

Foundations for Independence

PROJECT REPORT

COMMUNITY LITERACY OF ONTARIO

Acknowledgements

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**EMPLOYMENT
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Success Indicators for Independence Goals Project

Foundations for Independence Framework

OVERVIEW

Learner Skill Attainment Initiative Background

In winter 2007, the Ministry of Training Colleges and Universities (MTCU) funded seventeen projects to support the development of a Learner Skill Attainment (LSA) Framework. The LSA Initiative is exploring the use of Essential Skills/ International Adult Literacy and Skills Survey scales as a common assessment language for learner skill attainment. Representatives from the seventeen funded projects, organizational participants from the streams and sectors, representatives from MTCU and representatives from MET formed the Learner Skill Attainment workgroup. Five key MTCU-funded projects, including CLO's "Success Indicators for Independence Goals" project, were identified to consult with College Sector Committee for Adult Upgrading (lead project) on the development of an overarching LSA Framework. Representatives from the five projects comprised the **LSA Framework Project Development Team**. Building on the recommendations made in the Vubiz Ltd. Report (May 31, 2006) and through discussion and consultation with the LSA workgroup, a "pathway approach" to learners' goals was utilized to build the draft LSA framework. Correspondingly, five learner transition paths, each closely linked with a key project, were identified:

Foundations for Independence

Transition to Employment

Transition to Apprenticeship

Transition to Postsecondary

Transition to Credit

Lead Projects

Lead Projects

Organization	Path	Project
Community Literacy of Ontario	Transition Path: Foundations for Independence (Home, Community)	<i>Success Indicators for Independence Goals</i>
Preparatory Training Programs	Transition Path to Employment	<i>CAMERA Development</i>
Centre d'apprentissage et de perfectionnement	Transition Path to Apprenticeship	<i>Measuring Essential Key Skills: Indicators of Concerted, Uniform Progress</i>
College Sector Committee for Adult Upgrading	Transition Path to Postsecondary	<i>Academic Upgrading Template Development</i>
Ontario Association of Adult and Continuing Education School Board Administrators	Transition Path to Secondary Credit	<i>Strategic Partnerships for Academic Upgrading in LBS</i>

CLO's project informed the development of the “**Foundations for Independence**” pathway and identified critical skills needed for successful transition in an independent framework that also fits within the overarching LSA framework.

Project representatives were brought together on January 10, 2007 to discuss the organization of project teams and workgroups. In addition to representatives from the seventeen funded projects, organizational participants from all literacy streams and sectors were invited to participate in the **Learner Skill Attainment Workgroup** led by MTCU. The purpose of the workgroup was to inform the work of the **LSA Framework Project Development Team**. The goal was to support a manageable and transparent assessment approach that reflected achievement between levels as well as across levels. The inclusion of representatives from all of the sector and stream projects facilitated the identification of gaps in the framework resulting from any cultural differences and philosophies.

The project representatives and other organizational participants making up the **LSA Workgroup** were divided into two smaller/more focused working groups:

- ▶ **The Foundation Skills Workgroup**
- ▶ The Higher Skills Workgroup

As one of the five key projects in the **LSA Framework Project Development Team**, Community Literacy of Ontario was charged with keeping the **Foundation Skills Workgroup** informed regarding the development of the “Foundations for Independence” framework at four meetings held between January and April 2007.

Data Collection and Draft Development

The first step in CLO’s project was to collect comprehensive information from the field regarding learner goals that relate specifically to independence. The intent of the data collection phase was to:

- ▶ Ensure that the foundation skills for the *Foundations for Independence Framework* supported learners in the LBS field
- ▶ Identify the most common goals or goal areas associated with the foundation skills for independence pathway
- ▶ Determine/affirm key skill areas associated with the independence pathway
- ▶ Identify gaps and challenges associated with assessing independence goals
- ▶ Establish a “temperature reading” on community-based LBS agency familiarity and comfort with Essential Skills and determine how Essential Skills are currently being used to support learners in community-based LBS programming

Interviews were conducted with key informants from a broad geographical range of community-based Literacy and Basic Skills programs across the province (fourteen programs in total) to determine the most common learner goals related to independence and to identify the core skills necessary to achieve those goals. Agencies were provided with an extensive questionnaire to review prior to a

scheduled interview. Agencies were encouraged to have as many practitioners as possible provide input into the survey process.

The goals in the *Foundations for Independence Framework* were identified by asking each agency to identify their top five learner goals related to independence and the core skills necessary to achieve those goals. *The Foundations for Independence Framework* organizes these independence goals along a continuum of personal focus from “home to community” into four broad goal sets:

- 1 Manage my basic needs
- 2 Manage my health
- 3 Manage my personal issues and relationships
- 4 Participate fully as a member of the community

Many of the goals identified through the survey process overlapped or were related. This overlap facilitated the decision to break the goals into more manageable sub-goals with associated generic tasks that learners might need to master as they worked towards attaining a particular goal. The inclusion of tasks reflects the approach that is being used in the overarching learner skill attainment framework. Sample transition and success indicators are included for each sub-goal area. The transition or success indicators describe integrated activities that the learner is able to complete independently to demonstrate achievement of the goal as it relates to the three Essential Skills: Reading Text, Document Use and Numeracy. The *Foundations for Independence Framework* also links each sub goal to the other six Essential Skill areas and a listing of soft skills that the learner is utilizing in the attainment of the particular goal.

In addition to the survey process, a broad range of documents and websites were reviewed to inform the development of the *Foundations for Independence Framework*.

Active participation by Community Literacy of Ontario in several meetings (teleconference and face-to-face) with the LSA Framework Project Development Team supported continuity between CLO’s *Foundations for Independence Framework* and the work of the five other pathway projects.

Consultation

The LSA Foundation Skills Workgroup was comprised of representatives from the following organizations/project teams:

- ▶ Durham Deaf Services
- ▶ Kingston Literacy
- ▶ Literacy Network Northeast
- ▶ Ontario Native Literacy Coalition (ONLC) Project Team
- ▶ Preparatory Training Programs of Toronto (PTP) Project Team
- ▶ Literacy Link Eastern Ontario Project Team
- ▶ Deaf Literacy Initiative Project Team
- ▶ La Coalition Francophone
- ▶ Laubach Literacy of Ontario

CLO's *Foundations for Independence Framework* was vetted through this LSA workgroup at two separate stages. After data from the survey process with community-based agencies was compiled, it was organized into two separate documents. The first document organized the most common goals/goal areas identified along a continuum from “home to community” and in columns as they *might* relate to the three Essential Skills (Reading Text, Document Use and Numeracy) being addressed by CLO's project. The second document listed the other skills/skill areas (including the other six Essential Skills) that the programs identified as being important for attaining independence goals. Both lists were shared with the Foundation Skills Workgroup in February 2007, giving the group an opportunity to comment and provide feedback. All feedback received was considered in developing the *Foundations for Independence Framework*.

Once the first draft of CLO's *Foundations for Independence Framework* was completed, it was distributed to the Foundation Skills Workgroup at the March 2007 meeting and it was also shared with them later in March 2007, for an additional opportunity to comment prior to the piloting phase. Workgroup

members were invited to comment on the framework itself and its applicability and implications for their specific projects. CLO attended the April 2007, Learner Skill Attainment Workgroup meeting in Toronto to discuss progress with other project representatives. After the April meeting, CLO linked with the new project representative from the ONLC to share the *Foundations for Independence Framework* and to discuss the process to that point. An updated draft was sent to the Foundation Skills Workgroup early in May 2007. The Deaf Literacy Initiative invited CLO to present the *Foundations for Independence Framework* at its regional meeting on May 25, 2007. A copy of the framework was sent to the invitees prior to the meeting. CLO's project consultant attended the meeting to answer questions from the members through an ASL interpreter. All Deaf Literacy Initiative committee members were invited to take the framework back to their respective groups and send any additional feedback or comments by email during the piloting phase.

The *Foundations for Independence Framework* was presented for discussion at a focus group of the CLO board of directors on May 31, 2007. Board members actively reviewed the framework and provided extensive feedback regarding the global descriptors and goal sets. This was the last consultation prior to the formal piloting phase.

The *Foundations for Independence Framework* was sent to four community-based sites in June 2007 to be piloted with both practitioners and learners. Twelve practitioners and twenty-one learners reviewed the framework. An extensive questionnaire accompanied the framework.

Pilot sites were asked to:

- ▶ comment on the goal sets and goals that had been identified and add goals that they felt were missing
- ▶ review the goal sets and sub goals with learners to identify items that should be removed or added
- ▶ comment on the clarity of the global descriptions
- ▶ review the core skills lists and critical skills lists for inclusiveness
- ▶ review the framework sub goals and add additional tasks and success and transition markers

The feedback from the pilot sites was utilized to expand the framework content to include a wide variety of success and transition markers from community programming that relate to the foundations for independence pathway.

On October 12, 2007, CLO's updated *Foundations for Independence Framework* was presented in a workshop format to CLO member agencies at the annual conference. Members were given a week to share the document at their respective programs and to provide any final feedback by email or telephone.

Framework Overview

CLO's *Foundations for Independence Framework* focuses on the “**Foundations for Independence**” pathway. Although the framework is a stand-alone document, it contains all of the components of the overarching LSA framework. This particular pathway is goal driven so an additional category has been included in the *Foundations for Independence Framework* that identifies goals and links them to associated tasks. The “Foundations for Independence” pathway encompasses many goal areas whereas the other transition pathways specifically describe the learner goal (for example, employment or apprenticeship). It is important to note that learners with more than one goal path may need to access different parts of the overarching LSA Framework. For example, a learner with independence-related goals may also have employment goals. Although the goals themselves may be interrelated, a learner may need to access other parts of the overarching LSA Framework as all of the pathways have been dealt with separately.

The *Foundations for Independence Framework* identifies the success and transition indicators related to the goal of “independence” that are needed to demonstrate foundations for learning relevant to the three Essential Skills that will be utilized by MTCU for corporate reporting:

- ▶ Reading Text
- ▶ Document Use
- ▶ Numeracy

The first page of the framework document gives a global description of the independence pathway and lists the common goals as they relate to three key Human Resources and Social Development Canada (HRSDC) Essential Skills areas: Reading Text, Document Use and Numeracy.

On page 2, global descriptions for each of the three Essential Skills are provided. Core skills, based on the LBS level descriptors and feedback from the pilot sites, are also identified for each Essential Skill area. Critical soft skills that were identified through our interview process are listed in the last column on page two. This listing carries through the *Foundations for Independence Framework* in relation to each sub-goal area. However, it is important to remember that these soft skills can only be addressed in programming as they relate to the particular LBS goal. It is not an expectation that a learner would acquire all of these skills by accomplishing a chosen goal.

Starting on page 3, the *Foundations for Independence Framework* organizes sub goals along a continuum of personal focus from “home to community” into four broad areas or goal sets:

- 1 Managing basic needs
- 2 Managing health
- 3 Managing personal issues and relationships
- 4 Participating fully as a member of the community

Each goal set is then broken down into more specific sub goals. For each sub goal, associated tasks are given as they relate to each Essential Skill area. Most of the tasks are generic and can be related to several different independence goals. This finite sample listing of tasks could be utilized as a list of “assessment” tasks in the future application of the *Foundations for Independence Framework*. Transition and success markers are identified in the shaded column. The transition or success indicator often requires the integration of several key Essential Skill areas. For example – obtaining housing requires not only Reading, Document Use and/ or Numeracy – it also may require Writing, Oral Communication, and Thinking Skills. Where possible, the transition and success indicators have been listed in

order of increasing complexity with respect to the tasks required. However, the complexity does not relate specifically to Essential Skill profile complexity ratings. The markers have not been identified specifically as either transition or success markers as this designation is learner specific. A success for one learner may only represent a transition point for a different learner, depending on the goal. The last column (pages 3-22) combines the critical soft skills list from page 2 and the other Essential Skills that are related to the goal. These soft skills and related Essential Skills are listed as a guideline only.

The *Foundations for Independence Framework* has been developed as a guideline for students with goals that relate to independence. It is meant to be inclusive and adaptable to cover a broad range of learner needs from those that are very basic to those that are more complex. The framework should be utilized as it applies to the goal(s) of the individual learner. Only the goal sets and/or sub goals that specifically relate to a particular learner should be employed. There is not an expectation that a learner will move through the entire continuum of personal focus because a learner may already be independent in many aspects. Although the *Foundations for Independence Framework* was developed for community-based Anglophone programs, the intention is for it to be transparent and transferable to learners with independence-related goals in other sectors and streams. The consultation and subsequent integration of feedback from the Foundation Skills Workgroup supports the transferability of the *Foundations for Independence Framework*.

Because the complexity of the tasks themselves can be varied, it is important to take into account the learner's current need to apply the skills when discussing the concept of "success". For example, a learner's shopping list may have several items misspelled, but if the learner is able to utilize the list to successfully complete the activity, the indicator of success is the ability to do so with some degree of independence, not necessarily with perfect spelling.

"Employment" as a goal area is not included in the *Foundations for Independence Framework* because it is considered a separate transition pathway. This exclusion is not meant to diminish the importance of employment as a goal for a learner who also has independence goals. References to work-related activities have been

included but the focus of this pathway is not employment itself. For example, a basic need is having some form of income to support oneself. Income may be derived through employment but it may also be derived through an alternate source such as Ontario Disability Support Program. The sub goal of the basic need for an income is acknowledged through the inclusion of markers related to alternative sources of income (e.g., through social services). Employment as an overall learner goal is supported by the “Employment Pathway” documentation in the larger LSA framework.

Goal Sets

Manage my basic needs

This goal set was included in the *Foundations for Independence Framework* as some LBS programs have clients who are currently homeless; are seeking to better manage or improve their basic needs; or are entering the program after incarceration. Their first and foremost need may not be literacy but rather something more basic such as shelter. However, satisfying even the most basic needs necessitates some level of literacy skills and the *Foundations for Independence Framework* is attempting to acknowledge this by the inclusion of this goal set. As reported through the survey process, many of the basic needs will end up being satisfied with the support of an outside worker prior to the learner having the time to acquire the skills to reach the transition or success markers indicated in the framework. However, acknowledging the needed skills and markers may ensure that the skills are addressed in LBS programming so that learners can be more independent in the future if they need to acquire these transitions and successes later in life. The skills being taught are Essential Skills. These Essential Skills will support learners’ ability to complete specific tasks in the present and the same, related or similar tasks in the future. The needs listed here are related to survival. The acquisition of the skills is still necessary and may assist learners to reach a level where they are able to focus on Essential Skills instead of just survival.

Practitioners, through the feedback process, also noted a need to consider basic needs within the context of cultural differences and expectations that may differ between practitioner and student. For example, when addressing the use of Canada's Food Guide, it is imperative to be culturally sensitive to the fact that people who have come from other countries may have different eating habits that are culturally linked.

Manage my health

As with every section of the *Foundations for Independence Framework*, this section would only be accessed if learners identify or indicate a desire to manage their health. Pilot feedback indicated that most people will only take steps to improve health or be proactive or preventative when faced with a health issue or crisis.

Manage my personal issues and relationships

Many of the sub goals found in this goal set are not necessary for independence for each individual but still need to be considered relevant where the individual feels managing these issues will help them move along the pathway to independence. For example, reading to one's children may not be considered an independence-enhancing goal for every client, only to the client that actually has small children and wants to be able to read to them. The critical soft skills associated with the sub goals in this goal set are often very important. Learners may need work on critical soft skills such as "communicate effectively", "act self-confidently" or "use strategies to build and maintain self-esteem" before being able to meet transitions or successes associated with the sub goals in this goal set.

Participate fully as a member of my community

Although people can live independently without being involved in the community, people who participate fully in their communities tend to build a solid foundation for moving to other transition pathways such as employment or education. In order to participate in community activities, the first step for many learners may be to successfully accomplish some of the goals outlined in the independence pathway. Independence for many learners may also involve being able to support

members of their family in the community. This goal set supports this notion. However, it is also important to respect and acknowledge the fact that many literacy learners do not get involved in the community before or after literacy assistance and are still quite independent.

Conclusion

As CLO gathered data and conducted research to develop the *Foundations for Independence Framework* it was apparent that achieving success in the goals of independence is integrally linked to achieving success in the other pathways. Independence is a foundational cornerstone for successful transitions to further education, training and employment and to help learners achieve personal goals related to their families, communities and individual needs.

The *Foundations for Independence Framework* is a resource to help literacy practitioners capture the successes of learners with independence goals. This framework is comprised of a wide variety of goals and success and transition markers that literacy practitioners can use to validate the achievements of learners with the complex goals of independence.

Foundations for Independence Draft Framework

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FOUNDATIONS FOR INDEPENDENCE (Personal : Home, Community)

The overall goal of the path to independence is to ensure that learners improve or gain the foundational skills needed to successfully manage their home and personal life and to participate in the community. Goal-focused programming links learner identified goals to essential skills allows for flexibility and transferability if the learner chooses to pursue a different goal path at a later stage of life.

Learners entering the independence path may require a more basic content-based program initially to address identified skill gaps; however, programming generally moves towards a contextualized or applied approach through the incorporation of authentic materials and real-life learning situations that closely align to and support learner identified goals. The use of authentic materials allows learners to move more quickly towards success. Although transition on this path does not relate directly to employment, this path is unique in building the foundations for learners to be independent and later develop further skill complexities in the essential skills areas. Typical tasks or learner goals in this path can be placed on a continuum from independence in the home to independence in the community.

Most common goals as they relate to the three essential skill areas of **READING TEXT, DOCUMENT USE** and **NUMERACY**.

I WANT TO...				
Manage my basic needs	<p>The diagram illustrates a continuum of needs. On the left, three circles represent 'Physiological Needs', 'Safety Needs', and 'Social and Esteem Needs' from top to bottom. On the right, a vertical grey bar contains the word 'HOME' at the top and 'COMMUNITY' at the bottom, with a downward-pointing arrow between them, indicating a progression from home to community.</p>			
<ul style="list-style-type: none"> • Have enough to eat/manage nutrition • Have a place to live • Have appropriate seasonal clothing • Have an income* 				
Manage my health				
<ul style="list-style-type: none"> • Direct and maintain my health • Access health care assistance 				
Manage my personal issues and relationships				
<ul style="list-style-type: none"> • Read to my (grand)child(ren) • Help my child(ren) with school work • Do my own banking • Manage my money • Be organized and prepared • Assess my needs and abilities • Deal with social service agencies • Be able to communicate with others 				
Participate fully as a member of my community				
<ul style="list-style-type: none"> • Support my child at school and my family in the community • Obtain or replace identification • Understand my rights, freedoms and responsibilities • Be aware of and understand current events • Get a licence or certificate • Use personal or public transportation • Attend and participate in local events or organizations 				
<p>*In this framework, the concept of having an income is addressed mainly through accessing social service agencies. Having an income through employment, although related with independence, is not specifically dealt with in the independence framework. Since the independence framework is part of the overarching "Learner Skill Attainment" framework, employment is covered under a separate pathway.</p>				

*READING TEXT	*DOCUMENT USE	*NUMERACY	Critical soft skills related to learner goals
<p>Learners are able to read a wide variety of print materials they find every day in their homes and their communities. The text is familiar to them with everyday content and personal or general relevance. They demonstrate the ability to scan short texts to identify information that is pertinent to their life.</p>	<p>Learners can read and understand documents found in their homes and communities that display information in various spatial arrangements of words, numbers, symbols, and formats. Document use combines both reading and writing skills. If the document contains a paragraph of text, the document is included in reading text. Documents requiring the entry of words, phrases or sentences are included in writing. Numeracy may also be embedded in successful attainment of document use skills.</p>	<p>Learners are able to understand the use of numbers as they appear in their everyday lives. Money math, scheduling and budgeting, and measurement and calculation relate to the independence path. Learners are able to think in quantitative terms.</p>	<p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Set goals • Motivate self • Identify self – know and understand abilities and limitations • Advocate on behalf of self • Act self-confidently • Feels better about self • Use strategies to build and maintain self-esteem • Understand own learning style • Understand the value of learning • Assess and reflect upon self • Identify transferable skills
**Core skills related to Reading Text	**Core skills related to Document Use	**Core skills related to Numeracy	<p>Working with Others</p> <ul style="list-style-type: none"> • Understand and follow situational etiquette • Use appropriate body language • Negotiate • Resolve conflict • Participate in teamwork • Communicate effectively • Express feelings and opinions • Understand the learning process <p>Organizational Skills</p> <ul style="list-style-type: none"> • Manage time • Set priorities • Be prepared • Plan ahead <p>Thinking Skills</p> <ul style="list-style-type: none"> • Solve problems • Understand and use strategies to improve concentration and memory
<ul style="list-style-type: none"> • Uses various decoding skills (alphabet recognition, phonics, knowledge of word parts, recognition of sight words) • Uses punctuation, pictures/illustrations, context cues and personal experience to understand text • Follows simple written instructions • Is able to scan a short text to find a key piece of information • Reads and demonstrates an understanding of a short text using some basic reading strategies, personal experience, simple forms and conventions • Retells a story in the correct sequence • Makes simple inferences and predictions • Distinguishes between fact, fiction and opinion 	<ul style="list-style-type: none"> • Reads and completes forms with detailed personal information • Reads and writes lists, sentences and short paragraphs. • Reads short documents and answers simple comprehension questions • Can read and understand simple instructions • Uses and understands simple visual materials to support written text • Understands and uses common writing mechanics (capitals for pronouns, apostrophes in contractions, commas for lists, common abbreviations) • Interprets simple signs and symbols that are found everyday or are related to specific goals 	<ul style="list-style-type: none"> • Reads and writes numbers found everyday numerically and in words • Estimates costs for making simple purchases • Uses basic math operations to solve simple real life problems • Measures length, perimeter, area, capacity, time and temperature using common standard units • Describes the relationships between units of measure • Interprets data on graphs and tables and expresses understanding • Uses a calculator 	

*These global definitions are adapted and modified from Essential Skills definitions to reflect the path to independence. **Core skills are adapted from the Ontario Literacy Coalition's *Level Descriptors*.

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read a brochure or flyer • Read a newspaper • Read a book 	<p>Reviews Canada's Food Guide and accurately answers comprehension questions. Makes decisions for meal planning and shopping demonstrating an understanding of the Food Guide Rainbow and personal preference.</p> <p>Identifies daily recommended foods and amounts.</p> <p>Learns about the latest findings in nutrition related to a specific health problem (e.g., sodium as it relates to high blood pressure).</p> <p>Finds a healthy recipe in the newspaper.</p> <p>Chooses and reads a library book related to health or nutrition.</p> <p>Finds a cookbook with healthy recipes.</p>	<ul style="list-style-type: none"> • Read a list • Read labels • Read a flyer • Read a receipt • Read a menu • Fill out a form or application • Create a menu • Read a recipe • Write a list • Write a note • Read directions • Read instruction 	<p>Reads a computer-generated list of food banks in the area and selects 3 closest to his/her home.</p> <p>Shows 3 food bank locations in relation to his/her home on a map of the neighbourhood.</p> <p>Fills in a food bank registration form listing with basic information.</p> <p>Locates the brand and name of a food product on a label.</p> <p>Reads a restaurant menu and identifies 2 choices based on preference.</p> <p>Chooses and orders a meal at a restaurant from the menu provided.</p> <p>Reads and compares 2 or 3 product food labels (ex. 3 different cereals) and determines most healthy choice regarding calories, fats, sugars, fibres, vitamins, etc.) Considers health issues such as diabetes, cholesterol, allergies, etc. Identifies contents that may be harmful to health.</p> <p>Reads 2 flyers and determines the best choice based on quality preference and affordability for an item.</p> <ul style="list-style-type: none"> • Writes a grocery list based on: <ul style="list-style-type: none"> • healthy food choices and/or • a recipe and/or • a weekly menu <p>Updates a grocery list over the course of a week, adding items as needed. Reviews sale items for store where shopping will be done and adds items to list as desired. Reorganizes and rewrites final list.</p> <p>Uses a list while shopping, checking off items as they are picked up (avoids impulse buying).</p> <p>Reads and verifies a sales receipt.</p> <p>Makes comparisons between food guide and food product labels or recipes to determine how healthy they are (identified calories/fat etc.).</p> <p>Plans and prepares a healthy meal.</p>	<ul style="list-style-type: none"> • Estimate amount of a bill • Make cost and value comparisons • Count out correct change • Perform basic calculations • Use simple fractions • Create a budget • Read a recipe • Calculate portion sizes • Measure quantity • Measure temperature • Make a purchase 	<p>Uses a grocery store flyer and budgeted amount of money to create a grocery list of essential items for his/her family and calculates a total.</p> <p>Calculates cost of a product based on content amount and price (e.g., 2 for \$1.00 or 1 for 59 cents).</p> <p>Determines best cost/value on 2 comparable items.</p> <p>Attends grocery store with list and money and makes purchases independently.</p> <p>Counts out money when making a purchase and confirms change.</p> <p>Plans a meal with correct portion sizes calculated accurately.</p> <p>Calculates nutrition requirements as per daily intake using Canada's Food Guide.</p> <p>Determines nutritional value of a food product.</p> <p>Calculates the amount of time food needs to be cooked and is able to set the temperature dial and timer.</p> <p>Prepares healthy food choice using a recipe and making sure that ingredient measures and counts, cooking times and temperatures are followed accurately.</p> <p>Weighs produce at local supermarket using a circular scale.</p>	<p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Act self-confidently <p>Organizational Skills:</p> <ul style="list-style-type: none"> • Set priorities • Be prepared • Plan ahead <p>Thinking Skills</p> <ul style="list-style-type: none"> • Solve problems

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online • Read a legal agreement 	<p>Reads and understands information on a housing connection website.</p> <p>Reviews a rental or lease agreement and is able to accurately answer comprehension questions and make simple inferences regarding contractual consequences.</p> <p>Reads and understands a property purchase agreement.</p> <p>Obtains desired housing.</p>	<ul style="list-style-type: none"> • Read a list • Read a newspaper • Fill out an application form • Fill out a lease • Complete a work order • Write a letter • Read a bill 	<p>Accesses information from a housing connection website.</p> <p>Registers on a housing list.</p> <p>Reviews a housing list and identifies 3 potential places to live.</p> <p>Scans a newspaper and circles 3 appropriate apartments. Understands abbreviations used.</p> <p>Accesses online classified ads for housing. Prints three possibilities and reviews them, explaining why these ads were selected (e.g., location, affordability, nearby amenities).</p> <p>Fills out a rental application form.</p> <p>Completes and signs a rental agreement or lease.</p> <p>Writes monthly or post-dated cheques.</p> <p>Obtains desired housing.</p>	<ul style="list-style-type: none"> • Make cost and value comparisons • Write a cheque • Pay a bill • Use an ATM or computer for banking • Measure dimensions 	<p>Creates a monthly budget including monthly housing costs.</p> <p>Estimates reasonable costs in a budget based on personal income.</p> <p>Calculates the difference between available housing costs and budgeted amount.</p> <p>Calculates amount of rent and writes post-dated cheques.</p> <p>Writes monthly or post-dated cheques to pay monthly bills related to housing (e.g., heat, hydro).</p> <p>Sets up automatic bill payment from bank account.</p> <p>Calculates a percentage rent increase on current amount of rent being paid and determine affordability within existing budget.</p> <p>Obtains desired housing within budget.</p> <p>Measures windows to purchase the correct size of curtain or blind.</p>	<p>Writing</p> <ul style="list-style-type: none"> • Self-Governing Skills <p>Set goals</p> <ul style="list-style-type: none"> • Motivate self • Act self-confidently <p>Thinking Skills</p> <ul style="list-style-type: none"> • Solve problem

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read a newspaper 	<p>Reads an article about a clothing drive to determine where to obtain inexpensive seasonal clothing for self or family.</p> <p>Reads a news article on weather trends and identifies appropriate clothing choices for the period discussed.</p>	<ul style="list-style-type: none"> • Read a label • Use a calendar • Read a newspaper • Process information seen on television 	<p>Reads the words on a variety of clothing labels and on care instructions (to ensure proper care and longevity of items). Understands the care instructions and identifies the meaning of the various symbols used on the labels.</p> <p>Uses a yearly calendar to divide the months into seasons. Lists the general weather conditions of each season and appropriate clothing items for him/herself and his/her child(ren).</p> <p>Reviews a weekly weather forecast to predict the temperatures and weather conditions for the week.</p> <p>Creates a list of clothing items that should be taken on a trip for him/herself and/or family members, using a profile of a vacation place, including weather conditions for different times of the year and a set date of departure.</p>	<ul style="list-style-type: none"> • Read a label • Read temperature values 	<p>Correctly answers questions regarding sizes (small, medium, 12, 14, etc.) and washing instructions (temperatures for items in degrees F and C).</p> <p>Understands the temperature in Fahrenheit and Celsius and can determine appropriate clothing for self, based on the predicted values.</p>	<p>Organizational Skills</p> <ul style="list-style-type: none"> • Be prepared • Plan ahead

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read instructions • Read a booklet • Read a newspaper • Read a brochure or pamphlet 	<p>Reads a pamphlet on medical condition affecting self or child and identifies applicable medications and treatments.</p> <p>Identifies steps that can be taken to improve a health condition, based on information from a pamphlet or website.</p> <p>Supplies actual or anecdotal evidence of taking action to improve health.</p> <p>Chooses appropriate recreational program from a program booklet (based on need, location and timing).</p> <p>Finds a smog or heat warning and learns what to do about it.</p> <p>Understands and explains different types of exercise and their associated benefits and makes suitable exercise plan based on information.</p> <p>Explains information from a pharmacy fact pamphlet that accompanies prescription medication.</p>	<ul style="list-style-type: none"> • Read a label • Use a calendar • Use a catalogue • Fill out a form or application • Take notes • Create a chart or table • Read a brochure or pamphlet 	<p>Locates information in a flyer, pamphlet or on a label for over-the-counter medication to determine if the medication is suitable for certain symptoms.</p> <p>Fills in the initial form at a walk-in clinic or fills in a gym membership application form.</p> <p>Marks a doctor's appointment on the calendar and finds the appointment in relation to today's date.</p> <p>Reads the label on a pill bottle and says how many pills are to be taken, under what conditions (e.g., with food).</p> <p>Creates list noting foods or activities a doctor does not recommend.</p> <p>Uses public library online catalogue to locate an article or a book on a health topic of interest.</p> <p>Creates a chart to record exercise program and its effect.</p> <p>Reviews and understands information about safety precautions related to common household appliances.</p>	<ul style="list-style-type: none"> • Read a label • Make cost and value comparisons • Use a calendar 	<p>Locates information needed to calculate a medication dose.</p> <p>Uses a clock to Identify correct time to take medicine.</p> <p>Calculates medication dose accurately, including time of day to take, how often and how much.</p> <p>Supplies actual or anecdotal evidence of administering a correct medicine dosage</p> <p>Compares two recreational programs and calculates cost per hour.</p> <p>Uses a clock to identify correct time to attend a recreational program and marks start date of program on a calendar.</p>	<p>Oral Communication</p> <p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Set goals • Motivate self • Act self-confidently • Feel better about self <p>Organizational Skills</p> <ul style="list-style-type: none"> • Manage time • Set priorities • Be prepared • Plan ahead

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read a newspaper • Read a brochure or pamphlet 	<p>Reads information about OHIP to determine if a needed service is covered.</p> <p>Reads retail pamphlets on 3 different assistive devices to determine device that meets needs.</p>	<ul style="list-style-type: none"> • Make an appointment • Read an appointment card • Use a phone book • Use a directory • Use a calendar • Use a map 	<p>Locates a local walk-in clinic or doctor's office, including address and hours of operation.</p> <p>Identifies the time and date for an appointment, who the appointment is with, and what the appointment is for.</p> <p>Documents appointment in an agenda or planner. Finds the appointment in relation to today's date.</p> <p>Fills in a basic information form at a medical appointment.</p> <p>Schedules and/or attends a medical appointment.</p> <p>Locates the closest pharmacy on a map in order to have a prescription filled.</p> <p>Locates the nearest walk-in clinic to obtain assistance in an emergency.</p>	<ul style="list-style-type: none"> • Pay for a service • Tell time using a digital or analog clock 	<p>Incorporates an essential medical service not covered by OHIP into a monthly budget.</p> <p>Uses a clock to show the time of a doctor's appointment.</p> <p>Estimates how long it will take to get to an appointment and chooses the corresponding correct time to leave.</p>	<p>Writing</p> <p>Oral Communication</p> <p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Advocate on behalf of self <p>Working with Others</p> <ul style="list-style-type: none"> • Understand and follow situational etiquette

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a pamphlet or brochure • Read a book 	<p>Reads a short fiction book silently and answers key comprehension questions.</p> <p>Reads aloud in presence of instructor.</p> <p>Reads book aloud with child. Provides anecdotal evidence that he/she used this process to read to child.</p> <p>Reads public library pamphlet about borrowing rules and privileges for children and retells main points to remember as a new library user.</p>	<ul style="list-style-type: none"> • Fill in a form or application • Make a list • Use a list 	<p>Creates a list of 25 children's books (e.g., uses recommended reading on the Toronto Public Library website). Records title, author, age, grade level and summary of each book on a grid or chart. Marks grid at appropriate place for books suitable for his/her child, taking all elements into account.</p> <p>Fills in a registration form for child to obtain public library card.</p> <p>Selects and signs out a book at the library.</p>	<ul style="list-style-type: none"> • Use the library • Make a purchase 	<p>Locates books in the library using catalogue numbers/library database.</p> <p>Purchases a desired book from a local bookstore.</p>	<p>Oral Communication</p> <p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Understand the value of learning

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read instructions • Read a book 	<p>Orally explains the steps in a set of written instructions.</p> <p>Retells information from a short non-fiction text in own words.</p> <p>Provides anecdotal evidence of helping child with homework or a project. Knows the difference between helping with a project and doing a project.</p> <p>Finds website with current information on a specific school assignment topic. Prints and reads the article. Makes notes in own words — using clear language.</p>	<ul style="list-style-type: none"> • Read an agenda • Read an assignment 	<p>Reviews child's agenda for homework assignment and locates relevant chapter in a textbook.</p> <p>Reviews homework expectations and the due dates for assignments on a grid that includes two grades. Reads the information on the grid and identifies the homework expectations and assignments for own child's grade.</p>	<ul style="list-style-type: none"> • Perform basic math operations • Create a chart or graph 	<p>Provides anecdotal evidence of helping child with homework.</p> <p>Using the newspapers from the past two weeks, creates a bar graph showing city temperatures in the past 14 days for both degrees C and F.</p> <p><i>Activities here need to reflect what the child is currently doing at school to allow the adult learner to work on the skills needed to support the child.</i></p>	<p>Oral Communication</p> <p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Understand the value of learning <p>Working with Others</p> <ul style="list-style-type: none"> • Participate in teamwork • Communicate effectively

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read a brochure or pamphlet 	<p>Reads information pamphlets on being a customer at 3 different local banks (e.g., hours of operation, service fees, customer service, financial rates, and proximity). Decides where to bank after comparing the 3 choices.</p> <p>Understands the different roles of bank employees: teller, manager, etc.</p> <p>Inquires about a bank card.</p> <p>Understands common banking terms such as balance, credit, debit, total, etc.</p>	<ul style="list-style-type: none"> • Read a bank book • Fill out deposit/ withdrawal slips • Read a bank statement • Read a poster 	<p>Accurately identifies the steps to use an ATM.</p> <p>Reviews a grid of different types of bank accounts and chooses a bank account based on personal need.</p> <p>Fills out necessary paperwork to request a bank card.</p> <p>Completes a banking transaction independently, in person or at an ATM.</p> <p>Reviews and understands a bank statement.</p>	<ul style="list-style-type: none"> • Use a calculator • Calculate totals for 2 or more items • Calculate interest on different types of accounts • Calculate account fees • Keep a cheque register 	<p>Understands what a Personal Identification Number (PIN) is and how to use it.</p> <p>Completes a banking transaction independently.</p>	<p>Writing</p> <p>Computer Use</p> <p>Organizational Skills</p> <ul style="list-style-type: none"> • Be prepared

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read a letter • Read an agreement • Read a contract • Read a brochure or pamphlet 	<p>Reads a letter from a bank and demonstrates an understanding of next steps/actions needed.</p> <p>Reads about 2 competing cell phone companies and chooses one, based on budget and needs.</p>	<ul style="list-style-type: none"> • Read a bill • Create a budget • Read a brochure or pamphlet • Write a cheque • Interpret a paycheque stub 	<p>Identifies the payee, where to pay the bill and how to pay the bill by referring to a utility or telephone bill.</p> <p>Pays a bill on time.</p> <p>Identifies and documents all income and expenses for a one-month period on a blank budget sheet.</p> <p>Reads and explains information about interest rates, different types of accounts, credit, etc.</p> <p>Tracks all income and expenses for one month and uses information to generate a draft budget.</p> <p>Explains common abbreviations used on own paycheque (e.g., wkly, hrs, amt, EI) as well as common terms used on pay cheques (e.g., net pay, gross pay).</p>	<ul style="list-style-type: none"> • Identify all coins, bills and values • Conduct budget calculations • Follow a budget • Adjust or balance a budget • Calculate investment returns or interest on different accounts/statements 	<p>Creates equivalent in number of coins and bills or monetary amount.</p> <p>Counts out correct change to make a purchase.</p> <p>Calculates total income from two or more jobs. Estimates total first and then figures out exact income using a calculator.</p> <p>Calculates the difference between total monthly income and expenses.</p> <p>Follows a budget for a one-month period with written documentation as evidence.</p> <p>Prioritizes needs and wants, making a list of most needed to least wanted. Adjusts budget by removing items that can't be afforded.</p>	<p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Set goals • Motivate self <p>Organizational Skills</p> <ul style="list-style-type: none"> • Set priorities • Be prepared • Plan ahead <p>Thinking Skills</p> <ul style="list-style-type: none"> • Solve problems

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read instructions 	<p>Reads a short set of instructions and retells steps in own words.</p> <p>Reads and follows instructions to assemble equipment.</p> <p>Discusses the benefits of being organized or on time and chooses ways to be prepared and organized in own life.</p> <p>Reads a short article about being on time or being organized and explains the potential application to self.</p>	<ul style="list-style-type: none"> • Organize personal documentation • Use a calendar or agenda • Use a list • Fill in a form or application 	<p>Keeps a schedule of daily activities and appointments in an agenda or on a calendar.</p> <p>Organizes bills, etc. in alphabetical order according to category and then files by category and date.</p> <p>Records important birthdays, anniversaries, holidays, regular appointments and activities on a yearly family calendar.</p> <p>Creates a to-do list to ensure arrival on time for an appointment or adequate preparation for an event. Puts the list in sequential order. Follows the list, ticking off items as they are done.</p>	<ul style="list-style-type: none"> • Prepare for a trip • Read a ticket • Tell time using both a digital and an analog clock 	<p>Writes a shopping list of things he/she needs to purchase for an upcoming trip and calculates the total cost.</p> <p>Reads information on an airline ticket and understands dates for arrivals and departures. Shows departure and arrival times using a 24-hour clock.</p>	<p>Organizational Skills</p> <ul style="list-style-type: none"> • Manage time • Set priorities • Be prepared • Plan ahead

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read a booklet or catalogue 	<p>Takes steps to find club and/or source of supplies for hobby.</p> <p>Reviews a list of personal goals and discusses what has been accomplished and what still needs to be done.</p> <p>Uses a continuing education course catalogue to select adult courses either of interest or of need (e.g., computer courses for work, craft courses or exercise classes for leisure and relaxation).</p> <p>Read short article about being on time or being organized.</p>	<ul style="list-style-type: none"> • Use a chart • Make a list • Complete a survey 	<p>List 5 or more strengths/skills and interests.</p> <p>Develops a chart that outlines specific skill areas, associated transferable skills and a goal that reflects each area.</p> <p>Chooses a hobby to fit skills/ interests.</p> <p>Fills out a self-assessment and/ or needs survey from one of the many popular magazines that he/ she normally reads (e.g., Oprah; Sports Illustrated) and explains the results.</p> <p>Uses a chart or other self-assessment tool to evaluate needs and learning.</p>	<ul style="list-style-type: none"> • Create a timeline • Use a chart with numerical values 	<p>Plots personal goals on a 2-year timeline using graph paper divided into 24 months (dates are included in numerical form).</p> <p>Uses a progress chart to track the number of correct answers given in every learning session for a month. Calculates the difference between the number of questions answered correctly on the first day and the last day.</p>	<p>Writing</p> <p>Oral Communication</p> <p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Set goals • Motivate self • Identify self— know and understand abilities and limitations • Act self-confidently • Feel better about self • Use strategies to build and maintain self-esteem • Understand own learning style • Understand the value of learning • Assess and reflect upon self • Identify transferable skills <p>Organizational Skills</p> <ul style="list-style-type: none"> • Set priorities • Be prepared • Plan ahead

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online or in a magazine • Read a poster or flyer • Read instructions 	<p>Knows where to go to get help.</p> <p>Uses the computer to locate an online information site such as 211ontario.ca. or www.cleo.on.ca.</p> <p>Identifies and explains 3services that could be accessed.</p> <p>Reads information in a booklet, article or brochure about a social service on how to apply for a social service.</p> <p>Reads and understands the requirements of a participation agreement with Ontario Works.</p>	<ul style="list-style-type: none"> • Read a brochure or pamphlet • Read a poster or flyer • Fill out a form or application 	<p>Fills out an online form (e.g., EI form due to job layoff, application form from EI to attend a specific job training course, application form for ODSP, or CPP).</p> <p>Attends social service agency office to complete an application form.</p> <p>Reads a recreational centre poster or flyer and identifies hours of operation.</p>	<ul style="list-style-type: none"> • Make a list • Create a financial breakdown of monthly expenses 	<p>Knows how much money will be received from a social service support, how much can be earned outside of the support and any extra financial issues.</p> <p>Creates a detailed list of activities, including dates and hours spent in activities such as volunteer work and literacy skills development (one-on-one or classes). Adds totals for the week and the month.</p> <p>Breaks down monthly spending in detail, showing amounts for rent, food, transportation etc., in support of request for additional funds for something specific from OW (such as a new bed or clothing for job interviews).</p>	<p>Oral communication</p> <p>Computer Use</p> <p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Advocate on behalf of self • Act self-confidently

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read notes • Read email 	<p>Reads a short written note (2-3 paragraphs) and summarizes the content orally or in written point form.</p> <p>Responds to a short note orally or in writing.</p>	<ul style="list-style-type: none"> • Fill out a form or application • Write a card 	<p>Identifies a contest prize, how long the contest will take and what information you need to type in order to enter.</p> <p>Fills out an online contest form and submits it.</p> <p>Writes a greeting card to a relative, including the date and a greeting, or sends an online greeting card.</p>	<ul style="list-style-type: none"> • Use a calendar • Write the date in word and numerical formats 	<p>Sends a card to a relative or friend at an appropriate time.</p>	<p>Computer Use</p> <p>Oral Communication</p> <p>Working with Others</p> <ul style="list-style-type: none"> • Communicate effectively • Express feelings and opinions <p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Feel better about self

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online • Read a newsletter • Use a directory to locate community resources and support groups • Read recreational brochure or pamphlet • Read a bulletin or flyer • Read a letter • Read a report card 	<p>Understands an application process and applicable wait time.</p> <p>Reads a monthly newsletter from school (hard copy or online) and identifies issues that affect own child.</p> <p>Reads a letter or note from school regarding immunization and demonstrates an understanding of required next steps/actions.</p> <p>Responds appropriately to a request from school by using a phone or writing a response.</p> <p>Reads an information package/ consent form about a school trip, discusses its main features and details, and decides whether child can attend.</p> <p>Reads library flyers and brochures and chooses a program to attend. Indicates types of materials that might be of interest (e.g., books, videos, DVDs, CDs).</p> <p>Reads and understands child's report card. Comments on subjects studied and child's performance, as well as any comments made by teacher and the next steps required for improvement (if any).</p>	<ul style="list-style-type: none"> • Read a bulletin or flyer • Fill out a form or application • Use a library • Read a report card • Use a calendar or agenda • Use a timetable or schedule • Use a directory 	<p>Chooses recreational program for self or child (e.g., sport league, music lessons) suited to interests, ability and age.</p> <p>Chooses program according to eligibility, accessibility, time and location.</p> <p>Registers for chosen program.</p> <p>Assists a family member with completion of application form.</p> <p>Applies for library card and obtains borrowing privileges by showing appropriate identification documents and filling out required forms for borrowing library materials.</p> <p>Fills out and returns permission form for child to attend a class trip.</p> <p>Discusses and fills out the goals section of the report card with child.</p> <p>Reads a timetable or calendar of class activities and prepares lists of specific items that may be needed for each activity. (e.g., for January 4 – ice skates, extra sweater, extra socks, money for hot lunch).</p> <p>Reads titles of 50 books and sorts them by alphabetical order according to title.</p>	<ul style="list-style-type: none"> • Make cost and value comparisons • Use a classification system • Write a cheque • Tell time using both an analog and a digital clock • Count money • Use a calendar or agenda • Use a timetable or schedule • Understand temperature values 	<p>Factors participation in a program into monthly budget.</p> <p>Uses the Dewey Decimal system to locate materials in the library.</p> <p>Chooses several books to read for pleasure or self-improvement and checks them out.</p> <p>Reads date due slip and identifies the correct return date for each item.</p> <p>Calculates costs for registration in programs.</p> <p>Determines the financial feasibility of a program.</p> <p>Plots dates for upcoming events on a calendar.</p> <p>Ensures child is on time for school.</p> <p>Relates temperature to daily activities.</p> <p>Dresses child appropriately for school or recreational activities.</p> <p>Calculates correct amount for child to attend a field trip and writes a cheque made out to the school.</p> <p>Volunteers at child's school for Pizza Day.</p>	<p>Writing</p> <p>Computer Use</p> <p>Oral Communication</p> <p>Working with Others</p> <ul style="list-style-type: none"> • Understand and follow situational etiquette • Resolve conflict • Communicate effectively • Express feelings and opinions <p>Organizational Skills</p> <ul style="list-style-type: none"> • Manage time

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online • Read instructions • Read a brochure or pamphlet 	<p>Determines what identification is needed.</p> <p>Reads information on the Internet on how to secure relevant identification.</p> <p>Identifies steps to obtain or replace necessary identification. Also identifies what other identification or information is needed and waiting times.</p> <p>Obtains correct form online or from a government office.</p> <p>Conducts necessary genealogical research to produce evidence (e.g., to obtain status card).</p> <p>Obtains relevant identification (e.g., SIN, passport, citizenship, health card, Aboriginal or Metis status card, birth certificate).</p>	<ul style="list-style-type: none"> • Fill out form or application 	<p>Knows basic personal information.</p> <p>Fills out a form and submits to obtain identification.</p> <p>Identifies the nearest government office from a list.</p> <p>Obtains form online or from the nearest government office.</p> <p>Knows what can and cannot be legally asked on a form.</p> <p>Understand form vocabulary and abbreviations.</p> <p>Adjusts print size to fit into allotted spaces.</p> <p>Signs form with cursive signature.</p> <p>Obtains relevant identification (e.g., SIN, passport, citizenship, health card, Aboriginal or Metis status card, birth certificate).</p>	<ul style="list-style-type: none"> • Write a cheque • Write the date in word and numerical formats 	<p>Knows birth date and other important dates.</p> <p>Calculates the correct payment.</p> <p>Writes a cheque to pay an application fee.</p> <p>Obtains relevant identification (e.g., SIN, passport, citizenship, health card, Aboriginal or Metis status card, birth certificate).</p>	<p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Set goals • Motivate self • Advocate on behalf of self • Act self-confidently

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online • Read a manual • Read a brochure or pamphlet • Read a flyer or bulletin • Read a letter 	<p>Demonstrates comprehension of a letter pertaining to rights (e.g., from a landlord or employer).</p> <p>Explains how relevant legislation affects a personal situation and makes a plan (verbal or written) to deal with the issue (e.g., landlord and tenant act, employment standards). Note: Plain language interpretations/ summaries on www.cleo.on.ca or www.cleonet.ca</p> <p>Provides anecdotal evidence of taking action to deal with an identified issue.</p> <p>Identifies where to vote and what steps must be taken after reading voting documentation.</p> <p>Summarizes orally or in writing the different levels of government, the parties and their leaders.</p> <p>Demonstrates an understanding of the rights, freedoms and responsibilities of a Canadian citizen.</p> <p>Reads a manual about citizenship.</p> <p>Obtains Canadian citizenship.</p> <p>Understands and identifies the role of the ombudsperson in conflict resolution.</p>	<ul style="list-style-type: none"> • Read a sign • Fill out a ballot • Read a schedule • Read a flyer or bulletin • Use a calendar 	<p>Provides anecdotal evidence of attending a public meeting.</p> <p>Participates in a simulated election vote.</p> <p>Votes/provides anecdotal evidence of voting in a municipal, provincial or federal election.</p> <p>Fills out the application form for the Canadian citizenship test.</p> <p>Puts out recycling and garbage on correct day/time after reviewing the municipal schedule for pick up and marking it on a household calendar.</p> <p>Reads and understands posted signs about an institution's rules and regulations.</p>	<ul style="list-style-type: none"> • Know word form of numbers • Write the date in word and numerical formats • Add and subtract decimal numbers • Understand temperature values 	<p>Knows the minimum regulated temperatures for a workplace or rental property.</p>	<p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Advocate on behalf of self • Act self-confidently <p>Working with Others</p> <ul style="list-style-type: none"> • Understand and follow situational etiquette • Use appropriate body language • Negotiate • Resolve conflict • Communicate effectively • Express feelings and opinions

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a newspaper • Read posters, flyers, or bulletins 	<p>Chooses, reads and retells a short news story of interest (3-5 paragraphs) in own words (e.g., about a community event).</p> <p>Participates in a conversation or discussion about current events.</p> <p>Skims and scans the newspaper for a predetermined article or article of interest, reads the headline and predicts the content, then reads the story and retells it in own words.</p>	<ul style="list-style-type: none"> • Read a chart or table • Read a newspaper 	<p>Identifies a section of interest in the paper and locates it successfully, using the content chart.</p> <p>Describes the weather prediction accurately for the day/week after reviewing the forecast information.</p> <p>Writes a classified ad.</p> <p>Reads community ads in local newspaper or publication.</p> <p>Explains the difference between a news article and an editorial.</p> <p>Uses the newspaper index to locate various sections and columns.</p>	<ul style="list-style-type: none"> • Read the date and page numbers • Perform basic calculations • Understand references to percentages, fractions and decimals 	<p>Finds a predetermined local event in a community newspaper using the date, front page index and page numbers.</p> <p>Calculates cost of an advertisement, based on number of words.</p> <p>Reads or listens to a news report and transfers percentages and fractions found in the report to real numbers.</p>	<p>Self-Governing skills</p> <ul style="list-style-type: none"> • Motivate self <p>Working with Others</p> <ul style="list-style-type: none"> • Communicate effectively • Express feelings and opinions

Typical Reading Tasks*	Sample Transition and Success Indicators	Typical Document Use Tasks*	Sample Transition and Success Indicators	Typical Numeracy Tasks*	Sample Transition and Success Indicators	Other Essential Skills and critical soft skills related to the learner goals
<ul style="list-style-type: none"> • Read a short informational text online • Read a manual or handbook • Read a test • Read a brochure or pamphlet • Read a flyer or bulletin • Read a book 	<p>Understands the application procedure for the G1 written test.</p> <p>Reads the Driver's Handbook and is able to accurately answer questions verbally.</p> <p>Passes the G1 test.</p> <p>Compares insurance coverage from two companies after reviewing their brochures.</p> <p>Obtains relevant licence (e.g., automobile licence, boating licence, hunting permit, fishing licence, food handler certificate, Smart Serve Certificate, WHMIS).</p>	<ul style="list-style-type: none"> • Read signs, markers and symbols • Complete a multiple choice test • Read a chart or table 	<p>Matches common signs and symbols with a written description.</p> <p>Identifies the nearest ministry office from a list.</p> <p>Completes a variety of practice tests.</p> <p>Completes the eye test and registration.</p> <p>Completes the application procedure for the G1 written test.</p> <p>Explains the grid that shows demerit points for various driving infractions.</p> <p>Reads and interprets road signs.</p> <p>Reads hours of operation sign.</p> <p>Obtains relevant licence (e.g., automobile license, boating licence, hunting permit, fishing licence, food handler certificate, Smart Serve Certificate, WHMIS).</p>	<ul style="list-style-type: none"> • Make a payment • Read gauges • Perform basic calculations 	<p>Writes a cheque to the Receiver General for the test fee or renewal of licence fee.</p> <p>Understands that plate stickers and emission test must be purchased on or before birthday.</p> <p>Understands the scoring requirements on a test.</p> <p>Knows the maximum allowable speed when it is not posted.</p> <p>Knows the difference between kilometres and miles.</p> <p>Understands tire pressures.</p> <p>Understands speed limits and distances.</p> <p>Understands the demerit point system.</p> <p>Identifies the maximum allowable speed on a speedometer.</p> <p>Calculates a mileage claim for work when using own vehicle.</p> <p>Understands car/truck rental fees, leasing agreements and additional costs such as insurance.</p> <p>Compares insurance rates from 2 companies.</p> <p>Calculates the distance between 2 points.</p> <p>Calculates car costs (e.g., fuel, insurance, monthly payments).</p>	<p>Self-Governing skills</p> <ul style="list-style-type: none"> • Motivate self motivation • Understanding the learning process <p>Working with Others</p> <ul style="list-style-type: none"> • Communicate effectively • Understand the learning process <p>Thinking Skills</p> <ul style="list-style-type: none"> • Understand and use strategies to improve concentration and memory

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<ul style="list-style-type: none"> • Read a short informational text online • Read a pamphlet or brochure 	<p>Reads and retells information regarding the public transportation in own words.</p> <p>Navigates the public transit website (e.g., TTC) for information on route numbers and schedules of service.</p> <p>Navigates airline, bus or train website for information on schedules and prices for national and international travel.</p>	<ul style="list-style-type: none"> • Use a schedule • Use a map • Follow directions • Read signs • Read directions – N, S, E, W 	<p>Identifies steps necessary to obtain transit pass (e.g., metropass).</p> <p>Buys transit pass.</p> <p>Understands how to use the transit system passenger legend (map).</p> <p>Uses a street map to locate personal places and street names.</p> <p>Uses a map to find subway stops with specific symbols such as wheelchair accessible and elevator.</p> <p>Uses a website to plan the route between two points (e.g., Mapquest).</p> <p>Uses a map index and grid to locate predetermined street names or places.</p> <p>Maps out a route to a local event using a public transportation schedule and map.</p> <p>Uses public transportation to get to desired destination.</p>	<ul style="list-style-type: none"> • Tell time using both a digital and an analog clock • Count out correct change • Calculate distance on a map • Use a map index and grid 	<p>Matches analog and digital times using a schedule and a clock or watch.</p> <p>Makes exact change for transit fare.</p> <p>Identifies route numbers on buses and understands the service schedules.</p> <p>Uses transit phone number for specific directions.</p> <p>Understands that additional charges such as air terminal taxes are added to air travel prices.</p> <p>Understands the weight restrictions on luggage and is able to convert from kilograms to pounds.</p> <p>Reads a travel ticket for arrival and departure times and is able to convert the 24-hour clock to the 12-hour clock.</p> <p>Recognizes the flight or route number and matches it with the arrival and departure information displayed on the bus, train or airline terminal information board.</p>	<p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Act self-confidently <p>Organizational Skills</p> <ul style="list-style-type: none"> • Manage time • Plan ahead

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<ul style="list-style-type: none"> • Read a short informational text online • Read a newspaper • Read a flyer or bulletin 	<p>Identifies steps to participate in a local event (e.g., race, fundraiser).</p> <p>Locates information on specific upcoming events in the Living or Entertainment section of the newspaper.</p> <p>Provides anecdotal account of participation in a cultural or ethnic event.</p> <p>Locates a website related to an organization of interest and reads about the organization (e.g., VolRap – volunteering).</p>	<ul style="list-style-type: none"> • Read poster, flyer or bulletin • Fill out a form or application form • Read a map • Use a calendar • Read a schedule 	<p>Fills out a simple application form with personal information (e.g., library card application, race application).</p> <p>Submits a completed form associated with an actual event or organization by the deadline.</p> <p>Registers for a library program.</p> <p>Provides anecdotal account of participation in the library program.</p> <p>Takes notes at a community or union meeting.</p> <p>Reviews a movie schedule and chooses times and locations to attend.</p>	<ul style="list-style-type: none"> • Use a calendar or agenda • Perform basic calculations 	<p>Identifies dates and deadlines for events of interest and transfers them to a personal calendar.</p> <p>Calculates and submits correct entry fee for community events.</p> <p>Provides anecdotal evidence of attendance at an event/meeting.</p> <p>Record dates, locations and times of events using a calendar.</p> <p>Creates an itinerary for a family outing.</p> <p>Understands admission fees, age versus cost, and fee increases or special offers.</p> <p>Understands subscription fees for events (e.g., concerts, plays), difference in price according to seating location, day of week, time of day, choice of package etc.</p>	<p>Self-Governing Skills</p> <ul style="list-style-type: none"> • Set goals • Motivate self <p>Working with Others</p> <ul style="list-style-type: none"> • Participate in teamwork <p>Organizational Skills</p> <ul style="list-style-type: none"> • Set priorities • Be prepared