	• Identify characteristics of a genre	• Manuals • Reports • Employee contracts • Magazine articles	• Books, articles, newspapers, reports, guides, bulletins	• Cromley, • Skillplan (Writing) • Manitoba curriculum • www.abeflorida.org	• Teach analogies • Discuss different kinds of writing	• Tell differences between genres • Describe different kinds of expository text
DU	1	• Complete forms	• Inspection and estimate form	• Application forms, career development surveys, self-assessment tests	• *Blaskin & Lane form • forms on transportation web sites	• How to research information to complete a form	• Fill in complex information • Use information from one system to transfer to another
	2	• Organize materials into a useable, efficient system	• Explain how workplace organizes print materials	• Explain how tools are organized in home garage	• Skillplan - Writing at Work	• Analyzing data • How to select appropriate information • Skim for specific information	• Preview document and analyze purpose and intended audience
	3	• Consult a reference system to find information	• Electrical troubleshooting charts and diagrams	• Libraries • Databases for information	• Skillplan (Writing) • www.autoguide.net	• Use multiple sources to find an answer • Confirm valid information from sources	• Makes notes • Write up data • Identify some acronyms and abbreviations
	4	• Locate specific information embedded in tables or schedules	• "Black box" printouts that show how many times the truck shifted gears between two geographic points and tracks progressive shifting	• Consult bus or train schedule • Dangerous goods schedules	• www.gdsourcing.ca • Skillplan (Numeracy) • *Dangerous goods manual	• Go to analysis section of AWM web site	• Search quickly • Use sub-headings to find information

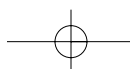




Abbreviation Key:

RT Reading Text	ACC Assessment Criteria
ROA Record of Achievement (Stages Manual)	W Writing
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ACTIVITIES		MATERIALS	WHERE TO FIND TEACHING RESOURCES	LEARNING STRATEGIES	LEARNER SKILLS		
SKILL	SKILL	ASSIGNMENT/OUTCOME	JOB TASK EXAMPLE	EXAMPLE FROM WORKPLACE, COMMUNITY OR HOME	NAMES ARE ALPHABETICAL IN RESOURCE SECTION OF THIS GUIDE	HOW WILL LEARNERS LEARN THIS ASSIGNMENT?	WHAT CAN THE LEARNER DO? LISTED IN ROA
DU	5	<ul style="list-style-type: none"> Interpret and analyze information in documents such as graphs, charts, diagrams, drawings, blueprints, schematics or flowcharts with text 	<ul style="list-style-type: none"> Schematic diagrams, such as wiring diagrams or air brakes diagrams 	<ul style="list-style-type: none"> Report on used vehicle marketing 	<ul style="list-style-type: none"> www.gdsourcing.ca Manitoba curriculum or textbooks on auto repair 	<ul style="list-style-type: none"> Make a sketch of wiring solution Describe how the diagram relates to parts 	<ul style="list-style-type: none"> Interpret occupational specific language Integrate several kinds of information Notice trends and draw conclusions
W	1	<ul style="list-style-type: none"> Use pre-writing strategies 	<ul style="list-style-type: none"> Plan a report on the transportation industry 	<ul style="list-style-type: none"> Compare and contrast two different automobiles 	<ul style="list-style-type: none"> Manitoba curriculum 	<ul style="list-style-type: none"> Webbing (concepts maps) Mental maps 	<ul style="list-style-type: none"> Use a range of pre-writing strategies to develop different kinds of writing
	2	<ul style="list-style-type: none"> Convey your ideas, feelings and experiences in written format 	<ul style="list-style-type: none"> Write reports for insurance claims. These must be very precise and accurate. 	<ul style="list-style-type: none"> Write a story about a significant experience in your life 	<ul style="list-style-type: none"> Manitoba curriculum GED resources Haney 	<ul style="list-style-type: none"> Brainstorming Expand a text Question your own writing Proofreading strategies 	<ul style="list-style-type: none"> Select appropriate vocabulary and register Edit own work Organize and sequence text
	3	<ul style="list-style-type: none"> Convey information and opinions in a specialized format 	<ul style="list-style-type: none"> Write a report describing what you believe to be a new and more efficient way to accomplish a task 	<ul style="list-style-type: none"> Write a letter to the editor of a local newspaper expressing your views on an issue 	<ul style="list-style-type: none"> Sample with various report formats 	<ul style="list-style-type: none"> Clarify different needs for different formats Practice different formats 	<ul style="list-style-type: none"> Select vocabulary Persuade others Support argument with data Select appropriate format for purposes
	4	<ul style="list-style-type: none"> Write in essay form 	<ul style="list-style-type: none"> Research and write an essay on the cause and effect of road accidents 	<ul style="list-style-type: none"> Write a summary of a short story 	<ul style="list-style-type: none"> GED prep books Manitoba curriculum Cromley 	<ul style="list-style-type: none"> Identify essay form Discuss with others how to integrate data into essay Position self as impartial writer 	<ul style="list-style-type: none"> Demonstrate drafts and editing Select best pieces Use more sophisticated grammatical conventions
	5	<ul style="list-style-type: none"> Write a research report 	<ul style="list-style-type: none"> Write a paper regarding best practices at 3 auto repair centres 	<ul style="list-style-type: none"> Write a report on a topic of interest 	<ul style="list-style-type: none"> Skillplan – (Writing)/ Libraries Internet search Interview information Videos on home repair 	<ul style="list-style-type: none"> Identifying valid internet information How to use/include references 	<ul style="list-style-type: none"> Write a bibliography Demonstrate writing within a format
OC	1	<ul style="list-style-type: none"> Explain or describe an activity 	<ul style="list-style-type: none"> Show and describe a repair procedure to a co-worker 	<ul style="list-style-type: none"> Explain how to build a deck 	<ul style="list-style-type: none"> Videos on home repair 	<ul style="list-style-type: none"> Expand vocabulary to describe things Categorize information 	<ul style="list-style-type: none"> Describe a complex set of instructions Evaluate instructions Stay on topic
	2	<ul style="list-style-type: none"> Find, select and use information from oral sources to solve a problem or support a case 	<ul style="list-style-type: none"> Contact other mechanics to find out what repairs were previously done to a vehicle and discuss how to carry out difficult repairs 	<ul style="list-style-type: none"> Discuss a problem you may have in your stages progress with teacher 	<ul style="list-style-type: none"> Conduct research over the phone and through interview 	<ul style="list-style-type: none"> Develop a range of questions Analyze questions and possible responses 	<ul style="list-style-type: none"> Take notes Reports on notes
	3	<ul style="list-style-type: none"> Exchange information and opinions in a group 	<ul style="list-style-type: none"> Discuss a transmission repair problem with co-workers 	<ul style="list-style-type: none"> Meet with other learners to discuss ideas for learning materials 	<ul style="list-style-type: none"> Videotape external discussion group Cromley Blair & Jeanson 	<ul style="list-style-type: none"> Demonstrate active listening Develop critical "ear" Demonstrate how to get and receive feedback 	<ul style="list-style-type: none"> Explain body language Use evidence to support your opinion Vary tone and response Demonstrate "politeness" in disagreeing
	4	<ul style="list-style-type: none"> Report your analysis of an advertisement 	<ul style="list-style-type: none"> Select an ad from a competitor if possible 	<ul style="list-style-type: none"> Advertisements delivered to the home (brochures, flyers, etc.) are an excellent source 	<ul style="list-style-type: none"> Videotaped TV ads Cromley 	<ul style="list-style-type: none"> Distinguish between fact & opinion Analyze commercials Develop critical thinking skills Write an advertisement for a recipe you cook 	<ul style="list-style-type: none"> Compare and contrast Use Cause and effect Underlying assumptions Use language of persuasion Use Visuals of persuasion
	5	<ul style="list-style-type: none"> Present and support your opinion on a topic 	<ul style="list-style-type: none"> Discuss the effect of change in company ownership on your job 	<ul style="list-style-type: none"> Make a short speech on a topic of your choice 	<ul style="list-style-type: none"> Newspapers Political events Manitoba curriculum 	<ul style="list-style-type: none"> Discuss language choice Practice in giving short speeches Persuade others 	<ul style="list-style-type: none"> Select vocabulary and tone Get feedback Respond to audience Present ideas in a logical sequence





Preparation for Assessment

- Find information in two and three dimensional drawings
- Complete forms that require coding
- Design a document

Skills (Exit Abilities)

Learners at Stage Three can read longer pieces of text and provide information on author purpose and intended audience. The learner can recall details and provide information about a number of main ideas and how the author develops these. Learners at Stage Three have mastered the purposes and skills in reading for different purposes (reading to learn information, reading for interest or entertainment, reading for gaining new knowledge.)

Reading Text

- Identify author's purpose and intended audience
- Adapt purposes for reading and explain these to others
- Describe how writing style, language and format may change depending on the genre
- Describe inferences and intonations in a writer's style
- Differentiate between non-fiction and fiction writing
- Differentiate between opinion and factual writing
- Describe ways of validating an author's argument
- Summarize content and report on author's purpose, themes, main characters, and plot

Document use

- Identify purpose and audience for a document

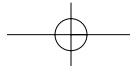
- Use reference systems to find information
- Find information in two and three dimensional drawings
- Complete forms that require coding
- Design a document

Writing

- Develop logical arguments and support a case
- Use and vary complex language skills including a variety of sentence forms and language use
- Vary language according to audience
- Use language appropriately to introduce topics and make transitions
- Demonstrate research skills from a variety of sources (including but not exclusively the Internet)
- Validate and cross check information from the Internet
- Describe plagiarism and its relationship to writing
- Present final drafts in type written or computer generated versions
- Use word processing skills for saving, editing and printing writing

Oral communication

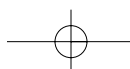
- Present to a range of groups
- Describe strategies to engage an audience and maintain interest
- Express opinions that are respectful of others
- Use visual aides to support a speech or talk
- Accept feedback
- Participate and lead discussions
- Identify how body language provides insight into audience response

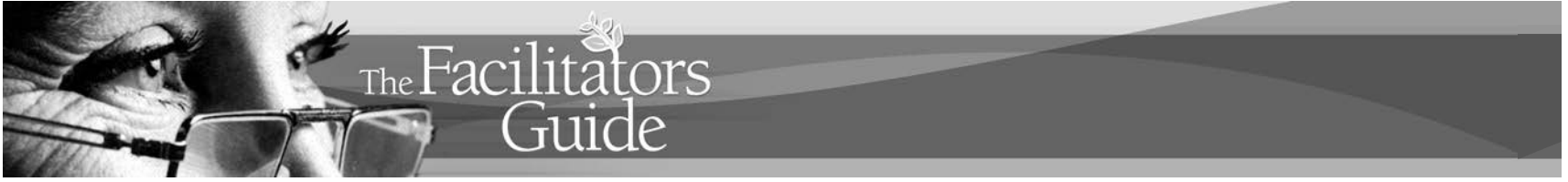
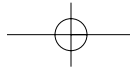


Assessment Criteria Table: Stage Three

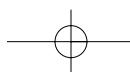
LEARNERS MUST BE ABLE TO PERFORM THE ASSIGNMENTS ON THEIR OWN, WITH NO HELP, IN ORDER TO ACHIEVE THE OUTCOME.

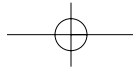
Abbreviation Key:					
RT	Reading Text	ACC	Assessment Criteria		
ROA	Record of Achievement (Stages Manual)	W	Writing		
DU	Document Use	OC	Oral Communication		
STAGE, AREA & ASSIGNMENT	ASSIGNMENT	ASSESSMENT CRITERIA	CAN PERFORM WITH HELP	CAN PERFORM ON OWN WITHOUT HELP	COULD TEACH OTHERS
3, RT, 1	• Summarize text	<ul style="list-style-type: none"> • Read three different texts of at least 1,000 words each • Make notes on the main ideas and supporting points • Summarize in your own words • Write a summary (should not be less than 250 words) 			
3, RT, 2	• Conduct information search	<ul style="list-style-type: none"> • Identify a topic • Demonstrate at least three different strategies to find information • Keep notes / Explain the strategies you used • Use text that is complex and contains a variety of information 			
3, RT, 3	• Identify author's audience, opinions and purpose	<ul style="list-style-type: none"> • Submit text that is least 250 words / One should be over 1,000 words • Submit at least four different texts • Keep notes • Write a description of audience, purpose, and author opinions 			
3, RT, 4	• Select and integrate relevant information	<ul style="list-style-type: none"> • Use text that is complex and contains a variety of information in different sections • Learners must demonstrate they can make decisions about where and how to locate information • Demonstrate they can keep notes and use different strategies to select information 			
3, RT, 5	• Identify characteristics of a genre	<ul style="list-style-type: none"> • At least three different genre must be analyzed • Identify different characteristics for each genre • Learners must report on their findings in writing 			
3, DU, 1	• Complete forms	<ul style="list-style-type: none"> • Forms must have several sections, require information from several sources & contain some open-ended questions 			
3, DU, 2	• Organize materials into a useable, efficient system	<ul style="list-style-type: none"> • Use numerical, alphabetical, date, or some other logical format & explain how it improved efficiency 			
3, DU, 3	• Consult a reference system to find information	<ul style="list-style-type: none"> • Decide on information wanted & select a reference system. • Conduct 2 separate searches (1 multiple – i.e. for more than one piece of information, & 1 consecutive – i.e. one search leads to a second &/or subsequent search) and find the required information 			
3, DU, 4	• Locate specific information embedded in tables or schedules	<ul style="list-style-type: none"> • Select 3 separate tables or schedules & review for organization or set up. Decide what information is wanted and demonstrate or explain how to find it. 			
3, DU, 5	• Interpret and analyze information in documents such as graphs, charts, diagrams, drawings, blueprints, schematics, thematic maps or flowcharts, with text	<ul style="list-style-type: none"> • Select & read a document with both text & graphical information. • Explain document type, title & purpose as well as information provided. Explain what trend, conclusion, or comparison is suggested by information. 			
3, W, 1	• Use pre-writing strategies	<ul style="list-style-type: none"> • Demonstrate a range of pre-writing strategies for at least two different pieces of writing 			





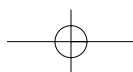
STAGE, AREA & ASSIGNMENT	ASSIGNMENT	ASSESSMENT CRITERIA	CAN PERFORM WITH HELP	CAN PERFORM ON OWN WITHOUT HELP	COULD TEACH OTHERS
3, W, 2	• Convey ideas, feelings and experiences	<ul style="list-style-type: none"> • Include two different examples must be included • Writing must be at least 350 words long • Include examples should include the best pieces (not all pieces of writing) 			
3, W 3	• Convey information and/or opinions in a specialized format	<ul style="list-style-type: none"> • Three different examples must be included • Each piece of writing must be at least 250 words long • Each format (report, essay, letters, etc.) must follow accepted formats for that genre • Learners must demonstrate editing and revisions by including drafts 			
3, W, 4	• Write in essay form	<ul style="list-style-type: none"> • Two different essays must be included • Each essay should be between 300-500 words and follow acceptable format for the genre • Each essay must follow acceptable elements of content, organization, style and mechanics • Learners must select the pieces and provide a rationale for selection • Learners must demonstrate editing and revisions by including drafts of their pieces 			
3,W, 5	• Write a research report	<ul style="list-style-type: none"> • Learning must demonstrate note-taking skills • Information on must be gathered from two different sources: only one may be the Internet • All sources must be referenced including Internet sources • At least two different reports on two different topics must be included in the portfolio • Each report must be at least 500 words long • Each report must include a bibliography and footnotes • Formats for writing reports must be demonstrated 			
3, OC, 1	• Explain or describe an activity	<ul style="list-style-type: none"> • Select 3 different activities. Prepare notes & any visual aids. • Present to audience (1 audience must be unfamiliar to learner & 1 audience must be to several people). Check for understanding & respond to questions. Record outcome in a few sentences. 			
3, OC, 2	• Find, select and use information from oral sources to solve a problem or support a case	<ul style="list-style-type: none"> • Select information relevant to problems. Take notes as necessary & present results orally to tutor. 1 situation must be from an unfamiliar person, 1 situation must be unfamiliar information, & 1 situation must be from more than one information source. 			
3, OC, 3	• Exchange information and opinions in a group	<ul style="list-style-type: none"> • Arrange 3 discussions on familiar topics with groups of 3 to 5 people. Ask questions, listen, interrupt with appropriate phrases, & contribute information to discussion. Use active listening techniques & consider feelings & opinions of others during discussions. 			
3, OC, 4	• Report your analysis of an advertisement	<ul style="list-style-type: none"> • Select 3 different advertisements. Identify media type, item advertised, target market, persuasive techniques, facts & opinions. • Make notes & present report orally to tutor. 			
3, OC, 5	• Present and support your opinion on a topic	<ul style="list-style-type: none"> • Select 2 separate familiar topics. Record your opinion, & supporting points. Present information to a person by speaking clearly, confidently & in a logical order. 			

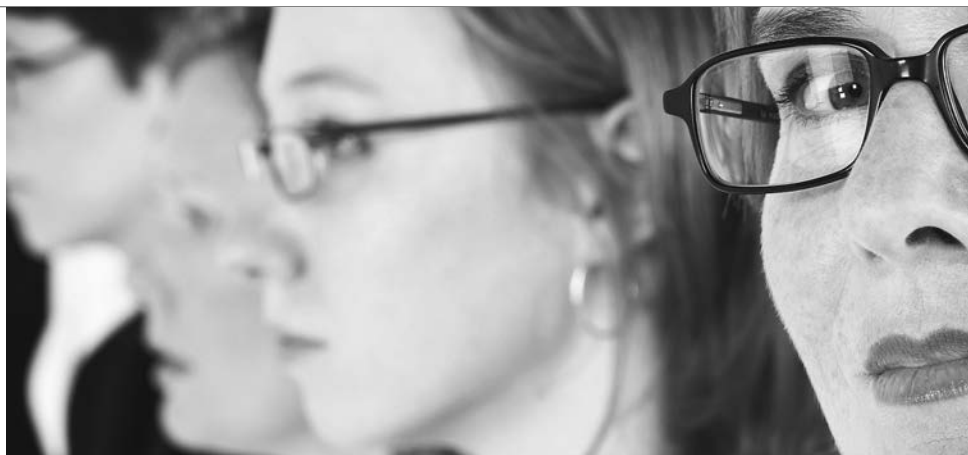
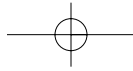




Resources:

This section has been developed to provide literacy practitioners with a range of resources suggestions for teaching and learning. These include print resources and a wide range of Internet web sites for additional materials and activities.





Teaching the Learner to find Resources and help direct Activities

Learners should be encouraged to find their own resources and materials that are of interest to them throughout the three Stages. This helps to make the learning more meaningful for the learner. The learner should also be directed to use a variety of resources/materials in order to complete the assignments within the Stages. The greater the variety (or range) of resources and materials used, the better the learning and understanding. For examples, if three sources are needed to complete an Assignment, then use a range of resources. Do not use the same resource three times. Instead use various resources such as newspapers, magazines, web sites, plus books or other print materials.

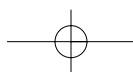
If a learners selects resources/material that are too difficult for the assignment, the facilitator might help the learner to select a part of the resource in order to fulfill the assignment requirements.

Simplifying Materials

Sometimes difficult materials can be used if the facilitator has re-written an article to make it easier to read. This is an activity that volunteers or even Stage Three learners can do as part of their writing assignments. (See Appendix A for a detailed description of how to simplify materials.)

Print Resources

Many of these resources are recommended repeatedly throughout this document. If they are not available in your program, you should contact your program coordinator and suggest they be added to your library.





General background to literacy development

Initial Assessment and Diagnosis

CAMPBELL, P & BROKOP, E
Canadian Adult Reading Assessment
 (Includes and instructor's manual, assessment booklet, and CD ROM)

CARA provides placements and diagnostic information and identifies reading patterns, enabling practitioners to choose effective teaching strategies.

MISCUE ANALYSIS KIT.

Adult Learning and Literacy.

This Guide provides information on using error analysis to diagnose literacy levels and provide information for teaching placement.

Reading

BROWN, O. (ED) (1996)

Tips at Your Fingertips: Teaching Strategies for Adult Literacy Tutors. International Reading Association.

A very user-friendly text outlining instructional strategies for improving reading comprehension and writing skills.

CAMPBELL, P. (2003)

Teaching Reading to adults: A Balanced Approach. Grassroots Press.

This is an excellent resource books for teaching reading. It also has some accompanying videos which show interaction between learners and their tutors. The book focuses on the reading process and

provides many strategies for improving reading comprehension.

HARWOOD, C. (2001)

Handbook for Literacy Tutors.

The manual contains comprehensive sections on teaching reading, writing and numeracy. The section on accessibility addresses working with people who have developmental, physical, emotional and learning disabilities.

JOURNEYWORKERS. (1989)

Alberta Ministry of Education FREE

The Journeyworkers manual was developed as an introduction to teaching literacy. The section on teaching beginning readers is especially helpful for new tutors. This manual provides a step-by-step instruction for teaching the language experience approach to beginning readers.

SK LITERACY NETWORK
 LEVEL ONE: TUTOR TRAINING KIT

A comprehensive training kit that provides information on literacy, tutoring, reading and writing skills in a plain language format. Excellent workshop ideas that could be easily implemented by a coordinator. This kit presents similar concepts and ideas as Adult Learning and Literacy's Introduction to Teaching Literacy To Adults Level One Certificate course.

TARASOFF, M. (1996)

Reading Instruction that Makes Sense. Grassroots Press.

This book presents a framework for planning, teaching and evaluating reading development. It begins with an in-depth discussion of reading process, following by



The Facilitators Guide

great teaching ideas and strategies.

MANITOBA EDUCATION AND
TRAINING. (1996)

Success for All Learners: A Handbook for Differentiating Instruction. Manitoba Textbook Bureau.

This handbook provides practical help to educators looking for effective ways to help students achieve the learning outcomes identified for each subject area and grade. Although this resource was developed for the K-12 system, there are many useful strategies and ideas that transfer well to the adult literacy setting.

Writing

GRECKI, S. & WHINCUP, S. (2003)

Writing at Work. Skill Plan: BC. Construction Industry. (www.skillplan.ca)

Excellent resource for developing reading and writing skills. Many authentic forms and documents are available in these materials.

MILLAR, D. (2003)

Making Choices: Teaching Writing in the Workplace. Grassroots Press: Edmonton.

Excellent resources for particular value for moving learners from narrative writing towards a range of functional writing tasks. A number of lesson plans and activities provide a range of developmental learning tasks useful to link to Stages of Learning assignments.

MORGAN, D. (2002)

Writing Out Loud. Grassroots press.

A teacher-friendly collection of enjoyable writing ideas to motivate reluctant writers.

Manual provides clear steps to follow for writing activities as well as suggestions to assist in adapting the activity to meet learners' needs.

WOODROW, H. AND OTHERS (1994)

From the Shoreline - Writing Instruction in Adult Literacy and Basic Education

Lots of good examples of student writing and a facilitative approach to develop writing in beginners and intermediate writers.

GRECKI, S. & WHINCUP, S. (2003)

Writing at Work. Skill Plan: BC Construction Industry.

Excellent resources for teaching writing linked to the workplace. Many examples of forms and documents.

Document Use

SKILL PLAN (1996)

Document Literacy: A Guide for Workplace Educators and Trainers.

This resource can be ordered on line at (www.skillplan.ca)

FOWNES, L., THOMPSON, E, EVETTS, J. (2002)

Numeracy at Work. Skill Plan: BC. Construction Industry. (www.skillplan.ca)

Excellent resources for teaching both numeracy and document literacy. The materials use case studies and scenarios to provide real life links to the workplace.

MILLAR, D. (2003)

Making Choices: Teaching Writing in the Workplace. Grassroots Press: Edmonton.

This book has a number of authentic examples for forms, reports, charts, etc. that are useful when teaching about document use.



Communications

There are many resources for developing oral communication skills. Many books developed for ESL students can be used effectively for working on higher level communication skills.

BLAIR, D. AND JEANSON, S. (1995)
Workplace Oral Communication Curriculum. Manitoba Education and Training.

<http://www.wem.mb.ca/ES13.htm>

This resource was developed to support communication in the workplace. The target audience are not specifically ESL students, so it can be used very effectively with literacy learners.

MITRA, C. (ED) (1999)
On Target - A Resource Book of Stage Two Assessment Tasks. Bow Valley College: Calgary, AB.

This is a set of resources developed for ESL student whose language has been benchmarked between (5-8). This corresponds roughly to Manitoba Stage Two/Three learners.

Support for Teaching the Stages

CHAMBERS, M. (2003)
Teaching the Stages of Learning. Manitoba Education and Training.

These resources are available for Stage One and Stage Two. They provide a wealth of information about how to construct lesson plans which expand the assignments and link to the criteria for assessment in each Stage.

Materials for Stage One Learners

Most literacy programs have libraries of materials. These are not always indexed. Pembina Valley learning Centre has developed a list of materials at each Stage. You can get the list directly from them or through their web site.

PEMBINA VALLEY LEARNING
 CENTRE - STAGE ONE PLEASURE READING
<http://www.mts.net/~pemvalrn/1pl.html>

LAUBACH LITERACY.
Challenger Series.

Materials for Stage Two and Three learners

STAGES OF LEARNING: BUILDING A NATIVE CURRICULUM: RESEARCH UNIT PART 2
Adult Learning and Literacy, Advanced Education and Training. Manitoba

This curriculum was originally developed with a focus on Northern and Aboriginal communities. However, it provides an excellent resource for developing any kind of research project with Stage Two Learners.

CROMLEY, J. (2000)
Learning to Think, Learning to Learn: What the Science of Thinking and Learning Has To Offer Adult Education Programs.
 Available online this report reviews major topics on learning as applied to teaching adult GED students—including memory, critical thinking, motivation, problem-based



The Facilitators Guide

learning and transfer of learning from classes to real life. Each chapter includes a review of the topic, implications for teachers, and lesson ideas. An extensive bibliography and newsletter articles that may be reproduced by literacy programs are included. Available in soft cover and free to download.

http://www.nifl.gov/nifl/fellowship/cromley_report.pdf

General Internet Sites

For general help in searching web sites, you can go to the Google web site at:

<http://www.google.ca/help/index.html>

Old issues of literacyNOW on the CEW web site (www.cewca.org) also provide hints at how to search for information on the Google web site.

The National Institute for Literacy (USA) has developed a generic curriculum for adult basic education. This web site provides links to all of their publications and source materials.

<http://www.nifl.gov/nifl/eff.html>

General teaching web sites

Reading Text

ABE Florida provides lots of resource information and curricula help for a whole range of levels. Many teaching resources and web links for materials and activities.

<http://abeflorida.org>

The Mid Continent Research for Education and Learning provides lesson plans for all levels. You can access teaching ideas, activities, and some materials through this site.

www.mcrel.org

General resources for reading – Australia – listed by stages according to units of work – no comparison to MB Stages made. Also has a General Resources section that includes many more resources specific to Australia's programming.

http://www.bosnswk6.nsw.edu.au/hsie/resourcelist/k6hsie_s1_trans.html

Literacy Connections is a multi-level literacy website offering some good resources and ideas, as well as free downloadable emergent reader books. The Resources for Literacy Programs and Adult Literacy sections have some particularly good suggestions as

well as other useful links.

<http://literacyvolunteer.homestead.com>

Literacy Volunteers

Has a student profile section that may be interesting for learners in Stage 2.

<http://www.literacyvolunteers.org/home>

This is the web site for the Seattle Library.

The focus is on ESL students, but much material can be used with literacy learners. The content is generally American, but some generic content is available.

<http://www.spl.org/literacy/tutor.html>



Macomb Literacy Partners

Good site for new readers – activities included.

<http://macombliteracy.org/ameritech/AMLl-adult.html>

News Articles for Adult Literacy

Has story archives and an Instructor page that provides ideas on how to use. Intended for Non-Native English speakers, it includes activities for measuring comprehension, including Word Selection, Multiple Choice, Vocabulary, Sequencing, Questions and Answers, and Your Turn!

<http://www.literacynet.org/cnnsf>

News-For-You website

Has downloadable sample newspapers and corresponding activities.

http://www.news-for-you.com/index_h.html

North West Territories

Family Literacy Games

Possibly suitable for Stage 1 learners.

<http://www.nwt.literacy.ca/resource/resource.htm>

Pembina Valley Learning Centre

Lists reading resources used.

<http://www.mts.net/~pemvalla/project.html>

Pembina Valley Learning Centre

Stage One Pleasure reading .

<http://www.mts.net/~pemvalrn/1pl.html>

Pembina Valley Learning Centre

Stage Two Pleasure reading.

<http://www.mts.net/~pemvalrn/2pl.html>

Pembina Valley Learning Centre -

Stage Three Pleasure reading.

<http://www.mts.net/~pemvalrn/3pl.html>

Prepare for reading – Heinemann's on line resources

Some material geared to children, however, many are excellent for adult learners.

http://www.heinemann.com/shared/onlineresources/002073/front_back_covers.html

Reading discussion – Heinemann's on line resources

Some material geared to children, however, many are excellent for adult learners.

http://www.heinemann.com/shared/onlineresources/002073/guided_reading.html

Reading genres – Heinemann's on line resources

Some material geared to children, however, many are excellent for adult learners.

http://www.heinemann.com/shared/onlineresources/002073/reading_list.html

SkillBuild in the United Kingdom

Has some free downloadable samples related to health and reading. Remember that the

references are geared to life in the UK.

<http://www.skillbuild.co.uk/samples/download.html>

The Key – a newspaper for New Readers

<http://keynews.org/>



The Facilitators Guide

Document Use

[See interest sectors for documents on specific occupations or interest areas]

How Do Your Skills Measure Up?

<http://www.towes.com/measureup/index.asp>

This web site provides learners with a chance to self-assess their Essential Skills. It is user friendly, but most valuable for Stage Two or Three learners.

How Stuff Works

website geared to finding out about just about anything. You can use it for information. Includes things like electronics, science, travel, automobiles, and computers. Some forms available.

<http://www.howstuffworks.com/>

Sample Job Applications

<http://www.nhlink.net/employe/example.htm>

Sample Thank-you letter

<http://www.nhlink.net/employe/postintr.htm>

Writing

Adult literacy student writing – Australia

<http://home.vicnet.net.au/~flemrw/mainframe3.html>

<http://home.vicnet.net.au/%7Eflemrw/webyarns.html>

The Blackstone Valley Chapter

Has some simple exercises that can be submitted for assessment. Although problems were encountered with the assessment portion, these still have merit for practice purposes.

<http://www.bvcriarc.org/learningweb/index.html>

Creative Writing Ideas – Stage 3 and up

Provides interesting and simple creative writing and oral storytelling activities with copyable handouts for use with students.

<http://darkwing.uoregon.edu/~leslieob/pizzaz.html>

Frontier College Canada

Writings by learners

<http://www.frontiercollege.ca/english/main.htm>

Letter writing – Stage ?

<http://www.heinemann.com/shared/onlineresources/002073/letters.html>

Writing in simple language – a guide for Stage 3 or higher?

<http://europa.eu.int/comm/translation/en/ftfog/booklet/index.htm>

This web site was constructed for primary school teachers. However, it includes ideas and strategies for developing writing, including process writing strategies and ideas to stimulate writing.

<http://www.proteacher.com>

Karen's web site offers learners a chance to interact on line. This will develop writing skills and offer other learners with similar backgrounds.

<http://www.eslpartyland.com/default.htm>

Oral Communication

Here's a site for communication.

Your computer will need Audio Players installed to make use of it, but most computers now have it installed. Learners can



practice conversations on a range of topics.
www.esl-lab.com

Dave's ESL Café is a web site with a number of activities for ESL learners. However, the site may also be useful for literacy learners needing to work on communications skills.

<http://www.pacificnet.net/~sperling>

Hong Kong Virtual Language Centre

Has a chart showing how to place your mouth, tongue, etc. in order to pronounce English.

May be British pronunciation.

<http://vlc.polyu.edu.hk/Pronunciation/organs/organs.htm>

Learn English by listening and answering questions.

<http://www.englishlistening.com/>

Okanagan University College

Collection of online pronunciation lessons with sound. You will need the Shockwave plugin for this.

<http://international.ouc.bc.ca/pronunciation/>

Stages and Interest Sectors

High Demand Skills in Manitoba

Skills required in a variety of businesses and industry

http://www.edu.gov.mb.ca/aet/lmi/hdo/hdo_skills.html

Early childhood education

Child Care Canada web site has useful information useful including tables and charts relevant to this topic.

<http://www.childcarecanada.org>

This Healthy Spaces web site

Is excellent for Stage 1 and Stage Two learners. Provides information about safety and environment for children.

<http://www.cfc-efc.ca/healthy-spaces>

For information on allergies:

Canoe web site is a media web site, but has some useful (about Stage 3) reading materials. Go to the home page and click on health.

<http://www.canoe.ca>

Child and Family Canada

Has a searchable feature for a range of Stage 2/3 articles which could be used for learners to write reports, read information, etc.

<http://www.cfc-efc.ca>

Manitoba Child Day Care office is part of the Department of Family Services.

Learners can search topics on line and fill in forms.

<http://www.gov.mb.ca/fs/programs/cfs/fs0cfs04.html>

Health

Literacy Partners of Manitoba is leading a partnership with Health Canada and regional health authorities. This web site provides lots of ideas for health educators and literacy practitioners.

<http://www.health.mb.literacy.ca>

4 Picture stories useful for Stage 1

Literacy. Although American in focus, it still has some good information for readers as well as some suggestions for teaching



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points and guiding the learner.

<http://www.cal.org/ncle/health>

Produced by Northwest Territories

This web site has activities for learners, lesson plans for teachers and teaching ideas related to health. Reading level for fact sheets is about Stage Two. Could be adapted for Stage One.

<http://www.nwt.literacy.ca/adultlit/hlthchk/hltheat/9.htm>

The El Paso Collaborative

Has produced a health curriculum. This web site has a number of lessons on health including diabetes, household hazards and nutrition. Fact sheets on topics are provided. Reading level is about Stage Two.

<http://www.worlded.org/us/health/docs/el Paso/index.htm>

Vancouver Native Health Society

Has a number of easy to read booklets on HIV, alcohol and drug abuse topics. These are illustrated and could be used with Stage One learners.

<http://www.vnhs.net/home2.html#>

This website has a bibliography of resources to buy. Most need to be ordered a number are good for Stage One learners.

http://www.worlded.org/us/health/docs/culture/matl_readers.html

This web site has a huge number of health fact sheets on a range of topics. Excellent for Stage Three readers interested in health topics.

<http://familydoctor.org/healthfacts/014/index.html>

The Southern California Homeless Clinic

Prepared these easy to read handouts on a variety of topics. Good for Stage One learners.

<http://itsa.ucsf.edu/~hclinic/handouts.dir/lowlit.dir/lowlit.html>

National Clearinghouse on the Direct Care Workforce website

Offers a range of current research on good practice in home care and institutional long term care. These articles are Stage 3 and above but many could be used as assisted reading or simplified for other Stages.

<http://www.directcareclearinghouse.org>

The National Institutes of Health

Is a US web site which has tons of information to be downloaded.

<http://health.nih.gov>

Tourism

Canadian Tourism Human Resource

Council Has some excellent resources for career planning and discovery – Stage 1 and up

http://www.cthrc.ca/youth_travelmap.shtml

Manitoba Tourism Education Council

has plenty of information and many resource links relating to Tourism in Manitoba—Stage 2 and up

<http://www.mtec.mb.ca>

Tourism Industry Association of Nova

Scotia Has lots of resources to explore – Stage 2 and up

http://www.cthrc.ca/youth_travelmap.shtml



Travel Manitoba

Has hundreds of links that provide information on a huge variety of topics – Stage 1 and up

<http://www.travelmanitoba.com/quickfacts>

Transportation

The Canadian Automobile Association (CAA)

Gives away free maps to members. Usually someone in a literacy program is a member.

<http://www.caamanitoba.com>

General Information on transportation in Manitoba

Includes tables and readings, suitable for Stage 2 Learners and up

<http://www.communityprofiles.mb.ca/province/transportation.html>

Manitoba Transportation

Highway conditions table useful for Stage 1 Learners

<http://www.gov.mb.ca/tgs/hwyinfo/roadinfo1.html>

Manitoba Safety Council

Available courses on a variety of transportation related fields – Stage 2 and up

<http://www.mbsafety.org/index.cfm?pageID=20>

Transportation Association

Has bulletins and newsletters on line.

<http://www.tac-atc.ca>

Government of Canada

Web site that provides statistics on a num-

ber of industries. This link provides current studies on the automotive industry.

<http://www.gdsourcing.ca/works/Automotive.htm>

Canada Automotive and Repair Service Council

Has a web site. Lots of reports and documents for Stage 3 readers and writers.

<http://www.cars-council.ca/idl.asp>

Automotive Trades

Association of Manitoba

Has a number of reports and documents which could be used in instruction.

http://ata.mb.ca/our_services.htm

Auto Guide

Has tons of document and service information to do database searches and information searches.

<http://www.autoguide.net>

Mining

Learn about Mining in Manitoba

Includes map – Stage 1 and up

<http://www.gov.mb.ca/itm/mrd/busdev/explore/index.html>

Forestry

Learn about Conservation and Forestry in Manitoba

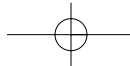
Stage 2 and up

<http://www.gov.mb.ca/conservation/forestry>

Fisheries

Learn about the Fisheries of Manitoba

Find out how to cook your favourite



Manitoba fish—Stage 2 and up
<http://www.gov.mb.ca/conservation/fish>

Other Links

General Resources

California Distance Learning Project
 Has several activities for beginning learners.
<http://www.cdiponline.org/index.html>

Centre for Canadian Language Benchmarks
 Has sample activities suitable for Stages 2 and 3 learners
<http://www.language.ca/learners/newlearners.html>

Enchanted Learning Software
 A multitude of activities too numerous to mention. Much of the material is geared to early years learning but can easily be adapted to adult learning.
<http://www.enchantedlearning.com/Home.html>

General teaching resources – Australia
<http://www.allenandunwin.com/Teaching/teaching.asp>

Internet 101
 An easy to follow guide to learning the Interested.
http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/welcome.html

List of web resources for learners, tutors, trainers and others
 Also includes tutorials for tutors and trainers! Needs Java support
<http://www.trainingpost.org/studlnk.htm>

National Adult Literacy Database
 Many resources
<http://www.nald.ca/index.htm>

PBS Literacy Link
 Has free, interactive literacy lessons as well as television learning that incorporate Workplace Essential Skills from the United States
<http://www.pbs.org/literacy>

Teaching That Makes Sense
 A website for facilitators and learners – lots of downloadable samples and ideas here
<http://www.ttms.org>

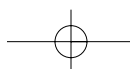
TV411
 Website has some excellent interactive lessons on reading, writing and math.
<http://www.tv411.org/index.shtml>

Tutor/Facilitator

Various resources by Heinemann
 Website has some interesting symbols that pop-up when you ‘mouse over’ the list on the left hand side of the page – Resources are geared to K – 8 but there may be some titles that are useful for adult purposes
<http://www.heinemannlibrary.com/about.asp>

Information about Learning to Read vs Reading to Learn
 as well as links to other areas of Scholastic Canada’s materials
<http://www.scholastic.ca/magazines/profmags/mythread.htm>

Teaching Genre
<http://www.heinemann.com/shared/products/0344.asp>





Appendix A: Simplifying Materials

As a literacy instructor you can use a whole range of materials that are more difficult to read than your learner can cope with. But, you may need to re-write those materials to make them easier to read.

Simplifying materials is done in two stages:

- 1) You need to conduct a Readability Level on a text (See Appendix B for a simple Readability Formula.
- 2) You need to re-write that text.

When we simplify a text we usually use two approaches. One, we write shorter sentences, and two, we use fewer than three syllable words.

Readability Levels and the Stages
Remember that the Gunning Fogg gives you an approximate Grade Level for your text.

Stage One	Grades 0 to 4
Stage Two	Grades 4/5 to Grade 7/8
Stage Three	Grades 7/8 to 9/10

Example:

You have a short passage from a newspaper. You run a readability level and find that the article is approximately Grade 8. But your learner is a beginning Stage Two reader. So, you will now need to simplify that material.

Simplifying is very easy. You can do it sentence by sentence or you can re-write the passage using shorter sentences and shorter words. You may end up with more words than your original passage, but that's fine. The purpose is to create reading materials that interest your learner and provide you with a range of activities to support your learner's progress.

Simplifying materials takes time, but you may be able to use some shortcuts. You could train your Stage Three learners to simplify text. (This also helps them understand more about what makes a text easier to read.) You can also use volunteers to simplify text.

Mostly you need to practice! It gets easier and you can then collect more materials in your files for use with other learners.

Appendix B: Conducting Readability Levels

In order to determine the current “level” of reading materials, you will need to conduct a short assessment process of the materials. First, you find the materials you want to use and then you do a short numeracy process on them. As we mentioned earlier in this chapter, the Pembina Valley Learning Centre has conducted readability levels on their library of books. If you want samples of Stage One, Two or Three reading passages, log on to their web site.

<http://www.mts.net/~pemvalrn/1pl.html>

Important Note:

All Readability Formulas will give you either a Grade Level or a Reading Age level. Usually, we are very careful about using either of these terms with Adult Learners. You need to remember that you are measuring the difficulty of a passage (or text) not a specific learner. If you are discussing reading levels with your learner you can say, “ This material is a Stage Three level; we’re going to need to find easier materials for you. Or “we will need to make this material easier to read.”

There are several measures of Readability and now some computer software will even calculate it for you! We are providing you with what we think is the most learner friendly, but you can use any one. You can find several on the Internet and these are all fine.

Gunning-Fog Index

- 1. Choose a section of 100 words to conduct the readability level on. (Your computer can do a word count very easily.)**
- 2. Count the number of three syllable words in the passage. Write that down.**
- 3. Count the number of words per sentence. Write that down.**
- 4. Add the Totals together. Multiply that sum by .04**

The result is your Gunning-Fog index, which is a rough measure of how many years of schooling it would take someone to understand the content. The lower the number, the more understandable the content will be.

