

# **RECORD OF ACHIEVEMENT Manual**

## **Certificate in Literacy and Learning**



August 2009

# Record of Achievement Manual

## Certificate in Literacy and Learning: Stage 1

August 2009

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## **Introduction**

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

### *Which Certificate should I be doing?*

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

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

### *How much time do I have to complete a Certificate?*

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

### *Granting of Certificates*


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

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


## Getting Started

### *Your Record of Achievements Manual:*

- is your personal property.
  - will help you to keep a record of:
    - what you have achieved
    - what progress you have made towards the Certificate
    - what areas need further work
    - what further action you and your tutor or instructor should take.
- You may want to leave your manual with your tutor or instructor for safe-keeping.

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

### *How do I complete the Assignments?*

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

- Look for materials to use in your community. For example, you might look around your house for written instructions, pamphlets or notices that come in the mail. It is important that you think about how you use reading and writing in your everyday life.
- You need to provide evidence to show what you have done and that it has been assessed by your tutor or instructor. Over a period of time you will build up enough evidence to show that you have met the requirements for an assignment, then for a Section and finally for the Certificate.
- You and your tutor or instructor may choose to aim for one assignment at a time. You are likely to find, however, that in real life more than one assignment can be achieved in the same activity.

**Ask your tutor or instructor to read this with you.**

**Assignment Map:**

**Section Title**      **Certificate Stage number**

**Document Use**      **Stage 1**

**Assignment 4: Get *information* from *tables* and graphs.**

**What do you need to do?**

- Use tables and graphs, with no more than two *variables*.
- Answer these questions:
  - What is the name of the table or graph?
  - What information does it give you?
- Use the table or graph to find two pieces of information.
- Use a different table or graph for each *task*.
- Write your answers to the questions.

**Examples:** *multiplication tables, conversion tables, distance charts*, price lists, tables and graphs found in other *materials* (*flyers, coupons, workplace*)

**How do you show you can get information from tables and graphs?**

**Attach** the table or graph you used, and a **written record** of your answers to the questions and the information you found.

	What tables and graphs did you use?	Date completed
1.		
2.		
3.		
4.		

Learner's Signature      Tutor/Instructor's Signature

**Certificate in Literacy & Learning**      **7**

**Assignment number and title**

**Describes what you need to do for the assignment**

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

**Materials you can use for the assignment**

**Describes the work to include in your Portfolio**

**List your work here**

**Write the date you completed the assignment**

**Sign 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**

## Ask your tutor or instructor to read this with you.

### *Which Section should I do first?*

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

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

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

### *How will I be assessed?*

- Your performance on each Assignment will be assessed by both you and your instructor or tutor.
- To get the Certificate you need to complete all the work in each Section of the Record of Achievements Manual. Each Section is divided into Assignments.
- Every time you complete an Assignment, you must meet certain criteria. These will be explained to you by your tutor or instructor before you begin each Assignment.
- When you complete any learning tasks in your regular classroom or tutoring work, you and your tutor or instructor can decide whether this piece of work will be part of the Certificate requirements. You will need to look at each Assignment in each Section to see if the regular work you are doing can 'fit in' to the requirements. This work then becomes a part of your Portfolio.
- You will need to show that the Certificate has been earned over time. So, do different Assignments on different days. **Do not try to do the Assignments all at once.** Each assignment gives specific details on how it can be completed.

***Good luck!***



# Stage One Portfolio Cover Sheet

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

**The three things I want you to notice about my work are:**

- ◆
- ◆
- ◆

**New skills I learned were:**

**I had some difficulties with ...**

**But I solved it by...**

**What I would do differently next time is ...**

**My advice for someone beginning a Stage One Portfolio is ...**

**Other Comments:**


\_\_\_\_\_  
**Learner's Signature**

\_\_\_\_\_  
**Date**

**Assignment 1: Find detail in *text*.**


**What do you need to do?**

- ▶ Read a piece of text to find the *details*.
  - The details should answer as many of the "who, what , where, when, why and how" questions as possible.
  - Texts should have one *paragraph* or more, with simple *phrases* or *sentences*.
- ▶ Use a different text for each task.
- ▶ Write the details down in point form.

 **Examples:** your own writing, writing by other learners, simple letters from friends or family, beginning books and readers, workplace *materials*

**How do you show you can find detail in text?**

- ▶ Tell your tutor/instructor the details of what you read.

 **Attach** a copy of the texts you used, and a *written record* of the details you found.

	Texts Used	Date Completed
1.		
2.		
3.		

\_\_\_\_\_

Learner's Signature


\_\_\_\_\_

Tutor/Instructor's Signature

**Assignment 2: Re-tell what you have read.**


**What do you need to do?**

- ▶ Read text that has two or more paragraphs.
  - It should have a type of text where things happen in order.
- ▶ Decide on the main points of the text and re-tell them in the right order.
- ▶ Use a different text for each task.
- ▶ Write down the main points.

 **Examples:** stories from your own writing, other learners' writings, beginning books and readers

**How do you show you can re-tell what you have read?**

- ▶ Tell your tutor/instructor the main parts of the story in the right order.
- ▶ Show your tutor/instructor the main points you have written down.

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

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


\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Tutor/Instructor's Signature

**Assignment 3: Understand the meaning of *text*.**


**What do you need to do?**

- ▶ Read text that has one *paragraph* or more, with simple *phrases* or *sentences*.
- ▶ Decide what the text is mostly about. What is the *main idea*?
- ▶ Use a different text for each *task*.
- ▶ Write the main idea.

 **Examples:** your own writing, writing by other learners, simple letters from friends family, beginning books and readers, workplace *materials*

**How do you show you understand the meaning of text?**

- ▶ Tell your *tutor/instructor*:
  - the main idea of what you read
  - what helped you decide on the main idea

 **Attach** a copy of the texts you used, and a **written record** of the main idea.

	Texts Used	Date Completed
1.		
2.		
3.		

\_\_\_\_\_

Learner's Signature


\_\_\_\_\_

Tutor/Instructor's Signature

**Assignment 1: Read *signs* and *labels*.**


**What do you need to do?**

- ▶ Read and understand signs and labels with clear, simple *messages*.
- ▶ Use a different sign or label for each *task*.
- ▶ Write down what the sign or label means.

 **Examples:** sign posts, safety signs, labels on food, health, household or work *products*, washing *instructions* on clothing, computer icons.

**How do you show you can read signs and labels?**

- ▶ Tell your *tutor/instructor* what the sign or label says and show you understand what to do.

 **Attach materials** used and a **written record** that shows you know what the sign or label means.

	What signs and labels did you use?	Date completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____


\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Tutor/Instructor's Signature

**Assignment 2: Read and follow *instructions*.**


**What do you need to do?**

- ▶ Read instructions with:
  - short steps in *text* or with pictures (if text, only one or two *sentences*)
  - no more than six steps
- ▶ Use at least one set of instructions that has pictures.
- ▶ Use a different set of instructions for each *task*.
- ▶ Write down what you did.

 **Examples:** do-it-yourself kits (models, toys, furniture), operating instructions (household or workplace **equipment**), **manuals** (car safety, driving), recipes, **crafts**

**How do you show you can read and follow instructions?**

- ▶ Show your tutor/instructor you have read the instructions and understand what to do.

 **Attach** the instructions you used, and a **written record** that shows you understand them. Include **product** and/or photograph (picture) if you can.

	What instructions did you use?	Date completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____


\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Tutor/Instructor's Signature

**Assignment 3: Plan a trip using maps.**


**What do you need to do?**

- ▶ Think of a place you would like to go.
- ▶ Find the map or maps you will need to plan your trip.
- ▶ In *point form*, write the steps to get there (about 3 to 4 steps).
- ▶ For each trip, write highway numbers (or street names), *approximate distances*, the *directions* you take, and important place names.
- ▶ One map must be drawn by the learner.

 **Examples:** maps drawn by the learner, road maps, town maps

**How do you show you can use a map?**

- ▶ Use a different map for each *task*.
- ▶ Show the *tutor/instructor*, on your map, the trip you planned.

 **Attach a written record** of your trip.

	What trips did you plan?	Date completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Tutor/Instructor's Signature


**Assignment 4: Get *information* from *tables* and graphs.**

**What do you need to do?**

- ▶ Use tables and graphs, with no more than two *variables*.
- ▶ Answer these questions:
  - What is the name of the table or graph?
  - What information does it give you?
- ▶ Use the table or graph to find two pieces of information.
- ▶ Use a different table or graph for each *task*.
- ▶ Write your answers to the questions.

 **Examples: multiplication tables, conversion tables, distance charts,** price lists, tables and graphs found in other *materials* (*flyers, coupons, workplace*)

**How do you show you can get information from tables and graphs?**

 **Attach** the table or graph you used, and a *written record* of your answers to the questions and the information you found.

	What tables and graphs did you use?	Date completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

\_\_\_\_\_  
Learner's Signature


\_\_\_\_\_  
Tutor/Instructor's Signature




**Assignment 5: Read and fill out simple *forms*.**

**What do you need to do?**

- ▶ Fill in a form.
- ▶ Use forms:
  - that are easy to understand
  - that are no more than one page
  - where the *information* asked for is clear
- ▶ Use a different form for each *task*.

 **Examples:** bank deposit slips, withdrawal slips, cheques, contest entries, applications, mail orders, phone *messages*, workplace forms

**How do you show you can read and fill out simple forms?**

 **Attach** the forms you have read and filled out.

	What forms did you use?	Date completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____


\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Tutor/Instructor's Signature

**Assignment 6: Use *reference* books to find *information*.**


**What do you need to do?**

- ▶ Think of some information you would like to find.
- ▶ Use reference books that are *organized* by such things as *alphabet*, numbers, *colour-coding*, pictures, groups, or *topics*.
- ▶ Find some information from the reference book.
- ▶ Use a different reference book for each *task*.

 **Examples:** simple dictionaries (including picture dictionaries), directories (phone books, yellow pages), pattern books (sewing, knitting), recipe books, workplace *materials* (pictures, diagrams, parts lists), the classified section of a newspaper

**How do you show you understand how to use reference books?**

- ▶ Tell your *tutor/instructor* how the *material* was set up/organized to help you find the information.

 **Attach a written record.**

What reference books did you use?	Date completed
1. _____	_____
2. _____	_____
3. _____	_____

\_\_\_\_\_

Learner's Signature


\_\_\_\_\_

Tutor/Instructor's Signature


**Assignment 1: Write simple lists.**

**What do you need to do?**

- ▶ Write lists with:
  - a *title*
  - *single* words or *phrases*
  - at least five *items*
- ▶ Use a different kind of list for each *task*.

 **Examples:** shopping lists (grocery, tools, clothing), recipe *ingredients*, First Aid or winter *emergency kits*, "jobs to do" lists (home or workplace)

**How do you show you can write a list?**

 **Attach** lists and all *drafts*.

	What lists did you write?	Date completed
1.	_____	_____
2.	_____	_____


\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Tutor/Instructor's Signature


**Assignment 2: Write short notes, *memos*, and other *messages*.**

**What do you need to do?**

- ▶ Write notes, memos and messages with:
  - date, *greeting* and *signature*
  - at least 4 simple *phrases* or *sentences*
  
- ▶ Use at least 2 different *formats*.
  
- ▶ *Edit*:
  - Check that the *information* is clear and makes sense.
  - Check that the spelling and *punctuation* are mostly correct.
  - Check that it is neat so the reader can read it.

 **Examples:** notes (to friends, family, teacher), memos to co-workers, telephone messages

**How do you show you can write notes, memos and messages?**

 **Attach** your writing and all *drafts*.

	What did you write?	Date completed
1.		
2.		
3.		

\_\_\_\_\_

Learner's Signature


\_\_\_\_\_

Tutor/Instructor's Signature

**Assignment 3: Write *journals, logs* and friendly letters.**

**What do you need to do?**

- ▶ Write journals, logs, friendly letters with correct *format*.
- ▶ Use at least two different formats.
- ▶ Write at least one letter that has more than one *paragraph*.
- ▶ *Edit*:
  - Check that the *information* is clear.
  - Check that the spelling and *punctuation* are mostly correct.
  - Check that the correct format has been used.

 **Examples:** letters to friends or family, journals, logs

**How do you show you can write journals, logs and friendly letters?**

 **Attach** your writing and all *drafts*.

	What did you write?	Date completed
1.		
2.		
3.		

\_\_\_\_\_

Learner's Signature


\_\_\_\_\_

Tutor/Instructor's Signature


**Assignment 4: Write about *ideas* and *experiences*.**

**What do you need to do?**

- ▶ Write about a *variety* of ideas and experiences.
- ▶ Be sure your writing has 2 or more *paragraphs*.
- ▶ You could also write a *poem*.
- ▶ *Edit*:
  - Check that the *information* is clear and makes sense.
  - Check for the correct spelling and *punctuation*.
  - Check for complete *sentences*.

 **Examples:** write about yourself, your work, family, things you like to do, things you think about, *hobbies*

**How do you show you can write about ideas and experiences?**

 **Attach** your writing and all *drafts*.

	What did you write?	Date completed
1.		
2.		
3.		

\_\_\_\_\_

Learner's Signature


\_\_\_\_\_

Tutor/Instructor's Signature

**Assignment 1: Have a conversation with one person.**

**What do you need to do?**

- ▶ Have a *conversation* with someone.
  - You should feel comfortable with the person.
  
- ▶ You should:
  - *greet* the other person
  - ask questions
  - show you are listening

 **Examples:** talk about everyday things (family, *activities*, work), problems, plans

**How do you show you can have a conversation with one person about ideas and experiences?**

- ▶ Tell the *tutor/instructor* about the conversation.

	What conversations did you have?	Date completed
1.	_____	_____
	_____	_____
2.	_____	_____
	_____	_____


\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Tutor/Instructor's Signature

**Assignment 2: Give *information* to someone in person or on the phone.**

**What do you need to do?**

- ▶ Give information to someone in person or on the phone.
  - It should be something you know about that you can explain.
  - The information should be given in the right order and be clear to the listener.

 **Examples:** explain how something works (**equipment** at work, household **appliances**), simple **instructions** (change a tire, mix cement), simple **directions** (get to your home, hospital), **reasons** for **actions** (why you were late)

**How do you show you can give information?**

- ▶ Tell the *tutor/instructor* what the information was, and how you know the listener understood.

	What information did you give?	Date completed
1.		
2.		
3.		

\_\_\_\_\_

Learner's Signature

\_\_\_\_\_


Tutor/Instructor's Signature



**Assignment 3: Get *information* from someone in person or on the phone.**

**What do you need to do?**

- ▶ Get information from someone in person or on the phone.
  - The information you get should be something you want to know about.
  - One *task* must be done using the phone.

 **Examples:** find out how something works (*equipment* at work, household *appliances*), how to do something (change a tire, mix cement), find a place (business, town), reply to an ad, voice mail

**How do you show you can get information?**

- ▶ Tell the *tutor/instructor* what the information was and how you used it.

	What information did you get?	Date completed
1.		
2.		
3.		

\_\_\_\_\_

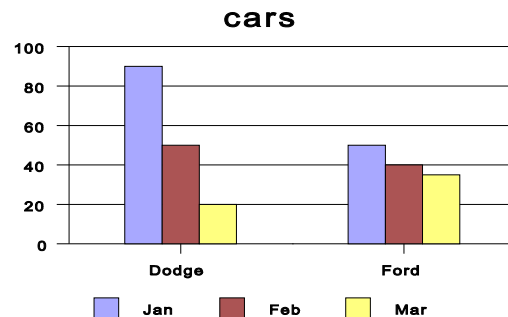
Learner's Signature

\_\_\_\_\_

Tutor/Instructor's Signature

<i>actions</i>	things you do
<i>activities</i>	things you do
<i>alphabet</i>	all the letters of a language ( <i>e.g.</i> The English language starts with A and ends with Z.)
<i>appliances</i>	machines for doing things in the house ( <i>e.g.</i> stove, fridge)
<i>approximate</i>	almost correct but not exact ( <i>e.g.</i> I live approximately 5 kilometres from town.)
<i>attach</i>	put one thing together with another thing
<i>charts</i>	documents that give information ( <i>e.g.</i> temperature or mileage chart)
<i>colour-coding</i>	a group of numbers or letters that are coloured that help you find something ( <i>e.g.</i> All water on maps is blue.)
<i>conversation</i>	talking between two or more people
<i>conversion</i>	changing something into another thing ( <i>e.g.</i> changing miles to kilometres)
<i>crafts</i>	things that you make carefully with your hands ( <i>e.g.</i> knitting, candle making, woodworking)
<i>details</i>	all the small parts that give information about something ( <i>e.g.</i> The details of the accident were reported in the newspaper.)
<i>distance</i>	how far it is from one place to another
<i>directions</i>	North, South, East and West; also words that tell you how to get to a place ( <i>e.g.</i> I gave him the directions to get to town.)
<i>document</i>	a paper with important information on it ( <i>e.g.</i> graphs, lists, tables, signs, etc.)
<i>draft</i>	the copy of things that you write before the final copy
<i>e.g.</i>	means for <i>example</i>

- edit* to read and change writing to correct it or make it better
- emergency kit* a small box with bandages and other first aid supplies; used in sudden dangerous situations when people need help quickly (e.g. They used bandages from an emergency kit to cover his cut.)
- equipment* special things that you need for doing something (e.g. sports, garden or farm equipment)
- examples* something that shows what other things of the same kind are like (e.g. Look at the examples before you start your work.)
- experiences* something that has happened to you or something you have done
- flyer* a single page or more, usually to advertise or give information (e.g. Check the grocery store flyer for this week's specials.)
- form* a piece of paper with spaces for you to answer questions (e.g. You need to fill in this form to get a new passport.)
- format* the right way to set up special kinds of text (e.g. friendly letter, memo or résumé)
- graphs* a picture or diagram (drawing) that shows how numbers or amounts are different from each other (e.g. The graph shows the number of cars sold each month.)



- greet* Words you say when you meet somebody (e.g. "hello", "how are you?", "welcome")
- hobbies* Things that you like doing when you are not working (e.g. swimming, knitting, woodworking)

<i>icons</i>	pictures or marks that take the place of words (e.g. workplace safety or computer)
<i>ideas</i>	plans or new thoughts (e.g. Do you have any ideas for the birthday party?)
<i>information</i>	what you find out, what you tell someone or what someone tells you
<i>ingredients</i>	things that you put together to make something (e.g. recipe ingredients)
<i>instructions</i>	words that tell you what you must do or how to do something (e.g. Read the instructions on the box before you make the cake.)
<i>instructor</i>	a person who teaches you how to do something (e.g. a driving instructor)
<i>item</i>	one thing in a list or a group of things
<i>journals</i>	written records of things you do, feel or think about
<i>labels</i>	a piece of paper or plastic on a product, that tells you about it (e.g. The label on the bottle says "Danger if swallowed".)
<i>logs</i>	written records of things that happen regularly, like a work log
<i>main idea</i>	one or two sentences that tell what the whole story is about
<i>manuals</i>	books that tell you how to do something (e.g. car, driver's or training manual)
<i>materials</i>	things you use for making or doing something
<i>memos</i>	a note to let someone know something, usually in a workplace (The boss sent a memo to the employees.)
<i>messages</i>	words that one person writes to another person to give information
<i>multiplication tables</i>	a chart you can use to help you figure out the answers to multiplication questions

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<i>organize</i>	put or keep things in order, or make a plan																
<i>paragraph</i>	a group of sentences that go together and tell someone about one main idea																
<i>phrases</i>	a group of 2 or more words; part of a sentence																
<i>poem</i>	a piece of writing, usually with short lines that may rhyme; poems try to show feelings or ideas																
<i>point form</i>	ideas written down in words, phrases or sentences; sometimes numbered																
<i>products</i>	things that people make or use to do something (e.g. cleaning, insecticide, or cosmetics)																
<i>punctuation</i>	the marks that you use when you are writing (e.g. ? ! , . :)																
<i>reasons</i>	why you do something or why things happen																
<i>reference</i>	a book or other place where you look for information (e.g. dictionary or telephone directory)																
<i>sentence</i>	a group of words that tell you something or ask a question																
<i>signature</i>	when you write your name																
<i>signs</i>	writing or a picture that tells you something (e.g. a road sign, a "no smoking" sign)																
<i>single</i>	one thing																
<i>tables</i>	numbers, pictures or words set up in rows and columns (e.g.) <table border="1" data-bbox="646 1518 922 1598"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>																
<i>task</i>	a piece of work that you must do; a job																
<i>text</i>	words put together in sentences and paragraphs																

<i>title</i>	name of something
<i>tutor</i>	a teacher who teaches one person or a small group
<i>type</i>	a kind of thing (e.g. My favourite type of ice cream is chocolate.)
<i>variables</i>	things that can change; the items on a graph
<i>written record</i>	notes about things that you have done or things that have happened; these notes help you to remember (e.g. Keep a record of the money that you spend.)

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

**Reading**

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***Reading words***

- Know the names and sounds of the letters in the alphabet.
- Use letter sounds to help me read words.
- Find word meanings in a dictionary.
- Know the order of letters in the alphabet.
- Know the words that are often used on forms.
- Read words that are important to me.
- Know some ways of figuring out new words.

***Reading sentences***

- Know what a sentence is.
- Use the whole sentence to help me figure out the meaning of a word.

***Understanding what I have read***

- Use what I know about a topic to help me understand what I read.
- Say why I am reading something.
- Know that there are different ways of reading such as skimming, scanning, and reading every word carefully.
- Use the way of reading that is right for my purpose for reading.
- Know if I have understood what I have read.
- Know some things to do when I don't understand, like re-reading, reading ahead, etc.
- Use titles, headings and diagrams to help me understand what I am reading.
- Find the who, what, when, where, why and how of a story.
- Explain what I have read to someone else.
- Recognize the different purposes of text - for information and for enjoyment
- Recognize that different types of text will look different and that the format can help identify the purpose of the text.



**Document Use**

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***Understanding documents***

- Read headings and titles before looking for information.
- Notice how the document is organized.
- Scan to find information.
- Find information in drawings and diagrams.
- Sort things or ideas into categories.
- Find information in a simple table, chart or graph.
- Use alphabetical order to find information.
- Remember or write down the information I find.
- Use a key or legend to understand symbols on a map.
- Understand and follow instructions in the form of text or pictures.

***Completing documents***

- Look over the form before I fill it in.
- Understand the purpose of the form.
- Read words and abbreviations that are often used on forms.
- Correctly spell words that are often used on forms.
- Correctly capitalize names, addresses and other proper nouns.
- Write neatly and clearly.
- Check for mistakes before I hand in the form.

***Generating documents***

- Collect information and organize it so it makes sense to others.
- Use titles and labels to help make the meaning clear.

**Writing**

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*Use of writing process*

- o Know whom I am writing for and why I am writing.
- o Think up ideas for my writing.
- o Write short phrases.
- o Write sentences, lists and notes.
- o Plan before I start writing.
- o Know some ways of planning such as talking over my topic with someone else, making a list, or making a map of my ideas.
- o Use my plan to help me write.
- o Write about things that I have done or experienced.
- o Decide on the form my writing will take so it will be right for my audience and reason for writing. Some examples of forms are notes, lists, letters and paragraphs.
- o Organize my writing into paragraphs.
- o Go over my writing to find any mistakes.
- o Go over my writing to see if:
  - it says what I want it to say,
  - everything is in the right order,
  - I have left anything out, or
  - I have said something more than once.
- o Make changes in my writing if I find things that could be done a different way.

*Punctuation*

- o Use capital letters correctly when I write:
  - names and addresses,
  - the first word in a sentence,
  - the word “I”, and
  - proper nouns.
- o Use periods, question marks (?) and exclamation marks (!) correctly.

*Vocabulary and word choice*

- o Use the right words that say what I mean.

***Grammar***

- o Know what is a sentence, the subject of a sentence, and a verb.
- o Write complete, correct sentences.
- o Write questions.
- o Use words like *and, or, but* etc. to join two simple sentences into a longer sentence.
- o Use describing words (adjectives) in my writing.
- o Use the correct verbs when I write about things that happened in the past.
- o Use the correct verbs when I write about things that are happening now.

***Spelling***

- o Write upper and lower case letters of the alphabet.
- o Know the sounds that go with letters or groups of letters.
- o Know the best ways for me to learn and remember.
- o Use a way of learning spelling words that works for me.
- o Understand how to help my brain remember things.
- o Notice when a word looks like it has been spelled wrong.
- o Notice when words are made up of short words or word parts, and use this to help me spell.
- o Pick words that are important for me to spell (words that I need at work, at home, or for my own interests, or words that I use often).
- o Try to write new words even if I am not sure how to spell them.
- o Use tools to help me spell such as dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers.

***Handwriting and presentation***

- o Print and write so that it is easy for the reader to read what I have written.
- o Know when neat, clear handwriting is important, and when it is not so important.
- o Decide when to use the computer and when to write by hand.

**Oral Communication**

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***Listening***

- o Know why I am listening.
- o Ask questions to help me pick out the information that is important to me. Questions could start with who, what, when, where, why, or how.
- o Use key words and repeated words to help me pick out important details.
- o Use what I already know about a topic to help me understand the speaker.
- o Notice when I do not understand what the speaker is saying.
- o Know some things to do when I don't understand what has been said, for example:
  - ask questions,
  - ask for more information,
  - ask for information to be repeated, or
  - repeat what I heard
- o Compare new information with what I already know about the topic.
- o Understand when someone gives instructions.
- o Follow instructions in the right order.
- o Know and use some ways of remembering what I have heard.
- o Take simple notes about what I heard.

***Speaking***

- o Speak clearly so people can easily understand what I am saying. Pay attention to:
  - how loudly or quietly I speak,
  - how quickly or slowly I speak, and
  - how I pronounce words.
- o Answer questions about personal and other information.
- o Spell out details such as name and address if needed.
- o Find the needed information if I don't know the answer to a question.
- o Ask questions or make requests.
- o Before I ask questions or make requests,
  - know what I am asking for, and
  - know the best place to get the information or help I need.
- o Know different ways of asking questions and making requests.
- o Know when to use formal or informal ways of asking questions and making requests.
- o Use greetings and partings to open and close in-person and telephone conversations.

