



Skills for Success

• Numeracy • Reading • Writing

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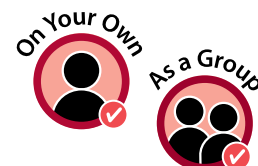
The Government of Saskatchewan thanks all adult education instructors, administrators, institutions and literacy organizations across Saskatchewan for their insight and support during the development of this Skills for Success resource.

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Numeracy

This resource is for program facilitators and instructors, working with adult participants. There are parts of this resource that are directly for your participants; these will be identified with an icon (circle icon with an image of either one person or two people), so you can use them for participants in your program.



What are the Skills for Success?

The [Skills for Success from the Government of Canada](#) provide people in Canada with “everyday skills needed for work, learning, and life” to “help you succeed in today’s and tomorrow’s workplace.”¹ Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Numeracy” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

What Is Numeracy?

Numeracy: Your ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics. For example, we use this skill to perform calculations, manage budgets, analyze and model data, and make estimations.

Why this skill is important:

The modern economy requires numeracy skills that go beyond basic arithmetic. Understanding numbers remains critical to functioning in today’s society. Many jobs require the ability to work with numbers and math.

Numeracy skills are also needed in a wide variety of daily contexts, including managing your finances and making sense of statistics in the news.

■ [Find tools to improve your numeracy skills.](#)

[This section is from the Government of Canada’s “Learn about the Skills” webpage.](#)



This resource is based on the Skills for Success model, released in 2021, from the Government of Canada. It replaces the previous Essential Skills model. Scan the code to visit the Government of Saskatchewan website and access free resources.



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¹ (Government of Canada, 2025) www.canada.ca/en/services/jobs/training/initiatives/skills-success



Numeracy Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Numeracy²:

Benchmark 1	<p>1. Identify the task that will require you to use numeracy</p> <ul style="list-style-type: none">• Recognize mathematics as the suitable tool for the task• Identify the question you will need to answer• Identify the form of the response expected
Benchmark 2	<p>2. Identify the mathematical information</p> <ul style="list-style-type: none">• Locate key details, concepts, and other mathematical information• Use methods such as scanning, skimming to identify relevant information
Benchmark 3	<p>3. Make connections between related pieces of mathematical information</p> <ul style="list-style-type: none">• Make connections between known and unknown in the mathematical problem• Make connections between different parts of the information presented
Benchmark 4	<p>4. Apply mathematical operations and tools you will need to answer the question</p> <ul style="list-style-type: none">• Calculate• Order or sort• Measure• Estimate• Apply a combination of operations and tools to complete a task
Benchmark 5	<p>5. Interpret and evaluate the information</p> <ul style="list-style-type: none">• Assess the purpose of the task, the validity of the data presented, and the meaning and implications of the results• Evaluate the information or results within the context and whether they make sense <p>For example:</p> <ul style="list-style-type: none">• Check if the answer is of the expected magnitude or precision
Benchmark 6	<p>6. Share the mathematical information, results and implications</p> <ul style="list-style-type: none">• Use different means and methods to share the information, its results and implications, such as:<ul style="list-style-type: none">• In a presentation• In writing• Through a diagram• Map, or• Graph

² The components on this page are from the "Skill components and proficiency levels" webpage from the Government of Canada (2025) <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#numeracy> and all of this is also embedded in the "Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report" from SRDC. <https://srdc.org/project/Research-report-to-support-the-launch-of-Skills-for-Success-Structure-evidence-and-recommendations-Final-report>

Development for Multiple Skill Levels

In adult training and education, development for multiple skill levels acknowledges the diverse backgrounds, experiences, and strengths of adult participants. These skill levels refer to each of the Skills for Success, with level 1 as the exploration of this skill, advancing to level 2 and above, depending on each adult participant's goals. Different from the K-12 system, where learners typically progress through a structured curriculum, adult education encompasses a wide range of learners, with unique starting points, goals, and challenges.

As adults, we are always learning - as facilitators, instructors, and participants. When we are learning as adults, we generally want more control over our learning, guided by self-assessment and through peer-level relationships, including with facilitators and instructors. Adults have diverse knowledge and experience to draw upon for learning: this is an important asset for both the participants and the facilitators. Adult learning is usually self-motivated and voluntary, driven by practical goals for using the skills we want to acquire: this leads to focusing on 'why' learning something is important or useful, instead of on only the 'how'. Different than for most children and youth, being a 'learner' is a secondary role for us adults, and we must fit this role and its work into the existing demands of our lives. As adults, our learning patterns also change as we age. The speed of learning may decrease as we get older, but our depth of learning tends to increase: we may learn less rapidly, but what we learn is at a deeper and more integrative level.³

This section recognizes that adults enter a program with varying skill levels and diverse life experiences. As instructors or facilitators, your role is to meet adult participants where they are and provide tailored learning experiences that empower their progress.

When facilitators and programs are flexible, adaptable, and responsive to the specific needs and strengths of adult participants at different levels, adult training and education are most effective. Whether a participant is at level 1, 2, 3, or 4, in any skill, this section (which includes the suggestions for working with multiple skill levels on the next page and the examples that follow it) provides guidance on how to frame instruction, differentiate content, and create a supportive learning environment.

It is always important to remember that any adult participant at a certain level in one skill may be at a different level in another skill. A skill level is also different from academic attainment: someone can be at a level 1 in numeracy skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in numeracy skills.

Facilitators and instructors are encouraged to recognize the richness of the adult education landscape, where participants bring their life experiences, unique challenges and strengths, and personal goals into the program. By understanding and appreciating this diversity, facilitators and instructors can create a learning environment that fosters inclusivity, respect, and growth for all participants. Drawing on this richness, training and education programs can be enhanced by incorporating real-life examples and potential, workable solutions while also building toward skill advancement.

³ Paragraph adapted from "Characteristics of Adult Learners" section from "Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan," 2016, Saskatchewan Literacy Network.

Suggestions for working with multiple skill levels

- Incorporate varying degrees of complexity, including in use of the skill.
- Provide adaptable content to suit the different learning paces of each level.
- Ensure group work or numeracy activities are inclusive and adjustable for all levels.

For facilitators or instructors:

■ Level 1

At level 1, you may have participants who are just beginning to build their numeracy skills. The goal is to create a supportive environment where they can focus on identifying key information, connect details, and share their answers clearly. As facilitators or instructors, you can provide guidance and encouragement, outlining with participants how their existing experience and previous knowledge demonstrate their skill strengths, next steps for advancement, and what this means for their goals. This is the focus of the section Level 1: Exploring Numeracy.

■ Level 2

At level 2, participants at this level can identify math needs, gather information from multiple sources, and use various math operations to solve problems. They are also able to assess their answers for accuracy and choose the best way to present their results. As facilitators or instructors, you can introduce more complex (workplace) scenarios and challenges that require participants to expand their abilities. At this level, we are working alongside participants while they advance their numeracy skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Numeracy.

■ Levels 3 and 4

Levels 1 and 2 are the focus of this resource. For some additional context, **outlines for levels 3 and 4** are provided at the end of this document, in the section Levels 3 and 4: Action Plan for Numeracy.



Using this resource as a tool for working with participants at multiple skill levels

Benchmarks and Training Outcomes

Having both benchmarks and training outcomes allows participants and facilitators or instructors to work together to align an individualized skill advancement plan, outline assessment, and recognize achievement. Benchmarks offer clear, manageable goals at each stage, allowing facilitators and instructors to track progress, provide timely support, and adjust program activities as needed. Also, participants can use these to build a plan, together with facilitators or instructors as 'guides' to skill advancement, that fits with the goals each participant has.

In this document, **benchmarks** are a type of checkpoint in skill development, directly associated with one of the components of numeracy in the Skills for Success framework. Put another way, benchmarks are specific skills or knowledge points that participants aim to reach at different stages in skill development. There is a benchmark for achieving at level 1 (the exploring skill level) and at level 2 (the developing skill level) for each of the six components of numeracy in the Skills for Success framework (beginning on page 4).

Each training outcome describes the skills advancement areas that will lead to achieving each benchmark. Put another way, each training outcome outlines what participants should know, understand, or be able to do at this level to achieve the corresponding benchmark.

Each training outcome is also divided into two parts. These two parts are:

- an outcome statement written for the facilitators and instructors, phrased as “Participants can...”, and
- a self-assessment statement of the same content, phrased as though it is the participant speaking.

Self-Assessment as a Tool for Working with Multiple Skill Levels

When working with multiple skill levels, having participants engage in self-directed learning is important and helpful. Self-assessments help each participant recognize their existing strengths and, at the same time, identify a personalized learning plan. This personalized learning plan outlines what skills a participant needs or wants to enhance to reach their goals. This resource is not a set ‘curriculum’ to follow as a group; instead, powerful learning and skill development is happening within the personalized learning plans of each participant. The next page outlines how and why self-assessment as pre-assessment is important, both in itself and for the numeracy skill specifically.

Skill Map

To help visualize how the parts of this resource are interconnected, we have built a skill map for each level. These are addressed later and can be found on page 13 (level 1) and page 61 (level 2). Each skill map contains:

- **6 Benchmarks**
- **12 “Participants can...” statements**, 2 for each training outcome directly associated with each benchmark
- **12 Self-Assessment statements** that directly correspond with the “Participants can...” statements
- **Activity numbers** for advancing each skill area

You can click or tap on this icon to go to the relevant map in this section.

Self-Assessment as 'Pre-Assessment' for Facilitators or Instructors

This resource is designed so that participants lead their own learning, toward their individual goals. This approach allows facilitators or instructors to work alongside participants as guides in skill advancement.

Why start with a self-assessment as a 'pre-assessment' for participants? This is an accessible and inclusive way to both recognize and value existing skills and knowledge, and also to identify potential areas of skill development. Self-assessment serves as a foundational step in ensuring that skills training is focused, efficient, and aligned with individual goals and needs, leading to more effective and rewarding outcomes.

- 1. Awareness of Current Skill Level.** By building awareness and identifying current proficiency levels in a particular skill, participants can recognize where they are and outline what is needed to get where they need or want to be.
- 2. Personalized Learning Path.** Participants create tailored learning plans that address their specific goals while drawing on their strengths. This personalized approach allows for more efficient training plans.
- 3. Support Goal Setting.** Self-assessment provides the foundation for participants to set realistic, achievable goals based on their current skill levels, giving a clear target to work towards.
- 4. Self-Motivation, Responsibility, and Confidence.** Self-assessment encourages participants to take responsibility for and guide their training, based on what is important to them. This helps participants build confidence in their ability to enhance their skills.
- 5. Monitoring Progress.** Initial self-assessments provide a baseline for measuring progress. This allows for adjustments to be made to the training and learning plan as needed, and helps demonstrate and celebrate improvement over time.
- 6. Efficient Use of Time and Resources.** By identifying specific areas for improvement, participants can allocate their time, effort, and resources effectively, while recognizing areas where they are already proficient.
- 7. Reflective Learning.** Self-assessment promotes reflection, an essential component of adult learning. Reflecting on one's skills, learning process, and training progress deepens understanding and connection with the material and its relevancy to personal goals, and builds a practice of continuous learning and self-improvement.

Why self-assessment matters for numeracy:

For facilitators and instructors: Self-assessment in numeracy is important because self-awareness and reflection enable each of us to recognize our strengths, weaknesses, and areas for improvement. By understanding our capabilities and limitations, we can contribute while working with others. Self-assessment also promotes understanding of our numeracy style and strengths, allowing us to explore additional strategies for ourselves in our programming to improve on numeracy.

For participants: Self-assessment is important for numeracy because it helps understand your strengths in solving problems, working with numbers, and completing tasks like sorting. It shows how you approach tasks with numbers and builds on what you already know. By exploring your numeracy style, you improve your skills and gain confidence.

Level 1: Exploring Numeracy

The six numeracy skill components as outlined in the Skills for Success framework (page 4) form the basis for the content in this section, including a benchmark at skill level 1 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the numeracy skill at level 1.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 9, below)
- Numeracy skill map (page 13)
- Self-Assessment (beginning page 17; designed for both pre- and post-assessment)
- Activities (beginning page 30)
 - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more

Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 6 and 7.

Benchmark 1: Recognize when math is needed and what type of answer is expected.

Benchmark 2: Find the math information that is important for finishing a task.

Benchmark 3: Connect known information with what needs to be found.

Benchmark 4: Use math (like adding or subtracting), sort, and measure using known information.

Benchmark 5: Check if the answer is correct and makes sense.

Benchmark 6: Share answers by drawing, or writing notes.

Go to the next page for training outcomes with each of the benchmarks.

Numeracy Level 1 Benchmarks and Training Outcomes

Benchmark 1: Recognize when math is needed and what type of answer is expected.

Training Outcome 1:

Identify when to use math and understand what kind of answer is needed.

Benchmark 2: Find the math information that is important for finishing a task.

Training Outcome 2:

Find numbers and details, and know which information is needed to complete a task.

Benchmark 3: Connect known information with what needs to be found.

Training Outcome 3:

Outline known numeracy information and identify what needs to be found.

Benchmark 4: Use math (like adding or subtracting), sort, and measure using known information.

Training Outcome 4:

Measure and sort information and use math operations like adding and subtracting.

Benchmark 5: Check if the answer is correct and makes sense.

Training Outcome 5:

Verify if an answer is correct and makes sense.

Benchmark 6: Share answers by drawing or writing notes.

Training Outcome 6:

Explain the math answer and share it using drawings or notes.

Numeracy Level 1 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, progress to the next level (level 2 in the next section). If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

Participants can...

Benchmark 1	<p>1a. Identify when to use math to complete a task.</p> <hr/> <p>1b. Understand what kind of unit is needed for the answer.</p>
Benchmark 2	<p>2a. Find the numbers and details from within other information.</p> <hr/> <p>2b. Identify which numbers and details are important to complete a task.</p>
Benchmark 3	<p>3a. Outline what numeracy information is already known.</p> <hr/> <p>3b. Identify what numeracy information needs to be found.</p>
Benchmark 4	<p>4a. Measure and sort the known information.</p> <hr/> <p>4b. Use math, including adding and subtracting.</p>
Benchmark 5	<p>5a. Understand how to verify if the answer is correct.</p> <hr/> <p>5b. Use known information to verify if the answer makes sense.</p>
Benchmark 6	<p>6a. Explain the answer and why it makes sense.</p> <hr/> <p>6b. Share the answer with others using drawings or notes.</p>

Numeracy Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



Level 1 Numeracy Skill Map – N1

Activity N1-#	Self-Assessment (for participants) (p. 17) When you read each statement, think: "I can... find numbers and details" (for example)	Participants can... (for facilitators/instructors) (p. 11) Each statement connects to training outcomes for each benchmark	Benchmark (p. 9) Each benchmark connects at level 1
1a	Know When to Use Math: I know when I need to use math to finish a task.	Identify when to use math to complete a task.	Benchmark 1: Recognize when math is needed and what type of answer is expected.
1b	Know What to Answer: I know what kind of answer I need to find.	Understand what kind of unit is needed for the answer.	
2a	Find Numbers and Details: I can find the numbers and details inside other information.	Find the numbers and details within other information.	Benchmark 2: Find the math information that is important for finishing a task.
2b	Choose Important Details: I can pick which numbers and details help me finish a task.	Identify which numbers and details are important to complete a task.	
3a	Outline What I Know: I can outline what math information I already know.	Outline what numeracy information is already known.	Benchmark 3: Connect known information with what needs to be found.
3b	Identify What Is Missing: I can tell what math information I still need to find.	Identify what numeracy information needs to be found.	
4a	Measure and Sort: I can measure and sort the information I have.	Measure and sort the known information.	Benchmark 4: Use math (like adding or subtracting), sort, and measure using known information.
4b	Use Math: I can use math (like to add or take away) to find my answer.	Use math, including adding and subtracting.	
5a	Check the Answer: I know how to check if my answer is correct.	Understand how to verify if the answer is correct.	Benchmark 5: Check if the answer is correct and makes sense.
5b	Check if It Makes Sense: I can use what I know to check if my answer makes sense.	Use known information to verify if the answer makes sense.	
6a	Explain My Answer: I can explain my math answer and why it makes sense.	Explain the answer and why it makes sense.	Benchmark 6: Share answers by drawing, or writing notes.
6b	Share Math Results: I can share my math answer with others using drawings or notes.	Share the answer with others using drawings or notes.	

Why Numeracy Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why numeracy is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the numeracy skill at level 1 (starting on page 9 for benchmarks; go to page 13 for the numeracy skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

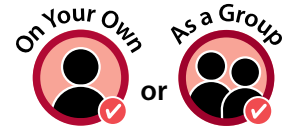
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

Why Numeracy Skills Are Important



Numeracy skills are part of the nine Skills for Success. These skills focus on our ability to understand and work with numbers. Strong numeracy skills can help us understand numbers and information for tasks, solve problems with confidence and explain their answer to others.

Here are 10 examples that show how numeracy is important in everyday life. Do you do any of these? How do you work with and support others?

At Work:

1. Measure Materials:

You measure supplies to make sure there is enough for a task you are working on. This helps prevent running out of materials.

2. Record Work Hours:

You keep track of work hours each day to get accurate paycheques. This allows you to double check hours on your pay stub.

3. Handle Cash:

You count cash at the start and end of shifts to balance the register. This checks that all transactions are correct.

4. Track Inventory:

You keep records of items in stock and note when stock is getting low. This makes sure there are always enough supplies.

5. Calculate Pay:

You know how to calculate how much you should be getting paid.

At Home:

6. Follow Recipes:

You measure ingredients to cook meals correctly. This ensures the food tastes good.

7. Compare Utility Bills:

You review and compare monthly utility bills to spot any unusual changes and understand your household's energy or water usage.

8. DIY Projects:

You measure and cut materials to make home projects. This ensures everything fits together nicely.

In the Community:

9. Community Garden:

You measure the space for plants, figure out how much soil is needed, and water plants properly. This helps the plants grow well.

10. Save Time:

You can read that electric bikes cut travel time by 30% and use this information to decide if it's a good choice for getting around.

What Is Numeracy?

Numeracy is in our everyday life. It is how we find, understand, use, and share math information. It's about using symbols or pictures, as well as words or numbers. Numeracy helps us solve big problems and little problems, too!

- Reading a bus schedule to plan our trip to the library.
- Comparing two cans of soup to check which one is better.
- Knowing how long to cook popcorn for in the microwave.
- Making sure we have enough time to finish our tasks at work.

Math operations, like adding and subtracting, are part of numeracy. Math operations are like learning the rules of a game, and numeracy is how we play the game. We use numeracy every day – even more than we realize!

What Does Numeracy Do for Us?

Focusing on numeracy helps us in many ways. It helps us...

- **Build Confidence:** When we know that we already use numeracy every day, we can feel more confident in our math skills.
- **Reduce Anxiety:** Because we know that numeracy is about real-life tasks, not just numbers, numeracy helps us use our math skills when we need them.
- **Describe Situations:** Numeracy gives us another way to explain what we do, think, or observe around us.
- **Do Our Tasks:** Numeracy helps us solve problems and make decisions at work and at home.

How Do Mistakes Help Us Learn Numeracy?

Each of us makes mistakes - this is an important part of learning for everyone! When we make mistakes in numeracy, it helps us...

- **Learn Faster:** When we make a mistake, it shows us what we need to work on.
- **Know What to Improve:** Each mistake is a chance to try again and find a better way to solve a problem.
- **Find Success:** When we view mistakes as helpful clues, and not failures, we are building stronger math skills for solving any problem.
- **Be Resilient:** When we know that failures help us learn, we become more resilient and grow our numeracy skills with confidence.

Numeracy is part of each of our lives. We start learning when we are very young: matching toys together, building towers, sharing a snack with a friend. We keep learning and using numeracy every day! You got this!

Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



Know When to Use Math:

I know when I need to use math to finish a task.



This gear shows the skill, level, and number of each self-assessment.

N1 – Numeracy level 1

1a – Self-assessment "a" for benchmark 1

Start my journey

April 3

Why this skill point matters to me:

I want to manage my money so I can save for a big purchase.

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

April 17

What will success look like in this skill point?

I can recognize when math is part of things I want to do.

What have I done already in this skill?

Date:	Example:
April 3	I measured gas for my chainsaw.
April 17	I counted fence posts for repairs.

Every journey takes time and energy. What will I do to take care of myself on my journey?

I'll get enough rest and make time for things I enjoy.

How will I celebrate when I achieve this skill point?

I'll treat myself to a coffee.



Know When to Use Math:

I know when I need to use math to finish a task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Know What to Answer:

I know what kind of answer I need to find.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Find Numbers and Details:

I can find the numbers and details inside other information.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and five rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Choose Important Details:

I can pick which numbers and details help me finish a task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Outline What I Know:

I can outline what math information I already know.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>
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Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Identify What Is Missing:

I can tell what math information I still need to find.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Measure and Sort:

I can measure and sort the information I have.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Use Math:

I can use math (like to add or take away) to find my answer.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Check the Answer:

I know how to check if my answer is correct.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Check if It Makes Sense:

I can use what I know to check if my answer makes sense.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and five rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Explain My Answer:

I can explain my math answer and why it makes sense.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Share Math Results:

I share my math answer with others using drawings or notes.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?

Level 1 Numeracy Activities – N1

Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **N1** – Numeracy level 1
3b – Activity "b" for benchmark 3



Activity: Numeracy **Level 1** **Benchmark 3b**

Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

Continued on next page





Continued from previous page

Sample description (to use with participants):

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

Instructions (for facilitator or instructor):

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

Sample:

- This section can include sample materials, scenarios, or examples to show how the activity could go.

Adaptations:

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

Resources:

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



Know When to Use Math:

I know when I need to use math to finish a task.



Training outcome:

Participants can identify when to use math to complete a task.



Time estimate in minutes:
15 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will identify when to use math to complete a task.

Sample description (to use with participants):

In this session, we will practice identifying when to use math to complete a task.

Instructions (for facilitator or instructor):

- Introduce the topic of knowing when to use math in a task. Explain that many activities that we do each day require math. For example, taking the bus involves using math to understand the route, schedule, and bus numbers.
- As a group, decide whether of tasks need math to be complete or not. The sample section on the next page gives examples of tasks.
 - Invite participants to add examples of where they do tasks everyday that either involve or do not involve math.
- After the activity is complete, encourage participants to be aware of the math they use while doing regular tasks for today.

Continued on next page





Continued from previous page

Sample:

- Task list:
 - Shop for groceries.
 - Watch a movie.
 - Cook from a recipe.
 - Take customer orders.
 - Be outside.
 - Read a book.
 - Take a bus.
 - Build a birdhouse.
 - Move to a new home.
 - Clean a house.
 - Call to book an appointment.
 - Do laundry.

Adaptations:

- Modify the prompts and task list to be more relevant to participants' specific job roles, industries, or location.



Know What to Answer:

I know what kind of answer I need to find.



Training outcome:

Participants can understand what kind of unit is needed for the answer.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying what kind of unit the answer is.

Sample description (to use with participants):

In this session, we will practice knowing what kind of math answer we need.

Instructions (for facilitator or instructor):

- Introduce the topic of knowing what kind of math answer is needed. Explain that numbers are described by the math answer we give. If someone asks you, can you pass me five oranges, you will not give them five bananas because they described oranges. When you describe what a number is, this is called a unit, and we use them everyday. What would say if someone asks you, "Can you pass me five?", a example response might be to ask "Five what?".
- As a group, answer the questions in the Sample section on the next page. Invite participants to add examples.
- Make note of different answers and ask participants to explain answers.

Continued on next page





Continued from previous page

Sample:

• Cooking:

- "What units would you use to measure sugar for a recipe?"
 - **Possible participant responses:** I would use tablespoons. For a big recipe, I would use cups.
- "If a recipe asks for 32 tablespoons of flour, what kind of units would you use to measure it?" You know that many tablespoons fit in one cup.
 - **Possible participant response:** 32 tablespoons would take forever! I would look up how many cups 32 tablespoons is.

• Travel and Transportation:

- "How would you measure the distance of a road trip?"
 - **Possible participant responses:** I would say, "oh it takes about two hours to get there." I would use kilometres for something far away.
- "How do you tell someone how much gas you need to put in at the pump?"
 - **Possible participant responses:** I usually say can I have \$20 to the cashier. I only ask for litres when I am filling a jug.

• Shopping:

- "What do you pay your cellphone bill with?"
 - **Possible participant responses:** I take my bill to the bank and use cash.

• Home Improvement:

- "What units would you use to measure the length of a garden hose?"
 - **Possible participant responses:** I would lay the hose out and walk beside it counting how many steps it takes. This will give me how long the hose is.
- You notice that there are five fence boards that need to be replaced. What unit would you use?"
 - **Possible participant responses:** I would say I need five boards.

Adaptations:

- Modify the prompts and scenario to be more relevant to participants' specific job roles, industries, or location.



Find Numbers and Details:

I can find the numbers and details inside other information.



Training outcome:

Participants can find the numbers and details within other information.



Time estimate in minutes:
15 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Note: This activity can be a standalone session, or it can be extended with the next activity on page 38.

Description (for facilitator or instructor):

Participants will practice identifying numbers and details inside other information.

Sample description (to use with participants):

In this session, we will practice finding the numbers and details in information.

Materials (online or paper):

- Flyers
- Leisure guide
- Bus route
- Coupon
- Receipt
- Pen or pencil
- Paper

Continued on next page





Continued from previous page

Instructions (for facilitator or instructor):

- Introduce the topic of finding numbers and details within information. Explain that we search through information everyday. It is helpful to notice and note details in that information.
- Divide the group into pairs. Each pair will either receive a flyer (online or paper), leisure guide from the closest town or city, a bus route to the library, a coupon for a store, or a receipt.
 - Each pair will write down numbers and details from the information given.
- Once the pairs have identified numbers and details in the information, invite the pairs to share in the larger group.

Adaptations:

- Modify the example information to be more relevant to participants' specific job roles, industries, or location.



Choose Important Details:

I can pick which numbers and details help me finish a task.



Training outcome:

Participants can identify which numbers and details are important to complete a task.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Note: This activity can be a standalone session, or extending from the previous activity on page 36.

Description (for facilitator or instructor):

Participants will practice identifying which numbers and details are important to complete a task.

Sample description (to use with participants):

In this session, we will find which numbers and details will help us finish a task.

Materials (online or paper):

- Flyers
- Bus route
- Receipt
- Paper
- Leisure guide
- Coupon
- Pen or pencil

Instructions (for facilitator or instructor):

- Introduce the topic of finding which numbers and details help to find an answer. Explain that we search through information everyday. It is helpful to notice and note details that will help us complete tasks.

Continued on next page





Continued from previous page

- Divide the group into pairs. Each pair will receive a flyer (online or paper), or leisure guide from the closest town or city, or a bus route to the library, or a coupon for a store, or a receipt.
 - Each pair will write down numbers and details from the information given.
 - After the information is collected the pairs will answer the questions from the Sample section below using the information gathered.
- Once the pairs have answered the questions, invite the pairs to share in the larger group.

Sample:

- Flyer questions:
 - How do you know which items are a good value?
 - What four things would you buy?
- Leisure guide questions:
 - When is the public swim time at a pool near you?
 - Which of the offered programs fit into your schedule?
- Bus route questions:
 - How many stops are there between where you get on the bus and the library?
 - Do you have enough time to catch the connecting bus to get to the library?
- Coupon questions:
 - When does the coupon expire?
 - How much do you save with the coupon?
- Receipt questions:
 - Is the receipt correct? Is something scanned twice by accident?
 - How much money did you save?

Adaptations:

- Modify the prompts and example information to be more relevant to participants' specific job roles, industries, or location.



Outline What I Know:

I can outline what math information I already know.



Training outcome:

Participants can outline what numeracy information is already known.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Note: This activity can be a standalone session, or it can be extended with the next activity on page 42.

Description (for facilitator or instructor):

Participants will practice outlining which information is known.

Sample description (to use with participants):

In this session, we will practice listing which information we know.

Instructions (for facilitator or instructor):

- Introduce the topic of outlining known information.
- Pre-activity: Ask participants, “What important information do you use everyday?” For example, knowing our break starts at 2:03 pm for 15 minutes.
- Next have participants go through each example in the Sample section on the next page and list information that is helpful to complete the task.
- Once the known information is identified, invite participants to share what was known in the larger group. Note any differences among participants.

Continued on next page





Continued from previous page

Sample:

- Examples of topics where known information is important:
 - Shopping list
 - **Possible participant responses:**
 - I know what is in the cupboard.
 - I know the deals for the day.
 - I know how much money I have to spend.
 - I know the best place to buy fruit.
 - Medication dose
 - **Possible participant responses:**
 - Medication type.
 - I know who is getting the medication.
 - I know how much medication to give.
 - I know what time I need to give the medication.
 - Bus routes or road trip
 - **Possible participant responses:**
 - I know where I am going.
 - I know when I need to be there.

Adaptations:

- Modify the prompts and examples of topics to be more relevant to participants' specific job roles, industries, or location.



Identify What Is Missing:

I can tell what math information I still need to find.



Training outcome:

Participants can identify what numeracy information needs to be found.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Note: This activity can be a standalone session, or extending from the previous activity on page 40.

Description (for facilitator or instructor):

Participants will practice outlining which information is unknown.

Sample description (to use with participants):

In this session, we will practice listing which information we need to find.

Instructions (for facilitator or instructor):

- Introduce the topic of outlining the unknown information.
- Pre-activity: Ask participants, "How do you know if you need more information?"
 - **Possible participant responses:**
 - What time do I need to be somewhere?
 - How long it will take me to get somewhere?
 - When I am unsure about something.

Continued on next page





Continued from previous page

- Next, have participants go through each example in the Sample section below.
- After the activity is complete, have participants share what was unknown. Note any differences in responses.

Sample:

- Examples of topics where participants need to find unknown information:
 - Shopping list
 - **Possible participant responses:**
What do I need to buy?
How long will it take me to get everything I need?
 - Medication dose
 - **Possible participant responses:**
How do you measure the medication?
How often can you take the medication?
 - Bus route or road trip
 - **Possible participant responses:**
Is there construction on the road that could make my trip longer?
How many stops will you have to make?
Is the bus running on time?
How are the weather conditions, will anything cause a delay?

Adaptations:

- Modify the prompts and examples of topics to be more relevant to participants' specific job roles, industries, or location.



Measure and Sort:

I can measure and sort the information I have.



Training outcome:

Participants can measure and sort the known information.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice measuring and sorting information.

Sample description (to use with participants):

In this session, we will practice measuring and sorting information.

Instructions (for facilitator or instructor):

- Introduce the topic of measuring and sorting. Explain that how we measure and sort things can be different depending on the task. Some examples are, checking if a box will fit on a shelf can either be done by guessing or using a tape measure. Sorting socks by size or color depending on personal preference.
- Pre-activity: As a group review the resource on page 46. Each participant will decide which image does not belong. Note: Hopefully there are a variety of answer to show the many different ways to sort items.
 - **Possible participant responses:**
 1. Which one does not belong?
 - The pear because it is a fruit.
 - The needle and yarn because it is not shaded in.

Continued on next page





Continued from previous page

2. Which one does not belong?
 - Number 10 because it is a double-digit number.
 - Number 5 because it is not shaded.
 - Number 1 because it is the smallest.
- Next, divide participants into groups and have each group answer the questions from the Sample section below.
- Once groups have completed the questions, invite participants to share answers in the larger group.
 - Compare results and note the differences.

Sample:

1. How would you sort the following?
 - Books on a shelf.
 - Cans of food in a cupboard.
 - Clothes.
 - Bills.
 - A deck of cards.
2. How would you measure the following?
 - Ingredients for baking.
 - Wood for building.
 - Water you drink in a day.
 - Heartbeats in a minute.
 - Distance walked in a week.

Adaptations:

- Modify the prompts and questions to be more relevant to participants' specific job roles, industries, or location.

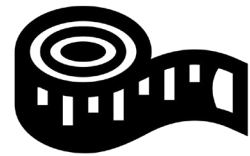
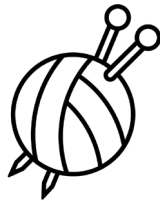
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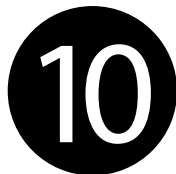


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1. Which one does not belong?



2. Which one does not belong?





Activity: Numeracy

Level 1

Benchmark 4b

Use Math:

I can use math (like to add or take away) to find my answer.



Training outcome:

Participants can use math, including adding and subtracting.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice adding and subtracting.

Sample description (to use with participants):

In this session, we will practice adding and subtracting.

Materials:

- Whiteboards or paper.
- Different coloured pencils or pens.

Instructions (for facilitator or instructor):

- Introduce the topic of adding and subtracting.

Continued on next page





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- Divide the participants into pairs. Explain that each pair will play a game called 'Game of Fifteen' which is like tic-tac-toe for adding or subtracting.
 - Game of Fifteen: The goal is to be the first player to make a straight line of three numbers totaling 15 either in a straight line or diagonally.
 - Rules:
 - Participants take turns to place a number onto the grid.
 - The first number cannot be placed in the centre square.
 - The first participant to make a line that totals 15 wins.
 - You cannot use the number zero.
 - How to play:
 - Players make a grid like a tic-tac-toe grid.
 - A player places a number on the grid when it is their turn.
 - A player's turn ends when a number is placed on the grid.
 - This will repeat when a player adds three numbers in a row that add up to 15 or the grid is full.
 - Tips:
 - Participants can add the numbers to check if it is 15 or start at 15 and subtract the numbers used.
 - After the game, have participants discuss the strategy used in the game.

Adaptations:

- Participants may use a calculator.
- Add a new rule about using the number zero. Participants can now use the number zero on the grid to make 15.
- To help with adding or subtraction, connect the operations to a ladder. When you add, you climb up the ladder. When you subtract, you climb down the ladder.



Check the Answer:

I know how to check if my answer is correct.



Training outcome:

Participants can understand how to verify if the answer is correct.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will list ways to check if an answer is correct.

Sample description (to use with participants):

In this session, we will list ways to check if our answer is correct.

Instructions (for facilitator or instructor):

- Explain the topic of checking if an answer is correct.
- Pre-activity: Ask participants, "Why is it a good idea to check if an answer is correct? An example is, grabbing money on the way out the door to ride the bus. Do we have enough money to get on the bus?"
- Next, have participants answer the questions from the Sample section on the next page.
- Once the questions are complete, invite participants share responses in the larger group.
 - Compare results and note the differences.

Continued on next page





Continued from previous page

Sample:

- Scenario 1: You have \$50 and plan to spend \$30 on groceries. How much more can you spend after you buy groceries? Explain how you find the answer.
 - **Possible participant response:** "I subtracted \$30 from \$50 because subtraction tells me how much is left. The answer is \$20. I know it's right because \$30 plus \$20 equals \$50."
- Scenario 2: You are making a candle. You have to add 250 grams of wax to a pot to heat it. The box of wax pieces contains 500 grams. How do you check if the amount added is correct?
 - **Possible participant response:** If I subtract 250 grams from 500 grams, this is 250 grams. I notice this is the same number, so then check if the amount I put into a pot is the same amount as I left in the box.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.



Check if It Makes Sense:

I use what I know to check if my answer makes sense.



Training outcome:

Participants can use known information to verify if the answer makes sense.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice using known information to verify if an answer makes sense.

Sample description (to use with participants):

In this session, we will practice using what we know to check if a answer makes sense.

Instructions (for facilitator or instructor):

- Introduce the topic of checking if an answer makes sense based on the information given. Explain that sometimes numbers are not described, this means we decide what makes sense. An example is, a friend asks to borrow 10, "hey can I borrow a 10?" You assume they are talking about money, and that they mean \$10, not \$10,000.
- Divide the group into pairs. Each pair will answer the question from the Sample section on the next page.
- Once the questions are complete, invite the pairs to share responses in the larger group.

Continued on next page





Continued from previous page

Sample:

- Which number makes the most sense?
 - The total for one bunch of bananas, one chocolate bar, one loaf of bread and a jar of peanut butter is either A) \$12 or B) \$55.
 - **Possible participant response:** I know about how much bananas, chocolate and bread cost and I don't buy the expensive brands so \$12 makes more sense than \$55.
 - How tall the building we are in is either A) 5 metres or B) 1,000 metres.
 - **Possible participant response:** 1,000 metres seems really tall and the building I'm in is short.
 - The parent-teacher meeting starts at 5:30 is it either A) early morning or B) early evening.
 - **Possible participant response:** I don't think teachers want to meet that early in the morning, so early evening makes more sense.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.
- Adapt this activity for a group. Allow participants to choose either A or B for each question and explain the reason for the choice.



Explain My Answer:

I can explain my math answer and why it makes sense.



Training outcome:

Participants can explain the answer and why it makes sense.



Time Estimate in minutes:
15 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice explaining an answer and why it makes sense.

Sample description (to use with participants):

In this session, we will practice explaining an answer and why it makes sense.

Instructions (for facilitator or instructor):

- Introduce the topic of explaining an answer. Explain that knowing if an answer makes sense is helpful. For example, if we notice a price error at a store, we can explain it to customer service.
- Next, have participants answer the questions from the Sample section on the next page.
- Once the questions are complete, invite participants to share responses in the larger group.
 - Compare results and note the differences in responses.

Continued on next page





Continued from previous page

Sample:

- **Scenario 1:** A delivery truck has a capacity of 1,000 kilograms. The driver reports carrying a load of 1,500 kilograms. Does this make sense?
 - **Possible participant response:** "This doesn't make sense because the truck can't carry more than 1,000 kilograms. So they are wrong or carrying too much because 1,500 take away 1,000 is 500 which means that's 500 kilograms too much."
- **Scenario 2:** You want to fix your fence because you notice there are three boards missing, and six are rotten. You buy ten boards to fix the fence, does this make sense?
 - **Possible participant response:** "This does make sense even though you only need to replace nine boards, because three missing plus six rotten is nine. So ten is one too many, but it's always good to have a little extra in case something goes wrong."

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.



Share Math Results:

I can share my math answer with others using drawings or notes.



Training outcome:

Participants can share the answer with others using drawings or notes.



Time estimate in minutes:
25 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice sharing an answer by drawing or writing notes.

Sample description (to use with participants):

In this session, we will practice sharing answers by drawing or writing notes.

Materials:

- Pen or pencil.
- Blank letter sized paper, one per participants.

Instructions (for facilitator or instructor):

- Introduce the topic of sharing an answer.
- Pre-activity: Ask participants, "Why would it be helpful to draw or explain your answer for someone else?"
 - **Possible participant response:**
So I do not forget the answer.
Someone can go through it with me while I draw.

Continued on next page





Continued from previous page

- Next, have participants answer questions on their own from the Sample section below.
 - The goal is to either draw or write a description of the answer.
- Once the drawing or note is complete, invite participants share the description in the larger group.

Sample:

- **Examples:**
 - You have scheduled a work shift. You work from 9:00 am to 4:00 pm and have a 1-hour break at noon. Draw a daily schedule to show your work hours and lunch break or write a note explaining your schedule.
 - You want to build a rectangular-shaped toolbox. Draw the building plans with measurements of the toolbox.

Adaptations:

- Modify the prompts and examples to be more relevant to participants' specific job roles, industries, or location.

Level 2: Developing Numeracy

The six numeracy skill components as outlined in the Skills for Success framework (page 4) form the basis for the content in this section, including a benchmark at skill level 2 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the numeracy skill at level 2.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 57, below)
- Numeracy skill map (page 61)
- Self-Assessment (beginning on page 64; designed for both pre- and post-assessment)
- Activities (beginning on page 77)
 - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 6 and 7.

Benchmark 1: Identify the question that needs to be answered and what to do to get to that answer.

Benchmark 2: Find the information, from more than one source if needed, to answer the math question.

Benchmark 3: Outline which known information helps find the missing answer.

Benchmark 4: Estimate a response and do the math to find an answer.

Benchmark 5: Check if the answer makes sense, based on estimates.

Benchmark 6: Understand which method, out of multiple options, is the best to share the answer.

Go to the next page for training outcomes with each of the benchmarks.

Numeracy Level 2 Benchmarks and Training Outcomes

Benchmark 1: Identify the question that needs to be answered and what to do to get to that answer.

Training Outcome 1:

Identify the math problem and outline steps to complete to find the right answer.

Benchmark 2: Find the information, from more than one source if needed, to answer the math question.

Training Outcome 2:

Locate the math details and use additional sources to find other information that is needed.

Benchmark 3: Outline which known information helps find the missing answer.

Training Outcome 3:

Determine if there is enough information and know which information will help to solve the problem.

Benchmark 4: Estimate a response and do the math to get to an answer.

Training Outcome 4:

Estimate the answer based on information and use math operations to find the answer.

Benchmark 5: Check if the answer makes sense, based on estimates.

Training Outcome 5:

Check if the answer seems right by comparing it to the estimate and if it is appropriate for the information gathered.

Benchmark 6: Understand which method, out of multiple options, is the best to share the answer.

Training Outcome 6:

Know and decide which method is best to share the math answer.

Numeracy Level 2 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, they can progress to the action plan in the next section. If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

Participants can...

Benchmark 1	<p>1a. Identify the math problem that needs to be answered.</p> <hr/> <p>1b. Outline what steps to complete to find the right answer.</p>
Benchmark 2	<p>2a. Locate the math details within the known information.</p> <hr/> <p>2b. Use additional sources to find other information needed.</p>
Benchmark 3	<p>3a. Determine if there is enough information to find the answer needed.</p> <hr/> <p>3b. Distinguish which information will best help solve the problem.</p>
Benchmark 4	<p>4a. Estimate the answer based on the information gathered.</p> <hr/> <p>4b. Use math operations and actions to find the answer.</p>
Benchmark 5	<p>5a. Check if the answer seems right by comparing it to the estimate.</p> <hr/> <p>5b. Ensure the final answer is appropriate for the information gathered.</p>
Benchmark 6	<p>6a. Know various methods to share the math answer.</p> <hr/> <p>6b. Decide the best method to share the answer.</p>

Numeracy Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



Level 2 Numeracy Skill Map – N2

Activity N2-#	Self-Assessment (for participants) (p. 64) When you read each statement, think: "I can... find the question" (for example)	Participants can... (for facilitators/ instructors) (p. 59) Each statement connects to training outcomes for each benchmark	Benchmark (p. 57) Each benchmark connects at level 2
1a	Find the Question: I can identify what needs to be answered.	Identify the math problem that needs to be answered.	Benchmark 1: Identify the question that needs to be answered and what to do to get to that answer.
1b	Plan Steps: I can outline what I need to do to find the answer.	Outline what steps to complete to find the right answer.	
2a	Find Details: I can find math details inside the information I know.	Locate the math details within the known information.	Benchmark 2: Find the information, from more than one source if needed, to answer the math question.
2b	Search for Information: I know how to use other sources to find the information I need.	Use additional sources to find other information needed.	
3a	Enough Information: I know when I have enough information to finish my task.	Determine if there is enough information to find the answer needed.	Benchmark 3: Outline which known information helps find the missing answer.
3b	Choose Important Details: I know which information to use to help me find the answer.	Distinguish which information will best help solve the problem.	
4a	Estimate the Answer: I can use information to guess what the answer might be.	Estimate the answer based on the information gathered.	Benchmark 4: Estimate a response and do the math to find an answer.
4b	Use Math: I can use math skills to find the answer.	Use math operations and actions to find the answer.	
5a	Check the Answer: I check if my answer is close to my guess.	Check if the answer seems right by comparing it to the estimate.	Benchmark 5: Check if the answer makes sense, based on estimates.
5b	Check if It Makes Sense: I make sure my answer fits the information I found.	Ensure the final answer is appropriate for the information gathered.	
6a	Choose Method: I know different ways to share my answer.	Know various methods to share the math answer.	Benchmark 6: Understand which method, out of multiple options, is the best to share the answer.
6b	Share the Answer: I decide the best way to share my answer.	Decide the best method to share the answer.	

Why Numeracy Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why numeracy is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the numeracy skills at level 2 (see page 57 for benchmarks; go to page 61 for the numeracy skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

Why Numeracy Skills Are Important



Numeracy skills are part of the nine Skills for Success. These skills focus on our ability to work with and support others to complete goals. Numeracy skills can help to understand numbers and information for tasks, solve problems, and explain answers.

Here are 10 examples that show how numeracy is important in everyday life. Do you do any of these? How else do you work with and support others?

At Work:

1. Create Schedules:

You work as a manager and create balanced work schedules, making sure all shifts are covered and employee hours are tracked correctly.

2. Estimate Costs:

Calculate the cost of materials needed for a project, considering unit prices and quantities.

3. Read Reports:

At work, you understand the data in reports that are made, which help you make decisions.

4. Stock Management:

You track inventory levels, predict future needs based on what is selling and reorder items to keep supply up without overstocking.

5. Customer Interaction:

You handle customer questions by understanding their needs and providing accurate stock and inventory information.

At Home:

6. Cook with Adjustments:

You and your family members work together to adjust recipes based on the number of people eating.

7. Plan Trips:

You calculate travel time, distances, and costs for family trips, making the trip as smooth as possible.

8. DIY Projects:

You are planning on different home improvement projects, like building a shelf or painting a room. In order to complete the projects, you will have to measure, estimate materials, and follow instructions.

In the Community:

9. Public Transportation:

You use public transportation schedules and routes to time your trips and arrive when you need to.


10. Participate in a Local Bird Count:

You notice there is a bird count happening in your area. You want to help and participate by counting birds in your area for 15 minutes. After you are done you submit your numbers to the www.birdcount.org site.

Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.


Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



N2
1b

Plan Steps:

I can outline what I need to do to find the answer.



This gear shows the skill, level, and number of each self-assessment.
N2 – Numeracy level 2
1b – Self-assessment "b" for benchmark 1

Start my journey

January 5

Why this skill point matters to me:

I want to plan my home projects so I don't waste time or materials.

January 20

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

<p>What will success look like in this skill point?</p> <p><i>I'll break a problem into steps instead of feeling stuck.</i></p>	<p>What have I done already in this skill?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Date:</th> <th>Example:</th> </tr> </thead> <tbody> <tr> <td><i>Jan5</i></td> <td><i>Planned food for a day on the trapline.</i></td> </tr> <tr> <td><i>Jan20</i></td> <td><i>Calculated flooring materials before buying.</i></td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Date:	Example:	<i>Jan5</i>	<i>Planned food for a day on the trapline.</i>	<i>Jan20</i>	<i>Calculated flooring materials before buying.</i>				
Date:	Example:										
<i>Jan5</i>	<i>Planned food for a day on the trapline.</i>										
<i>Jan20</i>	<i>Calculated flooring materials before buying.</i>										
<p>Every journey takes time and energy. What will I do to take care of myself on my journey?</p> <p><i>I'll take breaks, go outside, and stay active.</i></p>	<p>How will I celebrate when I achieve this skill point?</p> <p><i>I'll enjoy a meal with family.</i></p>										

Numeracy Level 2 • Page 64 • Skills for Success Saskatchewan



Find the Question:

I can identify what needs to be answered.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Plan Steps:

I can outline what I need to do to find the answer.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Find Details:

I can find math details inside the information I know.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Search for Information:

I know how to use other sources to find the information I need.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Enough Information:

I know when I have enough information to finish my task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

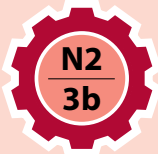
What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Choose Important Details:

I know which information to use to help me find the answer.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Estimate the Answer:

I can use information to guess what the answer might be.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Use Math:

I can use math skills to find the answer.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Check the Answer:

I check if my answer is close to my guess.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Check if it Makes Sense:

I make sure my answer fits the information I found.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Choose Method:

I know different ways to share my answer.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and five rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Share the Answer:

I decide the best way to share my answer.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?

Level 2 Numeracy Activities – N2

Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **N2** – Numeracy level 2
3b – Activity "b" for benchmark 3



Activity: Numeracy **Level 2** **Benchmark 3b**

Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

Continued on next page





Continued from previous page

Sample description (to use with participants):

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

Instructions (for facilitator or instructor):

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

Sample:

- This section can include sample materials, scenarios, or examples to show how the activity could go.

Adaptations:

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

Resources:

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



Find the Question:

I can identify what needs to be answered.



Training outcome:

Participants can identify the math problem that needs to be answered.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying the math question.

Sample description (to use with participants):

In this session, we will practice finding the math question that needs to be answered.

Instructions (for facilitator or instructor):

- Introduce the topic of finding the math question. Explain that knowing what needs an answer is the first step in solving a question.
- Next, have participants work through the scenarios from the Sample section on the next page.
 - The goal is to have participants identify the math question in each scenario.
- Once math questions are identified, invite participants to share the questions in the larger group.

Continued on next page





Continued from previous page

Sample:

- **Scenario 1:**

- You are at the store, and you want to buy enough snacks for a party. You have chips, soda, and cookies on your list. You know how many people are coming and how much each person might eat. What is the math question?

- **Possible participant response:** "How many snacks do I need to buy?"

- **Scenario 2:**

- You are helping a friend plan a garden. They want to know how many plants to buy, based on the garden's size and the space needed for each plant. What is the math question?

- **Possible participant response:** "How many plants can fit in the garden?"

- **Scenario 3:**

- You work in a retail store and are restocking shelves. You know the number of items you have, and the shelf space that is available. What is the math question?

- **Possible participant response:** "How many items should be displayed on the shelf?"

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.



Plan Steps:

I can outline what I need to do to find the answer.



Training outcome:

Participants can outline what steps to complete to find the right answer.



Time estimate in minutes:
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice outlining steps to find answers.

Sample description (to use with participants):

In this session, we will practice making outlines to find answers.

Instructions (for facilitator or instructor):

- Introduce the topic of making outlines to find answers.
- Pre-activity: Ask participants to outline the steps for brushing teeth. Explain that outlining steps helps make sure the task is fully complete.
- Next, divide participants into groups.
 - Give each group a scenario from the Sample section on the next page.
 - The goal is for each group to make outlines on steps needed to answer the scenario questions.
- Once outlines are complete, invite groups to share outlines in the larger group and note any differences.

Continued on next page





Continued from previous page

Sample:

- **Scenario 1:** You are at home and need to cook dinner. You have a recipe that serves four people, but you need to serve six people. The question is, "How do you change the recipe to serve six people?"
 - **Possible participant actions:**
 1. Look at the ingredients for four servings.
 2. Increase each ingredient by an amount to serve two more people.
 3. Write down the new amounts.
 4. Check if you have enough of each ingredient or if you need to buy more.
 5. Cook the meal using more ingredients.
- **Scenario 2:** You're at the grocery store and have \$70 to spend. You need to buy enough food for the week. The question is, "How do you plan your shopping?"
 - **Possible participant actions:**
 1. Make a list of the items you need.
 2. Check the prices of the items on your list.
 3. Add up the estimated costs and compare them to \$70.
 4. Adjust the list if needed to stay within \$70, focusing on necessary items.
 5. Go through the checkout and check the final total.
- **Scenario 3:** A customer has 20 items at the checkout and asks you how many bags they should use. The question is, "How many bags does the customer need to carry their items?"
 - **Possible participant actions:**
 1. Find the bag size, small medium or large.
 2. Check over customer's items and make note if items are small or large.
 3. Think about items fitting in the bags and guess the amount of bags needed.
 4. Tell customer your guess.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.



Find Details:

I can find math details inside the information I know.



Training outcome:

Participants can locate the math details within the known information.



Time estimate in minutes:
25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice locating details within the known information.

Sample description (to use with participants):

In this session, we will practice finding math details in information we know.

Instructions (for facilitator or instructor):

- Introduce the topic of finding math details in information. Explain that sometimes you are given more information than needed. It is helpful to search through and find the math details that help you.
- Next, participants will find math details in each scenario from the Sample section on the next page.
- Once the math details are found, invite participants to share results in the larger group.

Continued on next page





Continued from previous page

Sample:

• **Scenario 1:**

- You receive a work schedule that includes everyone’s new shift and break times. You want to find your total hours that would be worked for the week.

- **Possible participant response:**

Find the days you are working.
The start and end times for each shift.

• **Scenario 2:**

- You are buying a new product and find reviews with ratings ranging from 1 to 5 stars. You need to review the ratings to decide which product to purchase.

- **Possible participant response:**

Compare the low ratings to high ratings.
Check how many people reviewed the product.

• **Scenario 3:**

- You are choosing between two phone plans. Plan A costs \$90 every month and includes unlimited data. Plan B costs \$80 every month with 35 gigabytes (GB*) of data, and each additional gigabyte costs \$10. You use about 30 GB of data every month.

- **Possible participant response:**

What is the total cost for each plan?
How much will it cost to buy the 5 GB needed?



GB (Gigabyte)

We measure digital information in ‘bytes’ (sounds like bites). MB means megabyte and GB means ‘gigabyte’. GB are much bigger than MB. One gigabyte is one million bytes!

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants’ specific job roles, industries, or location.



Search for Information:

I know how to use other sources to find the information I need.



Training outcome:

Participants can use additional sources to find other information needed.



Time estimate in minutes:
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice using additional sources to find more information to complete a task.

Sample description (to use with participants):

In this session, we will practice using other sources to find more information to finish a task.

Instructions (for facilitator or instructor):

- Introduce the topic of searching when more information is needed.
- Pre-activity: Ask participants, “What do you do if you do not know something?”
- Next, have participants answer the questions from the scenarios from the Sample section on the next page.
- Once the questions are complete, invite participants to share results as a larger group and note any differences.

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Sample:

- **Scenario 1:** You are baking a cake, and the recipe calls for an ingredient in tablespoons, but you only have teaspoons. What would you do next?
 - **Possible participant responses:** Use the internet to research how many teaspoons are in tablespoons.
- **Scenario 2:** You are a new employee in a warehouse, and you receive an order that includes handling hazardous materials. You are unsure about the safety procedures. What would you do next?
 - **Possible participant responses:** Use the company's safety book for handling hazardous materials or ask the manager for help.
- **Scenario 3:** You are cutting your grass with a gas-powered line trimmer (whipper snipper). You know that the trimmer needs a specific oil-to-gas mixture to run properly. However, you are unsure of the exact ratio. What would you do next if you do not have access to the internet?
 - **Possible participant responses:** Read the oil bottle label or read the owner's manual that came with the line trimmer.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.



Activity: Numeracy **Level 2** **Benchmark 3a**

Enough Information:

I know when I have enough information to finish my task.



Training outcome:

Participants can determine if there is enough information to find the answer needed.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice determining if there is enough information to find the answer.

Sample description (to use with participants):

In this session, we will practice checking if we have all the information we need to finish a task.

Instructions (for facilitator or instructor):

- Introduce the topic of checking if there is enough information to find the answer.
- Pre-activity: Ask participants, "How do you know when you need more information when doing a task?"
- As a group, answer the questions for each scenario from the Sample section on the next page.
- During the activity ask participants to explain their decision on if each scenario had enough information or not.

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Sample:

• **Scenario 1:**

• You have a low tire. You check the label in the driver’s side door to check how much air is needed in the tire. You put air into the tire. Do you have enough information to complete this task?

• **Possible participant responses:** No, I need to check the air pressure in the tire with a gauge to make sure I put the right amount of air in.

• **Scenario 2:**

• You are filling out a form for a job application and have it mostly filled out but you are missing the instructions for one section. You complete the form as best as you can. Do you have enough information to complete this task?

• **Possible participant responses:** No, I need to get help for the missing section.

• **Scenario 3:**

• You are assembling a bookshelf and have the instructions and a parts list but no tool requirements. You start assembling with the tools you have. Do you have enough information to complete this task?

• **Possible participant responses:** No, I need to check which tools are needed.

Adaptations:

• Modify the prompts and scenarios to be more relevant to participants’ specific job roles, industries, or location.



Choose Important Details:

I know which information will help me find the answer.



Training outcome:

Participants can distinguish which information will best help solve the problem.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice choosing important details that help find the answer.

Sample description (to use with participants):

In this session, we will practice choosing which details help find the answer.

Materials:

- Print off a copy for each participant of details known for each scenario in the Sample section on pages 91 and 92.

Instructions (for facilitator or instructor):

- Introduce the topic of choosing which details will help find the answer.
- Pre-activity: As a group, outline different ways we sort information and know which information is most important. Note: This can help participants build confidence in identifying important information, sorting data, and outline which information best supports a goal.

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- As a group, explore the scenario below and outline which information is most important to provide the best service.
 - You are a restaurant server taking a large party's order. You need to keep track of everyone's order. The details you know are:
 - Menu options.
 - Table setup.
 - Number of guests.
 - Special food requests like allergies.
 - Ways to split the bill.
 - Meal preparation time.
 - Daily specials.
 - Drink options.
 - **Task:** Identify the most important details to take the order.
 - **Possible Participant Responses:**
 - Menu options.
 - Number of guests.
 - Special food requests like allergies.
 - Daily specials.
 - Ways to split the bill.
 - Drink options.
- Next, have participants work through the scenarios from the Sample section on the next page.
 - The goal is to have participants choose which details will help finish the task in each scenario.
- Once the scenarios are complete, invite participants to share answers in the larger group and note any differences.

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Sample:

• **Scenario 1:**

- You are planning a home renovation and need to decide how much paint to purchase. The details you know are:
 - Paint color samples.
 - Paint can size options.
 - Room dimensions.
 - Budget for paint.
 - Type of paint needed.
 - List of paint supplies.
 - Furniture arrangement.
 - Time of year.

- Task: Identify the most important details to estimate how much paint to purchase.

• **Possible participant responses:**

- Paint can size options.
- Room dimensions.
- Budget for paint.
- Type of paint needed.

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• **Scenario 2:**

- You are a customer service representative handling a return. The details you know are:

- Receipt.
- Payment method.
- Item condition.
- Return policy.
- Customer’s account details.
- Reason for return.
- Time of purchase.
- Store location.

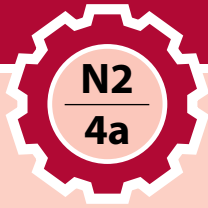
- Task: Identify the most important details to finish the return.

- **Possible Participant Responses:**

- Receipt.
- Payment method.
- Item condition.
- Return policy.
- Time of purchase.
- Reason for return.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants’ specific job roles, industries, or location.



Estimate the Answer:

I can use information to guess what the answer might be.



Training outcome:

Participants can estimate the answer based on the information gathered.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice estimating answers based on information gathered.

Sample description (to use with participants):

In this session, we will practice making guesses based on information.

Instructions (for facilitator or instructor):

- Introduce the topic of estimating an answer. Explain that estimating means to guess an answer based on information given. An example is you are having six people over for dinner. The pizza place states that a large pizza can feed three people. You estimate that two pizzas are enough to feed everyone.
- Pre-activity: Ask participants, "Have you ever had to guess the amount of something? For example, you ask a family member to pick up snacks and you guess that \$20 should be enough."
- As a group, work through the scenario from the Sample section on the next page.
- Compare and note any difference from participants.

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Sample:

- **Scenario 1:**

- You are a cashier at a grocery store. A customer has a cart filled with about 10 items, including produce, canned goods, and dairy products. The customer asks how much the total will be before checkout.
- Details: All items cost around \$4.75, so you can guess the total bill.
 - **Possible participant response:** "Because the prices are around \$5 and there are about 10 items, I guess the total is around \$50."

- **Scenario 2:**

- You need to clear a path through the snow from the front door to your sidewalk. The path is about 10 metres.
- Details: You know it takes about 5 minutes to shovel 3 metres of snow-covered sidewalk. So you can guess how long it will take to clear the entire path.
 - **Possible Response:** "It takes 5 minutes to shovel 3 metres, so for 10 meters, it should take about 15 minutes because 3 metres + 3 metres + 3 metres is 9 metres, which is close to 10 metres."

- **Scenario 3:**

- You are working as a delivery driver and need to deliver packages to 8 locations.
- Details: Each delivery takes about 9 minutes and 45 seconds, and driving between locations takes about 5 minutes and 20 seconds. With this information you can guess the total time needed to complete all deliveries.
 - **Possible Response:** "Each delivery takes about 10 minutes, so for 8 deliveries, it would take about 80 minutes (10 minutes times 8 minutes). With 5 minutes of driving time between each stop, and 7 trips between locations, it adds another 35 minutes (5 minutes times 7 minutes). The total estimated time is 115 minutes."

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.
- To expand scenario 3: have participants convert the time in minutes to hours.



Activity: Numeracy Level 2 Benchmark 4b

Use Math:

I can use math skills to find the answer.



Training outcome:

Participants can use math operations and actions to find the answer.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice using math operations and actions to get an answer

Sample description (to use with participants):

In this session, we will practice using math to find answers.

Instructions (for facilitator or instructor):

- Introduce the topic of using math to get an answer. Explain that sometimes, using math operations helps get an answer. For example when you to split the cost of a meal at a restaurant. To split something that means you are dividing.
- Next, have participants work through the scenarios from the Sample section on the next page.
 - The goal is to have participants use math operations and actions to find an answer.
 - Before beginning the active explain what gross pay is and for the purpose of this activity we will work with gross pay numbers.
- Once the scenarios are complete, invite participants to share results in the larger group and note any differences.

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Sample:

- **Important Note:** Before you begin, explain that this scenario is about gross pay, not net pay (text box for explanation)*.
- **Scenario 1:**
 - You work 40 hours a week at a job that pays \$15 per hour.
 - Task: Calculate your total gross pay for the week.
 - **Solution:**
 - Total pay: $40 \text{ hours} \times \$15/\text{hour} = \$600$
- **Scenario 2:**
 - You and two roommates are renting a three-bedroom apartment for \$1,800 per month. Each person will pay an equal share of the rent.
 - Task: Calculate how much each person should pay.
 - **Solution:**
 - To find each person's share:
 $\$1,800 \text{ (total rent) split up by } 3 \text{ (number of people)} = \$600.$
Each person should pay \$600 per month.
 - Extra task if needed:
 - How would you handle bills or other shared expenses?



Did you know there are different kinds of pay?

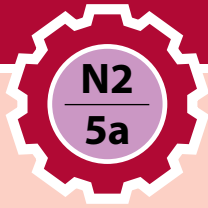
Gross pay is the money you earn before any taxes or fees are taken off (these are 'deductions').

Net pay is the money you get on your paycheque: this is your gross pay minus the 'deductions.'

Gross pay will always seem like more than your **net pay**.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.



Check the Answer:

I check if my answer is close to my guess.



Training outcome:

Participants can check if the answer seems right by comparing it to the estimate.



Time estimate in minutes:

30 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice checking if the answer and estimate are close.

Sample description (to use with participants):

In this session, we will practice checking if our guess is close to the actual answer.

Materials:

- Blank paper letter sized, one per participant.
- Find instructions to make a paper airplane for participants.
- Tape measure or metre stick.

Instructions (for facilitator or instructor):

- Introduce the topic of checking if the answer is close to the estimate. Explain that when we guess what an answer is, it is helpful to check after we know the answer to check how close our guess is. This can help us adjust how we guess an answer in the future.

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- Next, have participants work through the scenario or activity from the Sample section below.
 - The goal is to have participants guess an answer and check if the actual answers is close.
- Once the scenario or activity are complete, invite participants to share results in the larger group.

Sample:

- **Scenario: Planning Travel Time**
 - **Estimating Travel Time using these details:** The bus schedule shows that it takes 25 minutes to get to the library, and you add 5 minutes for walking from the bus stop to work.
 - **Possible participant response:** I think that it will take 30 minutes to get to work by bus, because 25 minutes plus 5 minutes is 30 minutes.
 - **Actual travel time details:** The bus was 2 minutes late, then it took 27 minutes to get to your stop. It took 7 minutes to walk to work because of construction in the area.
 - Participants calculate actual travel time:
 - **Possible participant responses:** 2 minutes + 27 minutes + 7 minutes = 36 minutes
 - **Compare:** Participants compare their travel time guess with the actual time.

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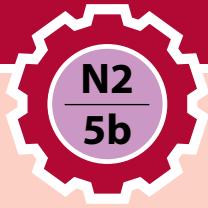
• **Activity:**

• **Paper Airplane Flight**

- Ask participants to make a paper airplane.
- Before flying the airplane, have them guess how far it will fly (an example is one metre or four metres).
- Let participants fly the airplane and measure the distance.
- Participants should compare their guess to the actual distance.
 - **Possible participant responses:** I guessed one metre, but it flew half a metre. My guess was off by half a metre.

Adaptations:

- Modify the activity and scenario to be more relevant to participants' specific job roles, industries, or location.
- Include options to make different airplane designs.



Check if It Makes Sense:

I make sure my answer fits the information I found.



Training outcome:

Participants can ensure the final answer is appropriate for the information gathered.



Time estimate in minutes:

30 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice checking if an answer makes sense given the information gathered.

Sample description (to use with participants):

In this session, we will practice checking if our answer makes sense with the information we gathered.

Materials:

- Blank paper letter sized or graph paper letter sized, one per participant.
- Ruler
- Pencil
- Lumber price list and birdhouse blueprint on page 103.

Continued on next page





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Instructions (for facilitator or instructor):

- Introduce the topic of checking if answers make sense based on information gathered.
- Next, have participants individually work through the scenarios from the Sample section below. On page 103 is a page for the lumber price and blueprints. Make sure to outline how inches and feet are symbolized by quotation marks. An example, 4 inches is 4", 4 feet is 4'.
 - The goal is to have participants check if the answer makes sense.
- Once the scenario is complete, invite participants to share results in the larger group and note any differences.

Sample:

- **Scenario 1:**

- You are building a birdhouse for your yard. You need to make plans on how it will look. Using these plans, you will need to guess how much wood and the cost of building this birdhouse. Using 1 inch x 6 inch x 8 foot wood to build the birdhouse, the sample price of a 1 inch x 6 inch x 8 foot piece of wood is \$6.

- **Participants Task:**

- **Guess the price:**

- Participants will give an initial guess on how much money the birdhouse will cost.

- **Draw plans:**

- Participants will design and draw the plans for the birdhouse.
- Participants will need to decide how tall, wide, and deep the birdhouse will be.

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- **Calculate total wood needed for the project:**
 - Participants will use math to calculate how much wood is needed to build the birdhouse.
 - Participants will use how tall, wide, and deep the birdhouse is to determine how much wood is needed.
- **Calculate total wood needed for the project:**
 - Once participants know how much wood is needed, participants will use that number and multiply by the price of the lumber.
- **Check if it Makes Sense:**
 - Once the total cost is calculated, participants will compare the answer calculated to the initial guess.
 - Compare the cost of lumber to total cost calculated, participants will decide if the cost of building the birdhouse makes sense.

Adaptations:

- Modify the prompts and scenario to be more relevant to participants' specific job roles, industries, or location.
- To expand on this activity, have participants estimate how much wood would be left over after building the birdhouse.

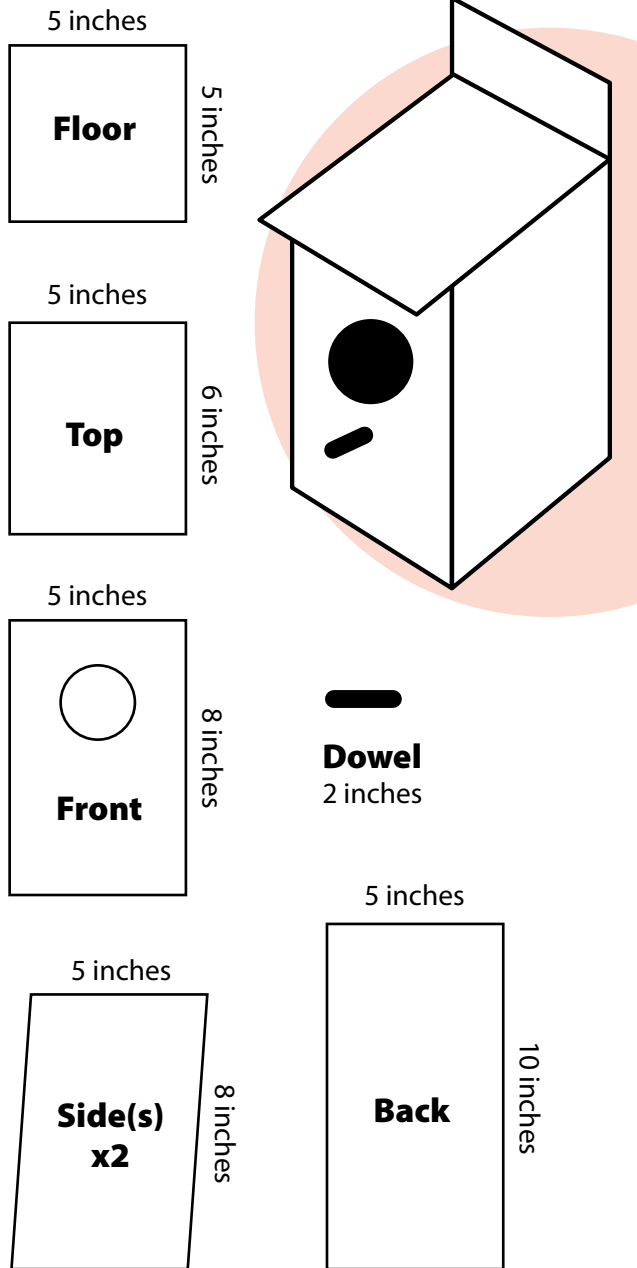
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Birdhouse Plans



Lumber Prices

Quality Lumber at Great Prices!

1" x 6" x 8'
Lumber
Perfect for your next project!
Strong, durable, and reliable.
Price..... **\$6⁰⁰** each

1/4" x 48"
Dowel **\$3⁰⁰** each
Price.....

**Available Now at
Your Local Hardware Store**



Choose Method:

I know different ways to share my answer.



Training outcome:

Participants can know various ways to share the math answer.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Note: This activity can be a standalone session, or it can be extended with the next activity on page 107.

Description (for facilitator or instructor):

Participants will practice sharing answers in different ways.

Sample description (to use with participants):

In this session, we will practice sharing our answers using different methods.

Materials:

- Blank letter sized paper, one per participant.
- Pencil

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Instructions (for facilitator or instructor):

- Introduce the topic of using different methods to share answers.
- Pre-activity: As a group, use Statistics Canada (<https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=114437&CVD=114437&CLV=0&MLV=1&D=1>) to find out what is considered a full-time week in hours. As a group, use the full-time hours to calculate a full week's wage at \$15 an hour.
- Next, have participants work through the scenario from the Sample section below.
 - The goal is to have participants show the answer using different methods.
- Once the scenarios are complete, invite participant to share results in the larger group and note any differences.

Sample:

- **Scenario:**
 - You want to know how much you will get paid for working a week. The total hours you worked were 8 hours on Monday, 7 hours on Tuesday, 6 hours on Wednesday, 8 hours on Thursday, and 7 hours on Friday. You make \$15 an hour. Calculate the total pay and share your answer using different methods.
- **Problem answer key:**
 - Total hours: $8 + 7 + 6 + 8 + 7 = 36$ hours. Total pay is 36 hours x \$15 for each hour = \$540 for the week.
- **Participants' Task:**
 - **Method 1: Written Explanation**
 - "I worked 36 hours this week. I know this because if I add my 8 hours on Monday, 7 hours on Tuesday, 6 hours on Wednesday, 8 hours on Thursday, and 7 hours on Friday, it comes out to 36 hours. I then take my pay of \$15 an hour and times it by my 36 hours worked. This makes my pay for the week \$540."

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• **Method 2: Create a Table**

- Create a table listing the days and hours worked.

Rate of Pay: \$15 an hour

Day	Hours Worked	Money Earned
Monday	8	8 x \$15 = \$120
Tuesday	7	7 x \$15 = \$105
Wednesday	6	6 x \$15 = \$90
Thursday	8	8 x \$15 = \$120
Friday	7	7 x \$15 = \$105
Total Hours	36	Total Pay \$540

• **Scenario 2:**

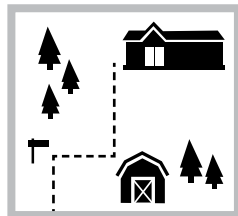
- How would you explain to someone who has not been to your community before how to get to the local elementary school for a meeting?

• **Participants' Task's:**

• **Method 1: Written Explanation**

- "When you are driving down the road, turn right when you see a green sign. Take this road until you see a red barn, turn left, and drive on that road for about 5 minutes and you will see the elementary school."

• **Method 2: Draw a Map**



Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.
- Participants can use online maps for scenario 2.



Share the Answer:

I decide the best way to share my answer.



Training outcome:

Participants can decide the best way to share the answer.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Note: This activity can be a standalone session, or extending from the previous activity on page 104.

Description (for facilitator or instructor):

Participants will practice deciding which method is the best way to share answer.

Sample description (to use with participants):

In this session, we will practice deciding which method is the best way to share our answer.

Materials:

- Blank paper letter sized, one per participant.
- Pencil

Instructions (for facilitator or instructor):

- Introduce the topic of choosing which method is the best way to share answers.

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- Next, have participants work through the scenarios from the Sample section below.
 - The goal is to have participants to choose the best way to share an answer.
- Once the scenarios are complete, invite participants to share results in the larger group and note any differences.

Sample:

- **Scenario 1:**

- **Important Note:** Before you begin, explain that this scenario is about gross pay, not net pay (text box for explanation)*.
- You are not sure if your boss paid you enough for the hours you worked. You were paid \$400 for last week, but you think it should be more. You need to calculate your pay for last week to be sure. Last week, you worked 8 hours on Monday, 7 hours on Tuesday, 6 hours on Wednesday, 8 hours on Thursday, and 7 hours on Friday. You make \$15 an hour. Decide one way to show your boss that your pay might be wrong.

- **Problem answer key:**

- Total hours: $8 + 7 + 6 + 8 + 7 = 36$ hours.
Total pay is 36 hours x \$15 an hour = \$540 for the week. I was already paid \$400. This means \$540 total - \$400 paid = \$140 is maybe missing from my pay.



Did you know there are **different kinds of pay?**

Gross pay is the money you earn before any taxes or fees are taken off (these are 'deductions').

Net pay is the money you get on your paycheque: this is your gross pay minus the 'deductions'.

Gross pay will always seem like more than your **net pay**.

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• **Participants' Task:**

• **Method 1: Written Explanation**

- "I worked 36 hours this week. I know this because when I add my 8 hours on Monday, 7 hours on Tuesday, 6 hours on Wednesday, 8 hours on Thursday, and 7 hours on Friday, it comes out to 36 hours. I then take my pay of \$15 an hour and times it by my 36 hours worked. This makes my pay for the week \$540, but I was only paid \$400 for last week. "

• **Method 2: Create a Table**

- Create a table listing the days and hours worked.

Rate of Pay: \$15 an hour

Day	Hours Worked	Money earned
Monday	8	8 x \$15 = \$120
Tuesday	7	7 x \$15 = \$105
Wednesday	6	6 x \$15 = \$90
Thursday	8	8 x \$15 = \$120
Friday	7	7 x \$15 = \$105
Total Hours	36	Total Pay \$540

- Since I worked 36 hours, I should be getting \$540 but I only got \$400.

• **Scenario 2:**

- How would you explain to someone who has not been in your community before how to get to the local elementary school for a meeting?

• **Possible participant responses:**

- I think making a map is best.
- I think turn by turn directions is best.
- I think using landmarks is best.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.
- Participants can use online maps for scenario 2.

Levels 3 and 4: Action Plan for Numeracy



Levels 3 and 4

For **levels 3 and 4**, numeracy training is more advanced. Facilitators or instructors guide participants in applying numeracy skills in work-related contexts, solve multi-step problems, and leading by example by learning from mistakes. At these levels, participants should also learn to set and adjust their goals based on their evolving skill sets, available resources, workplace situations, and lifelong opportunities.

The Government of Canada's Skills for Success framework outlines an advanced level of this skill:

"Level 3:

Operation required: Tasks may require a combination of operations or multiple applications of a single operation. Several steps of calculation are required.

Translation: Some translation is required but the problem is well defined. Combinations of formulae may be used.

Level 4:

Operation required: Tasks involved multiple steps of calculation.

Translation: Considerable translation is required."

There are many pathways through the Skills for Success. Each of us follows our own path - our own learning journey - including beyond the levels 1 and 2 in this resource. Congratulations on your work through these levels!

For next steps, consider using the action plan available on pages 348 and 349.

References

Government of Canada. (2024, June 27). *Skill components and proficiency levels: Adaptability*. Retrieved February 10, 2025, from Skills for Success: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#adaptability>

Government of Canada. (2024, July 18). *Skills for Success*. Retrieved February 10, 2025, from Government of Canada: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

Palameta, B., Nguyen, C., Lee, W., Que, H., & Gyar, D. (2021). *Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report*. Ottawa: Social Research and Demonstration Corporation.

Saskatchewan Literacy Network. (2016). *Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan*. Saskatoon: Saskatchewan Literacy Network.



Reading

This resource is for program facilitators and instructors, working with adult participants. There are parts of this resource that are directly for your participants; these will be identified with an icon (circle icon with an image of either one person or two people), so you can use them for participants in your program.



What are the Skills for Success?

The [Skills for Success from the Government of Canada](#) provide people in Canada with “everyday skills needed for work, learning, and life ”to “ help you succeed in today’s and tomorrow’s workplace.”¹ Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Reading” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

What Is Reading?

Reading: Your ability to find, understand, and use information presented through words, symbols, and images. For example, we use this skill to locate information on forms and drawings, and to read items such as emails, reports, news articles, blog posts, and instructions.

Why this skill is important:

Reading helps you to understand and interpret the meaning within the text. Strong reading skills allow you to do your job and to work safely and efficiently. You use reading skills to learn other skills, for example, by reading online learning resources. Reading is important in day-to-day activities, such as understanding changes in travel advisories and interpreting the important messages in articles.

■ [Find tools to improve your reading skills.](#)

[This section is from the Government of Canada’s “Learn about the Skills” webpage.](#)



This resource is based on the Skills for Success model, released in 2021, from the Government of Canada. It replaces the previous Essential Skills model. Scan the code to visit the Government of Saskatchewan website and access free resources.



Funded in part by the
Government of Canada’s
Skills for Success Program



¹ (Government of Canada, 2025) www.canada.ca/en/services/jobs/training/initiatives/skills-success



Reading Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Reading²:

Benchmark 1	1. Identify the task that requires you to read <ul style="list-style-type: none">• Recognize why reading will help you achieve a goal• Identify the goals and purposes of the reading activity
Benchmark 2	2. Identify the information <ul style="list-style-type: none">• Locate key information in various types of documents. For example:<ul style="list-style-type: none">• tables• charts• maps• articles• magazines• books• Use methods such as scanning, skimming to identify key information• Look through multiple pieces of information contained in documents• Pull out relevant information from documents
Benchmark 3	3. Make connections between different parts of the document(s) <ul style="list-style-type: none">• Connect different parts of the document(s), including continuous and non-continuous texts• Identify relationships in the document such as:<ul style="list-style-type: none">• cause-effect• problem-solution• category-example• compare-contrast, and• whole-part relationships
Benchmark 4	4. Understand and apply the information <ul style="list-style-type: none">• Understand the information in the context of the whole document(s)• Make inferences to obtain the correct information• Compare and contrast information• Sort information• Understand the purpose of the document(s)• Comprehend the main theme of the document(s)• Paraphrase or summarize information to show understanding• Apply the information to complete tasks
Benchmark 5	5. Evaluate the document(s) <ul style="list-style-type: none">• Evaluate the purpose, tone, and structure of the document• Assess the:<ul style="list-style-type: none">• relevance• credibility, and• truthfulness of the information or arguments presented, especially from online sources
Benchmark 6	6. Reflect on the document(s) <ul style="list-style-type: none">• Determine the intended audience of the document• Where relevant, reflect on how the author is using evidence and/or language to achieve a particular purpose

² The components on this page are from the "Skill components and proficiency levels" webpage from the Government of Canada (2025) <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#reading> and all of this is also embedded in the "Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report" from SRDC. <https://srdc.org/project/Research-report-to-support-the-launch-of-Skills-for-Success-Structure-evidence-and-recommendations-Final-report>

Development for Multiple Skill Levels

In adult training and education, development for multiple skill levels acknowledges the diverse backgrounds, experiences, and strengths of adult participants. These skill levels refer to each of the Skills for Success, with level 1 as the exploration of this skill, advancing to level 2 and above, depending on each adult participant's goals. Different from the K-12 system, where learners typically progress through a structured curriculum, adult education encompasses a wide range of learners, with unique starting points, goals, and challenges.

As adults, we are always learning - as facilitators, instructors, and participants. When we are learning as adults, we generally want more control over our learning, guided by self-assessment and through peer-level relationships, including with facilitators and instructors. Adults have diverse knowledge and experience to draw upon for learning: this is an important asset for both the participants and the facilitators. Adult learning is usually self-motivated and voluntary, driven by practical goals for using the skills we want to acquire: this leads to focusing on 'why' learning something is important or useful, instead of on only the 'how'. Different than for most children and youth, being a 'learner' is a secondary role for us adults, and we must fit this role and its work into the existing demands of our lives. As adults, our learning patterns also change as we age. The speed of learning may decrease as we get older, but our depth of learning tends to increase: we may learn less rapidly, but what we learn is at a deeper and more integrative level.³

This section recognizes that adults enter a program with varying skill levels and diverse life experiences. As instructors or facilitators, your role is to meet adult participants where they are and provide tailored learning experiences that empower their progress.

When facilitators and programs are flexible, adaptable, and responsive to the specific needs and strengths of adult participants at different levels, adult training and education are most effective. Whether a participant is at level 1, 2, 3, or 4, in any skill, this section (which includes the suggestions for working with multiple skill levels on the next page and the examples that follow it) provides guidance on how to frame instruction, differentiate content, and create a supportive learning environment.

It is always important to remember that any adult participant at a certain level in one skill may be at a different level in another skill. A skill level is also different from academic attainment: someone can be at a level 1 in reading skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in reading skills.

Facilitators and instructors are encouraged to recognize the richness of the adult education landscape, where participants bring their life experiences, unique challenges and strengths, and personal goals into the program. By understanding and appreciating this diversity, facilitators and instructors can create a learning environment that fosters inclusivity, respect, and growth for all participants. Drawing on this richness, training and education programs can be enhanced by incorporating real-life examples and potential, workable solutions while also building toward skill advancement.

³ Paragraph adapted from "Characteristics of Adult Learners" section from "Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan," 2016, Saskatchewan Literacy Network.

Suggestions for working with multiple skill levels

- Incorporate varying degrees of complexity, including in use of the skill.
- Provide adaptable content to suit the different learning paces of each level.
- Ensure group work or reading activities are inclusive and adjustable for all levels.

For facilitators or instructors:

■ Level 1

At level 1, you may have participants who are just beginning to build their reading skills. The goal is to create a supportive environment where they can focus on identifying important information, connecting details, and understanding how reading helps. As facilitators or instructors, you can provide guidance and encouragement, outlining with participants how their existing experience and previous knowledge demonstrate their skill strengths, next steps for advancement, and what this means for their goals. This is the focus of the section Level 1: Exploring Reading.

■ Level 2

At level 2, participants at this level can identify reading needs, make inferences about information, and how reading helps achieve their goals. They are also able to make decisions based on information and use multiple sources. As facilitators or instructors, you can introduce more complex (workplace) scenarios and challenges that require participants to expand their abilities. At this level, we are working alongside participants while they advance their reading skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Reading.

■ Levels 3 and 4

Levels 1 and 2 are the focus of this resource. For some additional context, **outlines for levels 3 and 4** are provided at the end of this document, in the section Levels 3 and 4: Action Plan for Reading.



Using this resource as a tool for working with participants at multiple skill levels

Benchmarks and Training Outcomes

Having both benchmarks and training outcomes allows participants and facilitators or instructors to work together to align an individualized skill advancement plan, outline assessment, and recognize achievement. Benchmarks offer clear, manageable goals at each stage, allowing facilitators and instructors to track progress, provide timely support, and adjust program activities as needed. Also, participants can use these to build a plan, together with facilitators or instructors as 'guides' to skill advancement, that fits with the goals each participant has.

In this document, **benchmarks** are a type of checkpoint in skill development, directly associated with one of the components of reading in the Skills for Success framework. Put another way, benchmarks are specific skills or knowledge points that participants aim to reach at different stages in skill development. There is a benchmark for achieving at level 1 (the exploring skill level) and at level 2 (the developing skill level) for each of the six components of reading in the Skills for Success framework (beginning on page 113).

Each training outcome describes the skills advancement areas that will lead to achieving each benchmark. Put another way, each training outcome outlines what participants should know, understand, or be able to do at this level to achieve the corresponding benchmark.

Each training outcome is also divided into two parts. These two parts are:

- an outcome statement written for the facilitators and instructors, phrased as “Participants can...”, and
- a self-assessment statement of the same content, phrased as though it is the participant speaking.

Self-Assessment as a Tool for Working with Multiple Skill Levels

When working with multiple skill levels, having participants engage in self-directed learning is important and helpful. Self-assessments help each participant recognize their existing strengths and, at the same time, identify a personalized learning plan. This personalized learning plan outlines what skills a participant needs or wants to enhance to reach their goals. This resource is not a set ‘curriculum’ to follow as a group; instead, powerful learning and skill development is happening within the personalized learning plans of each participant. The next page outlines how and why self-assessment as pre-assessment is important, both in itself and for the reading skill specifically.

Skill Map

To help visualize how the parts of this resource are interconnected, we have built a skill map for each level. These are addressed later and can be found on page 122 (level 1) and page 174 (level 2). Each skill map contains:

- **6 Benchmarks**
- **12 “Participants can...” statements**, 2 for each training outcome directly associated with each benchmark
- **12 Self-assessment statements** that directly correspond with the “Participants can...” statements
- **Activity numbers** for advancing each skill area

You can click or tap on this icon to go to the relevant map in this section.

Self-Assessment as 'Pre-Assessment' for Facilitators or Instructors

This resource is designed so that participants lead their own learning, toward their individual goals. This approach allows facilitators or instructors to work alongside participants as guides in skill advancement.

Why start with a self-assessment as a 'pre-assessment' for participants? This is an accessible and inclusive way to both recognize and value existing skills and knowledge, and also to identify potential areas of skill development. Self-assessment serves as a foundational step in ensuring that skills training is focused, efficient, and aligned with individual goals and needs, leading to more effective and rewarding outcomes.

- 1. Awareness of Current Skill Level.** By building awareness and identifying current proficiency levels in a particular skill, participants can recognize where they are and outline what is needed to get where they need or want to be.
- 2. Personalized Learning Path.** Participants create tailored learning plans that address their specific goals while drawing on their strengths. This personalized approach allows for more efficient training plans.
- 3. Support Goal Setting.** Self-assessment provides the foundation for participants to set realistic, achievable goals based on their current skill levels, giving a clear target to work towards.
- 4. Self-Motivation, Responsibility, and Confidence.** Self-assessment encourages participants to take responsibility for and guide their training, based on what is important to them. This helps participants build confidence in their ability to enhance their skills.
- 5. Monitoring Progress.** Initial self-assessments provide a baseline for measuring progress. This allows for adjustments to be made to the training and learning plan as needed, and helps demonstrate and celebrate improvement over time.
- 6. Efficient Use of Time and Resources.** By identifying specific areas for improvement, participants can allocate their time, effort, and resources effectively, while recognizing areas where they are already proficient.
- 7. Reflective Learning.** Self-assessment promotes reflection, an essential component of adult learning. Reflecting on one's skills, learning process, and training progress deepens understanding and connection with the material and its relevancy to personal goals, and builds a practice of continuous learning and self-improvement.

Why self-assessment matters for reading:

For facilitators and instructors: Self-assessment in reading is important because self-awareness and reflection enable each of us to recognize our strengths, weaknesses, and areas for improvement. By reflecting on our reading skills, we can identify strategies to find, understand, and use information. Self-assessment also supports skill development by helping participants explore ways to improve their reading for work, learning, and daily life.

For participants: Self-assessment helps you understand your strengths in finding and understanding information. It shows how you approach tasks like finding details, understanding instructions, or using information from different places. By learning about your reading style, you can improve your skills and feel more confident. This makes it easier to do tasks, work with others, and take on new things.

Level 1: Exploring Reading

The six reading skill components as outlined in the Skills for Success framework (page 113) form the basis for the content in this section, including a benchmark at skill level 1 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the reading skill at level 1.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 118, below)
- Reading skill map (page 122)
- Self-assessment (beginning page 125; designed for both pre- and post-assessment)
- Activities (beginning page 138)
 - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 115 and 116.

Benchmark 1: Recognize when reading is needed and how reading will help reach a goal.

Benchmark 2: Scan to find important information in a map, poster, or chart.

Benchmark 3: Connect related ideas from different parts of a document.

Benchmark 4: Use the information from a document to take action.

Benchmark 5: Decide if the information was helpful.

Benchmark 6: Figure out who the document is written for.

Go to the next page for training outcomes with each of the benchmarks.

Reading Level 1 Benchmarks and Training Outcomes

Benchmark 1: Recognize when reading is needed and how reading will help reach a goal.

Training Outcome 1:

Recognize when reading is needed and know how reading helps with a task or decision.

Benchmark 2: Scan to find important information in a map, poster, or chart.

Training Outcome 2:

Scan for information in a map, poster, or chart, and identify which information helps with a task or decision.

Benchmark 3: Connect related ideas from different parts of a document.

Training Outcome 3:

Identify which information needs more details and find related information within a document.

Benchmark 4: Use the information from a document to take action.

Training Outcome 4:

Outline the steps needed to complete a task and use a checklist or steps to get a task done.

Benchmark 5: Decide if the information was helpful.

Training Outcome 5:

Check if there was enough information and decide if the information helped complete a task or if more details are needed.

Benchmark 6: Figure out who the document is written for.

Training Outcome 6:

Consider who the document was written for and outline what could indicate who the document was written for.

Reading Level 1 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, progress to the next level (level 2 in the next section). If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

Participants can...

Benchmark 1	<p>1a. Recognize when reading is needed.</p> <hr/> <p>1b. Know how reading helps with a task or decision.</p>
Benchmark 2	<p>2a. Scan for information in a map, poster, or chart.</p> <hr/> <p>2b. Identify which information helps with a task or decision.</p>
Benchmark 3	<p>3a. Identify which information needs more details.</p> <hr/> <p>3b. Find related information within a document.</p>
Benchmark 4	<p>4a. Identify or outline the steps needed to complete a task.</p> <hr/> <p>4b. Use a checklist or steps to get a task done.</p>
Benchmark 5	<p>5a. Check if there was enough information to complete a task or decision.</p> <hr/> <p>5b. Decide if the information helped complete a task or if more details are needed.</p>
Benchmark 6	<p>6a. Consider who the document was written for.</p> <hr/> <p>6b. Outline what could indicate who the document was written for.</p>

Reading Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



Level 1 Reading Skill Map – R1

Activity R1-#	Self-Assessment (for participants) (p. 125) When you read each statement, think: "I can... know when to read" (for example)	Participants can... (for facilitators/instructors) (p. 120) Each statement connects to training outcomes for each benchmark	Benchmark (p. 118) Each benchmark connects at level 1
1a	Know When to Read: I know when I need to read to help with a task.	Recognize when reading is needed.	Benchmark 1: Recognize when reading is needed and how reading will help reach a goal.
1b	Understand How Reading Helps: I get how reading helps me do things.	Know how reading helps with a task or decision.	
2a	Scan for Information: I can find what I need in a map or a poster.	Scan for information in a map, poster, or chart.	Benchmark 2: Scan to find important information in a map, poster, or chart.
2b	Find Details: I can find the details that help me do a task.	Identify which information helps with a task or decision.	
3a	Notice Missing Details: I can tell when I need more details.	Identify which information needs more details.	Benchmark 3: Connect related ideas from different parts of a document.
3b	Know How Details Connect: I know how different details are related to each other.	Find related information within a document.	
4a	Identify Steps: I can find the steps to get a task done.	Identify or outline the steps needed to complete a task.	Benchmark 4: Use the information from a document to take action.
4b	Follow Steps: I can follow steps to finish a task.	Use a checklist or steps to get a task done.	
5a	Check Information: I can check if I had enough information to finish my task.	Check if there was enough information to complete a task or decision.	Benchmark 5: Decide if the information was helpful.
5b	Decide if More Details Is Needed: I can decide if I needed more information to finish my task.	Decide if the information helped complete a task or if more details are needed.	
6a	Think about Who It's For: I think about who something was written for.	Consider who the document was written for.	Benchmark 6: Figure out who the document is written for.
6b	Find Details about Who It's For: I can find the details that tell me who something was written for.	Outline what could indicate who the document was written for.	

Why Reading Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why reading is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the reading skill at level 1 (see page 118 for benchmarks; go to page 122 for the reading skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading and/or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

Why Reading Skills Are Important



Reading skills are part of the nine Skills for Success. These skills focus on our ability to find, understand, and use information. People with strong reading skills can gather information to complete tasks and learn new things.

Here are 10 examples that show how reading is important in everyday life. Do you do any of these? How do you work with reading and support yourself and others?

At Work:

1. Read Work Messages:

You read work messages from your supervisor to understand what tasks you need to do. This helps you know what to focus on.

2. Follow Instructions:

You follow instructions on how to operate equipment.

3. Understand Safety Signs:

You read safety signs around the workplace to avoid accidents.

4. Check Schedules:

You check your work schedule to know when your shifts are. This ensures you arrive when you are supposed to.

5. Read Shift Notes:

You review notes left by the shift before yours to understand what has been done and what still needs to be done. This helps you pick up where they left off.

At Home:

6. Read Food Labels:

You make note of labels on food packaging. They tell you the ingredients and cooking instructions.

7. Review Bills:

You check your bills to know how much you owe and when it is due. This helps you manage payments on time.

8. DIY Projects:

You measure and cut materials to make home projects. You use instructions to put all the pieces together.

In the Community:

9. Community Events:

You read flyers, posters, or community bulletins so you have information about local events and activities.

10. Organize Donations:

You read donation guidelines and sorting instructions to properly organize and give out items.

Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



Know When to Read:

I know when I need to read to help with a task.



This gear shows the skill, level, and number of each self-assessment.

R1 – Reading level 1

1a – Self-assessment "a" for benchmark 1

Start my journey

February 1

Why this skill point matters to me:

I want to read work instructions so I can do jobs on my own.

February 15

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

What will success look like in this skill point?

I'll check instructions before starting a task.

What have I done already in this skill?

Date:	Example:
<i>Feb 1</i>	<i>Read a seed package before planting.</i>
<i>Feb 15</i>	<i>Read labels to pick the right cleaner.</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

I'll make time to relax and connect with friends.

How will I celebrate when I achieve this skill point?

I'll share my progress with someone.



Know When to Read:

I know when I need to read to help with a task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Understand How Reading Helps:

I get how reading helps me do things.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and five rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Scan for Information:

I can find what I need in a map or a poster.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Find Details:

I can find the details that help me do a task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Notice Missing Details:

I can tell when I need more details.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

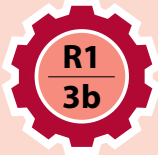
Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Know How Details Connect:

I know how different details are related to each other.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Identify Steps:

I can find the steps to get a task done.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

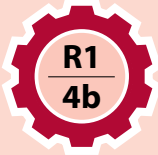
What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Follow Steps

I can follow steps to finish a task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Check Information:

I can check if I had enough information to finish my task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

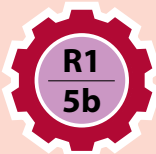
What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Decide if More Details Is Needed:

I can decide if I needed more information to finish my task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Think about Who it's For:

I think about who something was written for.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

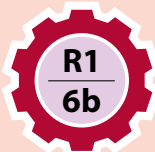
Table with two columns and five rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Find Details about Who it's For:

I can find the details that tell me who something was written for.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.

Level 1 Reading Activities – R1

Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **R1** – Reading level 1
3b – Activity "b" for benchmark 3



Activity: Reading **Level 1** **Benchmark 3b**

Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

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Sample description (to use with participants):

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

Instructions (for facilitator or instructor):

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

Sample:

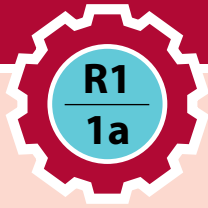
- This section can include sample materials, scenarios, or examples to show how the activity could go.

Adaptations:

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

Resources:

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



Activity: Reading

Level 1

Benchmark 1a

Know When to Read:

I know when I need to read to help with a task.



Training outcome:

Participants can recognize when reading is needed.



Time estimate in minutes:

15 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice recognizing when reading is needed to complete a task.

Sample description (to use with participants):

In this session, we will practice knowing when reading is needed to help with a task.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of recognizing when reading is needed to help with a task. Explain that some tasks need reading to understand the steps to complete it. Some examples are, fire extinguishers have instructions on how to use them, and some furniture pieces have instructions to build them. A different example where instructions are not given is, you are wondering which bus to take, before asking someone, you read a bus route schedule.

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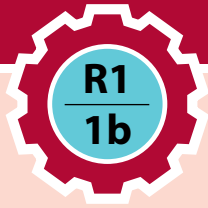
- As a group, decide whether a list of tasks, from the Sample section below, need reading to be complete or not.
 - Invite participants to add examples of where they do tasks everyday that either involve or do not involve reading.
- Once the list is complete, encourage participants to notice the reading they do while completing regular tasks today.

Sample:

- Task list:
 - Shop for groceries.
 - Watch a movie.
 - Cook from a recipe.
 - Take customer orders.
 - Go for a walk.
 - Read a book.
 - Take a bus.
 - Go to a store.
 - Build a birdhouse.
 - Move houses.
 - Clean a house.
 - Call to book an appointment.
 - Do laundry.

Adaptations:

- Modify the prompts and task list to be more relevant to participants' specific job roles, industries, or location.



Understand How Reading Helps:

I get how reading helps me do things.



Training outcome:

Participants can know how reading helps with a task or decision.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will identify how reading helps with tasks.

Sample description (to use with participants):

In this session, we will practice identifying how reading helps us do things.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter sized paper.

Instructions (for facilitator or instructor):

- Introduce the topic of understanding how reading helps with tasks. Explain that reading can explain the steps for a task or explain why a task is needed. An example is, when you are learning a new task at work, an employee handbook could have the steps and reason for the task. The task could be learning why “facing” the shelves is important. “Facing” the shelves means to make sure all products on a shelf are facing forward, visible, and at the front of the shelf. “Facing” helps encourage sales.

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- Explain the examples from the Sample section below, and have participants answer the questions for each example.
- Once the questions are complete, invite participants to share answer to the larger group.
 - Compare results and note the differences.

Sample:

- Example list:
 - Someone reads instructions on how to use a piece of equipment, then they can operate it safely.
 - **Questions:** How does reading the instructions help in using the equipment correctly? What might have happened if the instructions are not read?
 - Someone reads instructions to put the furniture together, like a small shelf or chair.
 - **Questions:** How does reading the instructions help with putting furniture together? Could the furniture be put together correctly without reading them?
 - Someone reads a work schedule and comes to work when scheduled.
 - **Questions:** How does reading the work schedule help? What might happen if the work schedule is not read?

Adaptations:

- Modify the example list to be more relevant to participants' specific job roles, industries, or location.
- This activity can be adapted into a group activity depending on group size.



Scan for Information:

I can find what I need in a map or a poster.



Training outcome:

Participants can scan for information in a map, poster, or chart.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying information from maps or posters.

Sample description (to use with participants):

In this session, we will practice finding information from maps, posters, or charts.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Workplace safety poster.
- Work shift schedule.
- Poster for a local event.
- Map of the building (optional).
- Bus route closest the building you are in (optional).

Instructions (for facilitator or instructor):

- Introduce the topic of scanning for information. Explain that ‘scanning’ is a reading tool anyone can use, especially if they are in a hurry. You ‘scan’ when you want to find important information quickly. Scanning means to quickly search a document for headings or specific details that tell you what you want to know. You do not need to read everything, so you can stop reading when you find the information you want.

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- Divide participants into groups. Explain that each task will include a question to answer from the Sample section below.
- Once the questions are complete, invite participants to share in the larger group.
 - Compare results and note the differences among participants.

Sample:

- Tasks:
 - Workplace safety poster.
 - “Find the main safety rules on this poster.”
 - Work shift schedule.
 - “Find the start time for the afternoon shift on this schedule.”
 - Poster for a local event.
 - “When and where is the event?”
 - (Optional) Map of the building you are in.
 - “Review the map and find the emergency exits closest to the room you are in.”
 - (Optional) Bus schedule.
 - “Review the bus schedule and find the next bus leaving here.”

Adaptations:

- Modify the tasks and questions to be more relevant to participants’ specific job roles, industries, or location.
- Depending on the group, use maps from the internet with less rooms, workplace safety posters with one rule, a bus route that only shows one route at a time, and a work shift schedule for one day.



Find Details:

I can find the details that help me do a task.



Training outcome:

Participants can identify which information helps with a task or decision.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying details that help with tasks or decisions.

Sample description (to use with participants):

In this session, we will practice finding information that helps with tasks or decisions.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Blank letter sized paper, three pieces for each participant.
- In advance, find instructions online for:
 - A paper airplane
 - Fire extinguisher
- Local event flyer.

Continued on next page





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Instructions (for facilitator or instructor):

- Introduce the topic of finding details that help with a task or decision.
- Pre-activity: As a group, create a list of items that have instructions on them.
 - **Possible participants response:** How to make Jello, emergency exits on a bus, or medication dose.
- Divide participants into groups. Explain that each example will include a question to answer from the Sample section below.
- Once the questions are complete, invite participants to share in the larger group.
 - Compare results and note the differences.

Sample:

- Example list:
 - Fire extinguisher.
 - Find where the instructions are located and what is the first step?
 - Building a paper airplane.
 - What are the first, third, and fourth step to fold the airplane? Is this how you would make a paper airplane?
 - Local event flyer.
 - Find the date, time, location, and anything you should bring to the event. Would you attend this event?
 - Washing Instructions on a tag.
 - Based on the tag on the next page, what are the instructions for washing the shirt in the example.

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Adaptations:

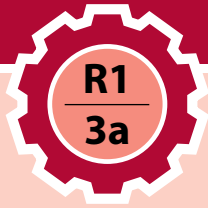
- Modify the prompts and scenario to be more relevant to participants' specific job roles, industries, or location.
- For the washing machine task, participants can use a personal jacket washing machine instructions.

Washing Instructions Tag

You notice some symbols on the tag of your shirt. What do they mean?



Using the Government of Canada's Guide to Apparel and Textile Care Symbols (<https://ised-isde.canada.ca/site/office-consumer-affairs/en/product-safety-recalls-and-labelling/guide-apparel-and-textile-care-symbols>) find out how to wash your shirt.



Notice Missing Details:

I can tell when I need more details.



Training outcome:

Participants can identify which information needs more details.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying if a detail is missing.

Sample description (to use with participants):

In this session, we will practice finding if there are missing details in information.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Print off resource “Instructions” on pages 151 to 153, one for each participant.
- Blank letter size paper, one for each participant.
- Pen or pencil.

Instructions (for facilitator or instructor):

- **Note:** ‘Washing clothes’ is the only task with nothing missing from the instructions. The ‘how to fix a leaky faucet’ will not have the turn water off step and ‘baking cookies’ is missing the flour ingredients.
- Introduce the topic of knowing when details are missing.

Continued on next page





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- Give the group the resource “Instructions” on pages 151 to 153 and have participants answer the questions from the task list in the Sample section below.
- Once the questions are complete, invite participants to share in the larger group.
 - Compare results and note the differences among participants.

Sample:

- Tasks:
 - How to fix a leaky faucet instructions.
 - Do you need more details to finish the task?
 - Baking cookies recipe.
 - Do you need more details to finish the task?
 - Washing clothes instruction.
 - Do you need more details to finish the task?

Adaptations:

- Modify the prompts and tasks to be more relevant to participants’ specific job roles, industries, or location.

Continued on next page





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Instructions: Washing Clothes

How to Wash Clothes

1. Sort the Clothes:

- Separate the light colors from the dark colors.
- Check the labels to make sure the clothes can be machine washed.

2. Load the Washing Machine:

- Put your sorted clothes into the washing machine. Do not overfill it.

3. Add Detergent:

- Measure out the correct amount of laundry detergent (check the bottle for instructions).
- Pour the detergent into the detergent tray or directly into the washer, depending on your machine.

4. Select the Right Wash Cycle:

- Choose a cycle based on the type of clothes you are washing (some examples are "Normal," "Delicates," and "Heavy Duty").
- Adjust the water temperature to match the fabric type.

5. Start the Washing Machine:

- Press the "Start" button to begin the wash.

6. Dry the Clothes:

- Once the washing is done, remove the clothes and transfer them to the dryer or hang them to air dry.

Continued on next page





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Instructions: Fixing a Leaky Faucet

How to Fix a Leaky Faucet

1. Gather Tools:

- You will need an adjustable wrench, a screwdriver, and plumber's tape.

2. Remove the Handle:

- Use a screwdriver to remove the screw that holds the faucet handle in place.
- Lift the handle off to expose the internal parts of the faucet.

3. Inspect the Parts:

- Check the rubber washer or O-ring inside the faucet. If it is worn out, this is likely the cause of the leak.

4. Replace the Washer:

- Take out the old washer and replace it with a new one.
- Use plumber's tape to secure any threads before reassembling.

5. Reassemble the Faucet:

- Put the handle back on and tighten the screw with the screwdriver.

6. Test the Faucet:

- Turn on the faucet to check if the leak has stopped.

Continued on next page





Continued from previous page

Instructions: Baking Cookies

How to Bake Cookies

1. Gather Ingredients:

- 1 cup of sugar
- 1 cup of butter
- 1 egg
- 1 teaspoon vanilla extract
- 2 cups of chocolate chips

2. Preheat the Oven:

- Set the oven to 350°F (175°C) and let it preheat while you prepare the dough.

3. Mix Wet Ingredients:

- In a large bowl, cream together the butter and sugar until smooth.
- Add the egg and vanilla extract, then mix until well combined.

4. Add Chocolate Chips:

- Stir in the chocolate chips until they are mixed in the dough.

5. Scoop the Dough:

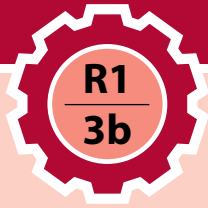
- Use a spoon or scoop to place cookie dough onto a baking sheet. Leave some space between each cookie.

6. Bake the Cookies:

- Place the baking sheet in the oven and bake for 10 to 12 minutes until the edges are golden brown.

7. Cool the Cookies:

- Remove the cookies from the oven and let them cool on a wire rack.



Know How Detail Connect:

I know how different details are related to each other.



Training outcome:

Participants can find related information within a document.



Time estimate in minutes:
30 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice connecting details and explaining how they relate to each other.

Sample description (to use with participants):

In this session, we will practice connecting details and explaining how they relate to each other.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of connecting details. Explain that when you are reading, it is helpful to connect details that you think are related to each other. This helps with understanding what you are reading.

Continued on next page





Continued from previous page

- Divide the participants into groups. Each group will answer questions based on the tasks from the Sample section below.
- Once the questions are complete, invite participants to share in the larger group.
 - Compare results and note the differences.

Sample:

- **Tasks:**

- **Training Manual:** A training manual with steps for using a new piece of equipment, including setup instructions, safety guidelines, and operational tips.
 - Question: Why are these three topics: setup instructions, safety guidelines, and operational tips in the manual?
- **For Facilitator or Instructor only**
 - **Task:** Participants understand that both the setup instructions and the safety guidelines ensure the equipment is used safely and correctly.
 - **Discussion:** Discuss how understanding the connection between setup and safety helps in using the equipment properly.
- **Concert tickets**
 - **Online ticket prices:** A website is showing three different prices to a concert you would like to go to. A general price at \$45, a family price at \$120, and a VIP price at \$150.
 - Question: Why are there three different ticket prices for the same concert?
 - **For Facilitator or Instructor only**
 - **Task:** Participants understand that the three ticket types all go to the same show but are different in price for different reasons.
 - **Discussion:** Discuss how understanding why there are different prices helps you buy the right concert ticket.

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- **Furniture Instructions**

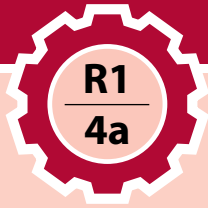
- **Document:** Instructions for putting together a piece of furniture, including a parts list and step-by-step assembly instructions.
- Why are there these topics in the instructions?
 - **For Facilitator or Instructor only**
 - **Task:** Participants connect the parts list with the assembly steps to make sure that all pieces are used correctly at each step.
 - **Discussion:** Discuss how understanding the connection between parts and the steps helps put the furniture together correctly.

- **Customer Service Script**

- **Document:** A customer service script with messages for greeting, handling inquiries, and closing calls.
- Why are there scripts for these situations?
 - **For Facilitator or Instructor only**
 - **Task:** Participants connect different parts of the script to follow a conversation with customers.
 - **Discussion:** Discuss how connecting the script's sections helps in providing good customer service.

Adaptations:

- Modify the prompts and tasks to be more relevant to participants' specific job roles, industries, or location.



Activity: Reading

Level 1

Benchmark 4a

Identify Steps:

I can find the steps to get a task done.



Training outcome:

Participants can identify or outline the steps needed to complete a task.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice outlining steps to complete a task based on information read.

Sample description (to use with participants):

In this session, we will practice outlining the steps we need to finish a task based on what we have read.

Materials:

- In advance, prepare task from the Sample section on cue cards or paper.
- Blank paper for each participant.
- Pen or pencil.

Continued on next page





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Instructions (for facilitator or instructor):

- Introduce the topic of outlining steps to finish a task. An example is, you want to bake a cake. If you do not know how to bake a cake, you know there are a couple options: 1) Buy a boxed cake mix and follow the instructions. 2) Check online or in a book for a recipe.
- As a group, explain the examples and have participants outline the steps for each task from the Sample section below.
- Once the questions are complete, invite participants to share in the larger group.
 - Compare results and note the differences among participants.

Sample:

- **Organize the Break Room**
 - Guide for participants to read: Every few days, the break room needs cleaning to keep it tidy. To do this, make sure all surfaces are clean and free of food crumbs or spills. The trash should be taken out, and the coffee machine needs to be ready for use by the next shift.
 - Based off the guide, outline the steps to organize a break room.
 - **Possible participant responses:** 1) Put all trash in the garbage can. 2) Wipe the surfaces with soap and water. 3) Fill the coffee machine with water and set it up for the next pot. 4) Check if the garbage needs to be taken out before leaving.

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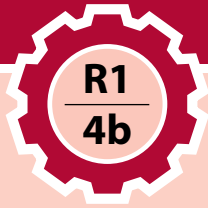
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• **Stocking Shelves**

- Your supervisor asks you to grab items from storage and restock the shelves.
 - Based off what was said by your supervisor, outline the steps to restock shelves.
 - **Possible participant responses:** 1) Grab items from storage. 2) Place them in the right spot.
- You remember this paragraph from the training guide: “When stocking shelves, follow safety rules and keep aisles clear. Sort items by category and check expiration dates. Put older items at the front. After stocking, make sure labels face forward and clean up any boxes or trash. Return extra items to storage.”
 - Based off the information from the training guide, outline the steps needed to stock shelves in a store.
 - **Possible participant responses:** 1) Grab items from storage. 2) Keep items close and tidy when stocking. 3) Place same items together. 4) Check items’ expiry date. 5) Using expiry dates, bring older items to front. 6) Make sure label is facing forward. 7) Take away any garbage. 8) Bring extra items back to storage.

Adaptations:

- Modify the prompts and examples to be more relevant to participants’ specific job roles, industries, or location.
- This can be adapted to where the participant can share responses in a different way with the facilitator or instructor.



Follow Steps:

I can follow steps to finish a task.



Training outcome:

Participants can use a checklist or steps to get a task done.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice following steps to complete a task.

Sample description (to use with participants):

In this session, we will practice following steps.

Materials:

- Blank letter size paper, one for each participant.
- In advance, prepare captain's paper hat instructions from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of following steps to finish tasks. Explain that using steps when working on tasks is helpful because it makes sure everything is done correctly and in the right order.
- Explain the activity to the group. Have participants individually make the paper hat.

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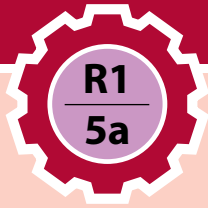
- Once the captain's hats are complete, invite participants to share their thoughts on the steps in the larger group.

Sample:

- **Task:** Create a Captain's Paper Hat
 - **Fold the paper in half.**
 - Lay the paper flat, with the short side facing you. Fold the paper from top to bottom so the short edges meet. The folded edge should be at the top.
 - **Fold the corners.**
 - Take the top left corner and fold it to the center of the paper. Do the same with the top right corner, so they meet in the middle.
 - **Fold up the bottom edge.**
 - Fold the bottom strip up on both sides (one fold on the front, one on the back).
 - **Open up the hat.**
 - Gently pull the middle open and shape it into a hat.

Adaptations:

- If you have access to a kitchen for the group, making a recipe is an option. An example is, participants can make scrambled eggs. After every participant is finished cooking or baking, compare results and note any differences after following the same recipe.



Check Information:

I can check if I had enough information to finish my task.



Training outcome:

Participants can check if there was enough information to complete a task or decision.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Note: This activity can be a standalone session, or it can be extended with the next activity on page 164.

Description (for facilitator or instructor):

Participants will practice noticing if things are missing when completing tasks or decisions.

Sample description (to use with participants):

In this session, we will practice noticing when we do not have all the information needed to finish a task or decision.

Materials:

- In advance, prepare task from the Sample section on cue cards or paper.

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Instructions (for facilitator or instructor):

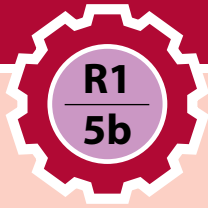
- Introduce the topic of checking if there is enough information to finish a task or decision. For example, when we are trying to find a new place, missing a turn can get us lost. Another example is, if we are taking a new bus route, we make sure we have all the details like the time and location of drop-off and pick up.
- Have participants check if any details are missing from the task in the Sample section below.
- Once the missing details are noticed, invite participants to share answers in the larger group.
 - Compare results and note the differences among participants.

Sample:

- **Assemble a Furniture Item**
 - Task: Assemble a piece of furniture, like a chair.
 - **Provided Information:**
 - Parts List: “4 legs, 1 seat, 1 backrest, screws.”
 - Assembly Instructions:
 - Step 1: Attach legs to the seat.
 - Step 2: Secure the backrest.
 - Step 3: Tighten screws.
 - Are there any details missing?
 - **Possible participant response:**
 - Tools needed.
 - Number of screws.
 - Steps for building.

Adaptations:

- Optional: have participants check online for different “assembling chair” instructions. Compare what some instructions have or do not have.



Activity: Reading

Level 1

Benchmark 5b

Decide if More Details Is Needed:

I can decide if I needed more information to finish my task.



Training outcome:

Participants can decide if the information helped complete a task or if more details are needed.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Note: This activity can be a standalone session, or extending from the previous activity on page 162.

Description (for facilitator or instructor):

Participants will practice deciding if more information is needed to complete a task.

Sample description (to use with participants):

In this session, we will practice deciding if we need to find more information to finish a task.

Materials:

- In advance, prepare task from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of deciding if more details are needed to finish a task. Explain that sometimes when details are missing, you can still complete a task depending on the missing details. This does not happen all the time and sometimes you will have to go and find the missing details.

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- Have participants check if any details are missing from the task and if more information is needed to complete the task in the Sample section below.
- Once the question is complete, invite participants to share the answer in the larger group.
 - Compare results and note the differences among participants.

Sample:

- **Assemble a Furniture Item**

- Task: Assemble a piece of furniture, like a chair.

- **Provided Information:**

- Parts List: "4 legs, 1 seat, 1 backrest, screws."
 - Assembly Instructions:
 - Step 1: Attach legs to the seat.
 - Step 2: Secure the backrest.
 - Step 3: Tighten screws.

- Are there details missing? Do you need to find them to finish the chair, or can you finish the chair without them?

- **Possible participant response:**

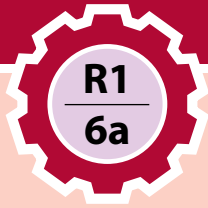
- 'Tools needed' is missing. We could be able to finish, but we might have to stop if we need a tool we don't already have.

- 'Number of screws' is missing. We might have enough screws to finish the chair, but we won't know until we finish or run out.

- 'Steps for assembly' is missing. A few steps are missing from the instructions. We might be able to finish by guessing, but it would be easier to know exactly how to secure the legs.

Adaptations:

- Optional: In advance, find furniture instructions online. Take out one or two steps from it and have participants identify and find the missing step.



Think about Who it's For:

I think about who something was written for.



Training outcome:

Participants can consider who the document was written for.



Time estimate in minutes:
15 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Note: This activity can be a standalone session, or it can be extended with the next activity on page 168.

Description (for facilitator or instructor):

Participants will practice considering who a document is written for.

Sample description (to use with participants):

In this session, we will think about who something was written for.

Materials:

- In advance, prepare examples from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of knowing who something is written for. Explain that knowing who something is written for helps you decide if you need the information or not.

Continued on next page





Continued from previous page

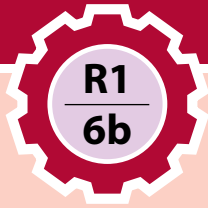
- As a group, read and answer questions from the examples in the Sample section below.
- Once the questions are complete, invite participants to share why it is important to check who a document was written for.
 - Compare results and note the differences among participants.

Sample:

- **Document:** A flyer for a community fitness class.
 - Who is this flyer meant for?
 - **Possible participant responses:** People who are interested in a new fitness class.
- **Document:** An instruction manual for setting up a new phone.
 - Who is this manual meant for?
 - **Possible participant responses:** People who have just bought a new phone.
- **Document:** A brochure for a home repair service.
 - Who is this brochure meant for?
 - **Possible participant responses:** Homeowners who need repair services.
- **Document:** A sign in a restaurant bathroom that read “Please wash your hands before leaving”
 - Who is this sign meant for?
 - **Possible participant responses:** Everyone or just employees.

Adaptations:

- Optional: Bring in flyers to give to participants to discuss who the flyers were written for.
- Blank paper or sticky notes for participants who may not want to share out loud. This allows for all participants to share.



Activity: Reading

Level 1

Benchmark 6b

Find Details about Who it's For:

I can find the details that tell me who something was written for.



Training outcome:

Participants can outline what could indicate who the document was written for.



Time estimate in minutes:

10 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Note: This activity can be a standalone session, or extending from the previous activity on page 166.

Description (for facilitator or instructor):

Participants will practice outlining which details show who something was written for.

Sample description (to use with participants):

In this session, we will practice finding details that show us who something was written for.

Materials:

- In advance, prepare examples from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of finding details that show us who something is written for.

Continued on next page





Continued from previous page

- As a group, create a list of things to note when trying to figure out who something is written for.
 - **Possible participant responses:** names, location of the document, and design.
- As a group, read and answer questions from the examples in the Sample section below.
- Once the questions are complete, have participants share the strategies used to answer the questions.

Sample:

- **Document:** A flyer for a community fitness class.
 - Who is this flyer meant for?
 - **Possible participant responses:** People who are interested in a new fitness class.
 - How can you tell?
- **Document:** A brochure for a home repair service.
 - Who is this brochure meant for?
 - **Possible participant responses:** Homeowners who need repair services.
 - How can you tell?
- **Document:** A sign in a restaurant bathroom that read “Please wash your hands before leaving”.
 - Who is this sign meant for?
 - **Possible participant responses:** Everyone or just employees.
 - How can you tell?

Adaptations:

- Optional: bring in flyers to give to participant to discuss who the flyers were written for.

Level 2: Developing Reading

The six reading skill components as outlined in the Skills for Success framework (page 113) form the basis for the content in this section, including a benchmark at skill level 2 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the reading skill at level 2.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 170, below)
- Reading skill map (page 174)
- Self-assessment (beginning on page 177; designed for both pre- and post-assessment)
- Activities (beginning on page 190)
 - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 115 and 116.

Benchmark 1: Recognize when reading multiple sources is needed to understand a task.

Benchmark 2: Identify important information from various documents.

Benchmark 3: Connect related ideas across sections or documents.

Benchmark 4: Use information to complete a multi-step task.

Benchmark 5: Evaluate if information from different sources is useful.

Benchmark 6: Identify the audience and purpose of a document.

Go to the next page for training outcomes with each of the benchmarks.

Reading Level 2 Benchmarks and Training Outcomes

Benchmark 1: Recognize when reading multiple sources is needed to understand a task.

Training Outcome 1:

Recognize when to read different documents to gather information and understand tasks.

Benchmark 2: Identify important information from various documents.

Training Outcome 2:

Identify important and useful details from maps, charts, and other documents.

Benchmark 3: Connect related ideas across sections or documents.

Training Outcome 3:

Connect related ideas from separate sections of a document and multiple documents to fully understand a task.

Benchmark 4: Use information to complete a multi-step task.

Training Outcome 4:

Outline steps to complete tasks from information in multiple documents.

Benchmark 5: Evaluate if information from different sources is useful.

Training Outcome 5:

Decide if the information collected is helpful for completing tasks and if more details are needed.

Benchmark 6: Identify the audience and purpose of a document.

Training Outcome 6:

Identify who a document is written for and understand the purpose of the document.

Reading Level 2 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, they can progress to the action plan in the next section. If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

Participants can...

Benchmark 1	<p>1a. Recognize when to use multiple sources to understand a task.</p> <hr/> <p>1b. Read different documents to fully understand a task.</p>
Benchmark 2	<p>2a. Identify important details in maps, charts, and other documents.</p> <hr/> <p>2b. Locate useful information across different types of documents.</p>
Benchmark 3	<p>3a. Connect related ideas from different parts of a document.</p> <hr/> <p>3b. Link information from separate documents to understand better.</p>
Benchmark 4	<p>4a. Outline steps, using information from multiple documents, to complete a task.</p> <hr/> <p>4b. Use information from documents to finish tasks with multiple steps.</p>
Benchmark 5	<p>5a. Evaluate if the information gathered is helpful for completing the task.</p> <hr/> <p>5b. Decide if more details are needed, from other documents, to complete a task.</p>
Benchmark 6	<p>6a. Identify who a document is written for.</p> <hr/> <p>6b. Understand the purpose of a document.</p>

Reading Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



Level 2 Reading Skill Map – R2

Activity R2-#	Self-Assessment (for participants) (p. 177) When you read each statement, think: "I can... use multiple sources" (for example)	Participants can... (for facilitators/ instructors) (p. 172) Each statement connects to training outcomes for each benchmark	Benchmark (p. 170) Each benchmark connects at level 2
1a	Use Multiple Sources: I know when to read from more than one document.	Recognize when to use multiple sources to understand a task.	Benchmark 1: Recognize when reading multiple sources is needed to understand a task.
1b	Read to Understand: I read different documents to understand a task.	Read different documents to fully understand a task.	
2a	Find Important Details: I can find important details in maps, charts, or other documents.	Identify important details in maps, charts, and other documents.	Benchmark 2: Identify important information from various documents.
2b	Find Useful Information: I know how to find useful information from different documents.	Locate useful information across different types of documents.	
3a	Connect Ideas: I can connect ideas from different parts of a document.	Connect related ideas from different parts of a document.	Benchmark 3: Connect related ideas across sections or documents.
3b	Link Information: I can connect information from different documents to understand better.	Link information from separate documents to understand better.	
4a	Outline Steps: I can outline steps using different documents to finish a task.	Outline steps, using information from multiple documents, to complete a task.	Benchmark 4: Use information to complete a multi-step task.
4b	Use Information to Finish: I use the information from documents to finish tasks with multiple steps.	Use information from documents to finish tasks with multiple steps.	
5a	Check if Information Helps: I check if the information I read is useful for what I need.	Evaluate if the information gathered is helpful for completing the task.	Benchmark 5: Evaluate if information from different sources is useful.
5b	Decide on More Details: I decide if I need more details from other documents to finish my task.	Decide if more details are needed, from other documents, to complete a task.	
6a	Figure Out Audience: I can figure out who a document is written for.	Identify who a document is written for.	Benchmark 6: Identify the audience and purpose of a document.
6b	Know the Purpose: I know if the document's purpose is for me or someone else.	Understand the purpose of a document.	

Why Reading Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why reading is important at work, at home, and in the community. Participants can work through these examples, alone or as a group to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the reading skill at level 2 (see page 170 for benchmarks; go to page 174 for the reading skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

Why Reading Skills Are Important



Reading skills are part of the nine Skills for Success. These skills focus on our ability to find, understand, and use information. People with strong reading skills can gather information to complete tasks and learn new things.

Here are 10 examples that show how reading is important in everyday life. Do you do any of these? How else do you work with reading and support yourself and others?

At Work:

1. Complete Forms:

You scan and fill out work forms or reports to keep records up to date.

2. Read Labels on Products:

You read product descriptions or labels to help customers and give them important information about items.

3. Review Training Videos:

You review instructions in training videos to learn new skills or processes.

4. Complete Time Sheets:

You check your time sheet to make sure it is correct.

5. Customer Interaction:

You handle customer questions by understanding their needs and providing correct stock and inventory information.

At Home:

6. Track Appointments:

You check calendars to remember appointments and school events.

7. Follow Labels:

You read labels on products to use them safely. This can show you should and should not do with the product.

8. Review Lease Agreements:

You review lease agreements to understand rental terms and responsibilities.

In the Community:

9. Community Centers information:

You check online posts about community centers to find out about workshops or services available.

10. Understand Public Notice:

You stay up to date on public notices about your community to stay prepared for events.

Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



Read to Understand:

I read different documents to understand a task.



This gear shows the skill, level, and number of each self-assessment.

R2 – Reading level 2

1b – Self-assessment "b" for benchmark 1

Start my journey

April 2

Why this skill point matters to me:

I want to keep up with my kid's soccer schedules, rules, and forms.

May 1

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

What will success look like in this skill point?

I'll know what's needed for practices, games, and payments without feeling lost.

What have I done already in this skill?

Date:	Example:
April 2	Filled out the registration and equipment forms.
May 1	Read the team schedule to plan rides to practices.

Every journey takes time and energy. What will I do to take care of myself on my journey?

I'll take time for fresh air and movement.

How will I celebrate when I achieve this skill point?

I'll take my kid for a treat after their first game!



Use Multiple Sources:

I know when to read from more than one document.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Read to Understand:

I read different documents to understand a task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

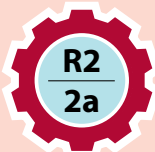
What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Find Important Details:

I can find important details in maps, charts, or other documents.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Find Useful Information:

I know how to find useful information from different documents.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

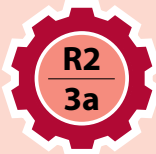
What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Connect Ideas:

I can connect ideas from different parts of a document.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

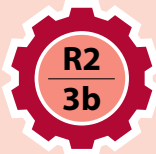
What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Link Information:

I can connect information from different documents to understand better.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

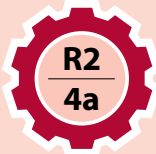
Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Outline Steps:

I can outline steps using different documents to finish a task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

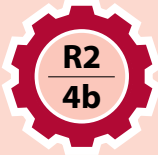
What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Use Information to Finish:

I use the information from documents to finish tasks with multiple steps.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

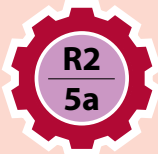
What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Check if Information Helps:

I check if the information I read is useful for what I need.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

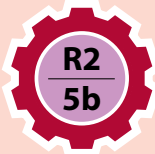
Table with two columns and five rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Decide on More Details:

I decide if I need more details from other documents to finish my task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Figure Out Audience:

I can figure out who a document is written for.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

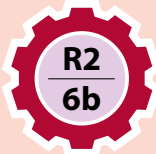
What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Know the Purpose:

I know if the document's purpose is for me or someone else.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

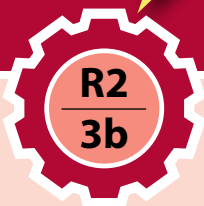
How will I celebrate when I achieve this skill point?

Level 2 Reading Activities – R2

Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **R2** – Reading level 2
3b – Activity "b" for benchmark 3



Activity: Reading **Level 2** **Benchmark 3b**

Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

Continued on next page





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Sample description (to use with participants):

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

Instructions (for facilitator or instructor):

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

Sample:

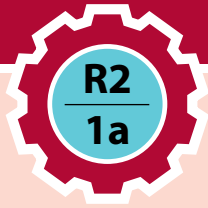
- This section can include sample materials, scenarios, or examples to show how the activity could go.

Adaptations:

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

Resources:

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



Activity: Reading

Level 2

Benchmark 1a

Use Multiple Sources:

I know when to read from more than one document.



Training outcome:

Participants can recognize when to use multiple sources to understand a task.



Time estimate in minutes:

10 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying when more than one document is needed to understand a task.

Sample description (to use with participants):

In this session, we will practice knowing when we need to read from more than one document to understand a task.

Instructions (for facilitator or instructor):

- Introduce the topic of using multiple sources. Explain that sometimes one place or document is not enough to finish a task. For example, reading the service manual for a lawn mower and the oil bottle label to make sure you have the right kind of oil for your lawn mower. Another example is, reading your work schedule and then the bus schedule to plan out how you are going to get to work when you need to.

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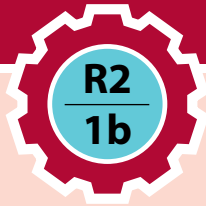


Continued from previous page

- As a group, create a list using these prompts:
 - Think of a time when you needed to read more than one document when doing something.
 - **Possible participant response:** Reading my work schedule and then the bus schedule to plan out how I will get to work when I need to.
 - How did you know you needed to read another document?
 - **Possible participant response:** The work schedule shows me when I need to be at work but not how I will get to work, so I read the bus route schedule to plan how to get to work when I need to.

Adaptations:

- Bring blank paper or sticky notes for participant who may not want to share in the group, this allows for all participants to share ideas.



Read to Understand:

I read different documents to understand a task.



Training outcome:

Participants can read different documents to fully understand a task.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice reading documents and explain how they help understand a task.

Sample description (to use with participants):

In this session, we will practice reading documents and explain why the documents help us understand a task.

Materials:

- In advance, prepare three documents that go together to complete a task on pages 196 and 197. Print one set of the three documents for each participant.

Instructions (for facilitator or instructor):

- Introduce the topic of reading from different sources to understand a task. Explain that sometimes more information in a different document helps complete a task.

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- Give each participant one of each of the three documents that go with stocking shelves. After reading the documents, participants will answer the question: How does each document help me finish the task?
 - Task Overview: Explain that participants need to read all the documents and understand how the documents each help you finish the task.
 - Question: "How does each document help me finish the task?"
 - **Possible participant response:** The restocking list helps me know what I am restocking. The store map will help me know where to put the items. The policy will explain how I need to stock the items.
- Once the question is complete, invite participants to share the answer in the larger group.
 - Compare results and note the differences.

Adaptations:

- Offer guidance or assistance for participants who may need assistance understanding the importance of each document.
 - Have participants start with reading the title of each document and discuss how it could be useful before reading the whole document.

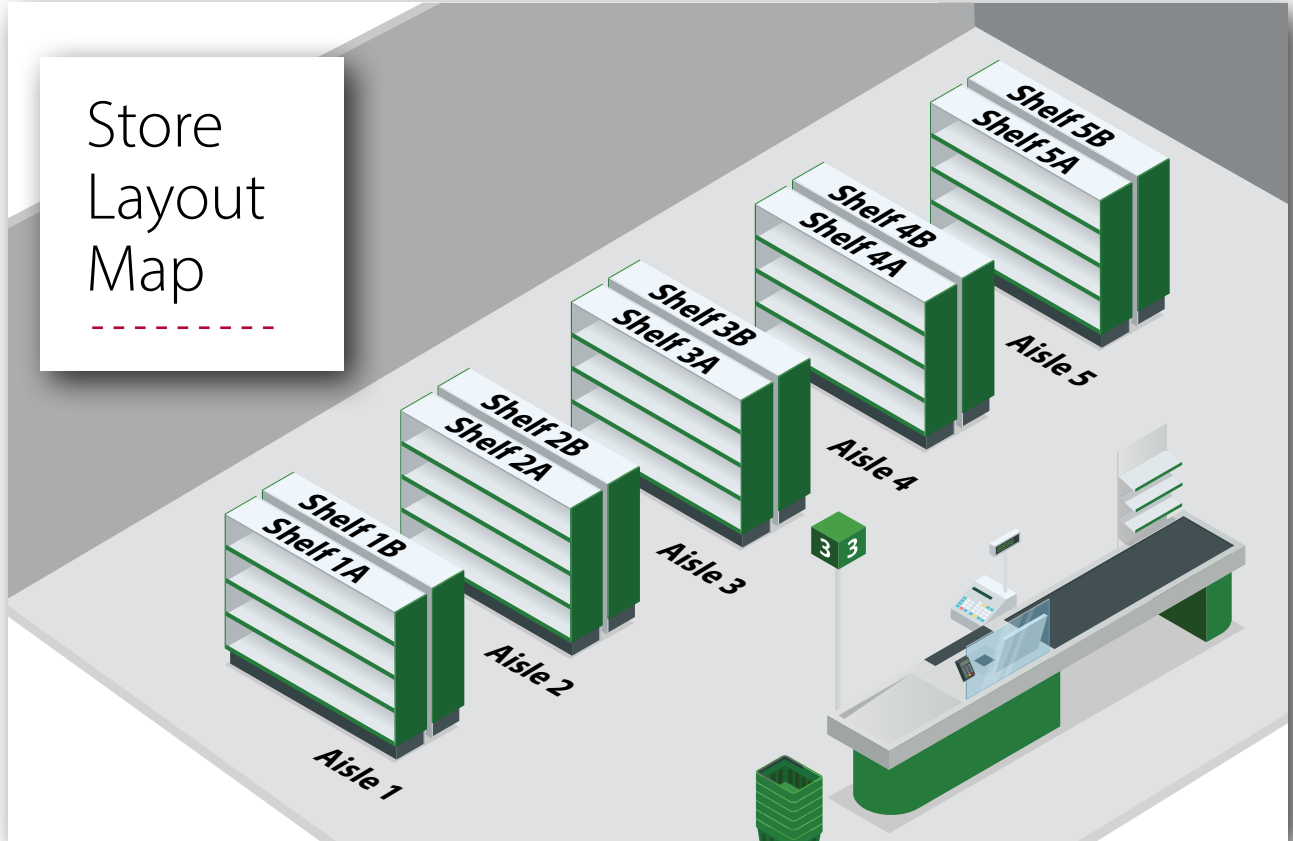
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Store
Layout
Map



Restocking List

Item Code	Product Name	Quantity to Restock	Shelf Location of Where to Restock
A123	Canned Beans	20	Shelf 3A
B456	Rice	15	Shelf 4B
C789	Pasta	10	Shelf 2B
D012	Cereal	25	Shelf 1A
E345	Juice	18	Shelf 5B

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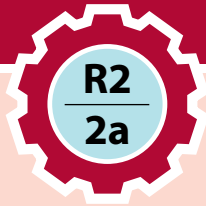




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Company Policy on Product Placement

Section	Details
General Guidelines	<ul style="list-style-type: none"> • Place products on shelves according to the store layout map. • Ensure that all products are clearly visible and easily accessible to customers. • Avoid overcrowding shelves; products should be arranged neatly.
Product Placement Rules	<ul style="list-style-type: none"> • Canned Beans: Place on Shelf 3A in Aisle 3. Position cans with labels facing forward. • Rice: Place on Shelf 4B in Aisle 4. Stack rice bags with the product name facing out. • Pasta: Place on Shelf 2B in Aisle 2. Organize pasta by type (e.g., spaghetti, penne). • Cereal: Place on Shelf 1A in Aisle 1. Arrange cereal boxes in alphabetical order by brand. • Juice: Place on Shelf 5B in Aisle 5. Arrange bottles with labels facing forward.
Additional Notes	<ul style="list-style-type: none"> • Check expiration dates and rotate stock to ensure older items are at the front. • Report any damaged or missing products to the store manager immediately.



Activity: Reading

Level 2

Benchmark 2a

Find Important Details:

I can find important details in maps, charts, or other documents.



Training outcome:

Participants can identify important details in maps, charts, and other documents.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying important details in documents.

Sample description (to use with participants):

In this session, we will practice finding details in different documents.

Materials:

- In advance, prepare examples from Sample section on page 200 on blank paper.
- A map from a local park or trail.
- Highlighter or pen or pencil.

Instructions (for facilitator or instructor):

- Introduce the topic of finding important details. Explain that when we read to finish a task, finding all the details we think is important helps make sure no details are left out.

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- Provide participants with the documents from the Sample section on page 200.
- Have participants read through each document and highlight or underline the important details.
 - Each task will have one question to answer.
 - **Work Task Chart**
 - Find out when Jane starts her shift. Underline the details.
 - Which employee is scheduled for inventory check?
 - **Weekly Meal Plan**
 - You are planning Wednesday's dinner. Circle the ingredients you need.
 - Which meal uses cheese as an ingredient?
 - **Map of Park**
 - You need to find the closest bathroom from the picnic area. Circle the restroom closest to the picnic area.
 - Is there a second option?
- Once the tasks and questions are complete, have participants explain how these details help them complete the task, an example is finding a location on a map.

Adaptations:

- Modify the discussion prompts and tasks to be more relevant to participants' specific job roles or industries or location.

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Sample

Work Task Chart

Employee Name	Task	Time
Emily Dillon	Customer Service	8:00 am
Sarah Taylor	Customer Service	9:00 am
James Kim	Inventory Check	11:00 am
Bob Brown	Meet with Manager	2:00 pm

Weekly Meal Plan

Day	Meal	Ingredients
Monday	Spaghetti	Spaghetti, Ground Beef, Tomatoes, Onion, Garlic
Tuesday	Chicken Stir-fry	Chicken Breast, Bell Peppers, Broccoli, Soy Sauce, Rice
Wednesday	Vegetable soup	Carrots, Celery, Potatoes, Vegetable Broth
Thursday	Tacos	Ground Beef, Tortillas, Lettuce, Cheese, Salsa
Friday	Pizza	Pizza Dough, Tomato Sauce, Cheese, Pepperoni



Find Useful Information:

I know how to find useful information from different documents.



Training outcome:

Participants can locate useful information across different types of documents.



Time estimate in minutes:
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying information from more than one document.

Sample description (to use with participants):

In this session, we will practice finding information from different documents.

Materials:

- In advance, prepare examples from the Sample section on pages 203 and 204 on blank paper.
- Local grocery store flyers.

Instructions (for facilitator or instructor):

- Introduce the topic of finding useful information from different documents.
- As a group, explain the tasks and give the four documents that match the two examples.

Continued on next page





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- Divide the group into pairs and have the pairs find different information that is useful to complete the tasks.
- Once the questions are complete, invite pairs to share answers in the larger group.
 - Compare results and note the differences.

Sample:

- **Preparing a Grocery List for a Recipe**
 - **Documents:**
 - **Grocery Store Flyer:** Lists what items are on sale.
 - **Recipe Card:** Contains ingredients needed for a specific recipe.
 - **Questions:** What do you need to buy to prepare the recipe? What items from the flyer are on sale that you need for the recipe?
- **Applying for a Job**
 - **Documents:**
 - **Job Description:** Provides details about the job role, skills, and qualifications.
 - **Job Application Form:** A form to fill out, asking for personal details, work experience, and qualifications.
 - **Questions:** What skills and qualifications mentioned in the job description do you need to include with your application form? Where would you find your previous employer information?

Adaptations:

- Instead of using the Job title handout on page 203, have participants go to SasksJobs.ca (or other job posting sites) online and pull the information from the website. Practice applying using Job Application Form 1 on page 203.
- Instead of paper copies of the flyers, have participants check online for store flyers.

Continued on next page





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Job Title

Customer Service Representative Job Summary:

- Provide excellent customer service by phone, email, and chat.
- Assist customers with product information, orders, and returns.
- Resolve customer issues and complaints in a professional manner.

- Required Skills:**
- Excellent communication skills
 - Ability to work in a fast-paced environment
 - Basic computer skills

- Qualifications:**
- High school diploma or equivalent
 - Previous customer service experience preferred

Job Application Form

1. Your Personal Information:

Name: _____

Address: _____

Phone Number: _____ Email Address: _____

2. Your Work Experience:

Previous Employer: _____ Job Title: _____

Dates of Employment: _____ Duties: _____

Previous Employer: _____ Job Title: _____

Dates of Employment: _____ Duties: _____

3. Your Qualifications:

Please list any skills, experience, or training that you have that will help you succeed in this job:

4. Cover Letter (Optional):

Briefly explain why you are interested in this position and what makes you a good fit for our team:

Continued on next page





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Sample

Spaghetti Recipe

Ingredients:

- 1 pound (450 grams) of spaghetti
- 2 tablespoons of olive oil
- 1 medium onion, finely chopped
- 2 cloves of garlic, minced
- 1 can (14.5 ounces or 410 grams) of diced tomatoes
- 1 can (6 ounces or 170 grams) of tomato paste
- 1/2 teaspoon of salt
- 1/4 teaspoon of black pepper
- 1/4 cup of grated Parmesan cheese (optional)

Instructions:

1. Cook the Spaghetti:

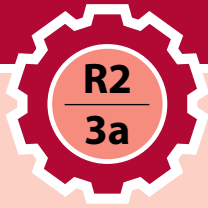
- Bring a large pot of salted water to a boil.
- Add the spaghetti and cook according to the package instructions until 'al dente' (soft, but still a little bit firm if you bite it).
- Drain the spaghetti and set aside.

2. Prepare the Sauce:

- In a large skillet, heat the olive oil over medium heat.
- Add the chopped onion and cook until it becomes soft, about 5 minutes.
- Add the minced garlic and cook for an additional 1 minute.
- Stir in the diced tomatoes and tomato paste.
- Mix in the salt, and black pepper.
- Let the sauce simmer for about 10 minutes, stirring occasionally, until it thickens.

3. Combine:

- Add the cooked spaghetti to the skillet with the sauce.
- Toss to coat the spaghetti evenly with the sauce.



Activity: Reading

Level 2

Benchmark 3a

Connect Ideas:

I can connect ideas from different parts of a document.



Training outcome:

Participants can connect related ideas from different parts of a document.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice connecting ideas from different parts of a document.

Sample description (to use with participants):

In this session, we will practice connecting ideas from different parts of a document.

Materials:

- In advance, prepare examples from Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of connecting ideas from different parts of a document. Explain that when we connect different parts of a document, it helps us understand the document. This also helps us prepare for what is coming later in the document.
- Divide the participants into groups. Each group will read the scenarios and answer the questions for each one.
- Once the questions are complete, invite participants to share responses in the larger group.
 - Compare results and note the differences.

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Sample:

• Paying a Bill

- **Scenario:** You are paying a utility bill online for the first time. You start the process, but you are not sure if you have all the information to complete the payment.

- **Information Given:**

- The bill includes the account number, amount and due date.
- The bill also includes, the utility company's website (which lists the following payment methods: credit card, bank transfer, and instructions for automatic payments.)

- **Questions:**

- How does the information on the bill help you know how to pay it?
 - **Possible participant response:** I will go into the bank and tell them my account number and how much I owe.

• Filling out a Form

- **Scenario:** You are filling out a new form to get a Saskatchewan health card and you want to make sure you are filling out the correct form.

- **Information Given:**

- The title says, "Saskatchewan Health Services Card Change of Information/Request Replacement Health Card."
- You read "Who should use this form? Saskatchewan residents who are requesting a change of information on the Saskatchewan health card for themselves, their spouse, or their dependent(s). "

- **Questions:**

- Is this the correct form to fill out?
 - **Possible participant response:** I don't think this is the correct form, it is the replace card form, not getting a Saskatchewan card for the first time.

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- **Replacing a Light Fixture**

- **Scenario:** You are replacing a light fixture in your living room.

- **Information Given:**

- You have a guide that shows you how to turn off the power at the breaker, how to remove the old fixture and how to install the new one. This guide also provides a YouTube tutorial and information for how to find a local electrician.

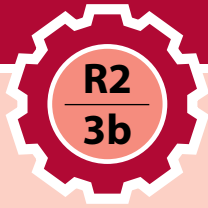
- **Questions:**

- How can you use the information from the guide to replace the light fixture?

- **Possible participant response:** I could try to change the light fixture after reading the instructions and watching the YouTube video.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.



Activity: Reading

Level 2

Benchmark 3b

Link Information:

I can connect information from different documents to understand better.



Training outcome:

Participants can link information from separate documents to understand better.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participant will practice connecting information from separate documents to understand a task better.

Sample description (to use with participants):

In this session, we will connect information from different documents to understand a task better.

Materials:

- In advance, prepare examples from Sample section on pages 210 to 213. Each sample page has to be cut before giving to participants.

Instructions (for facilitator or instructor):

- Introduce the topic of connecting information different sources to understand a task. Explain that connecting information from different documents helps us complete tasks because we are able to get more information for the current tasks.

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- Give the documents on pages 210 to 213 to participants. Each pair of documents should include one set of instructions, and one additional piece of information needed to complete the task.
 - Explain to participants that each task requires two matching documents.
 - Participants need to read through each document and figure out which two belong together.
- After participants find the matching pairs, discuss as a group, how the documents work together to complete the task.

Adaptations:

- Offer guidance or assistance for participants who may need assistance with connecting information from separate documents.
 - Have participants start with reading the title of each document and discuss what information relates to the title.

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Sample

Printable 1: Setting Up a New Email Account

Email Setup Instructions

How to Set Up Your Email Account:

1. Go to www.emailprovider.com.
 2. Click "Sign Up" in the top right corner.
 3. Enter your name and a username.
 4. Enter the temporary password given to you by email.
 5. Click "Create Account."
 6. Change your password when prompted.
-

Temporary Login Email

Subject: Your Temporary Username and Password

Dear User,

Welcome! Your temporary login details are below:

- **Username:** john.doe123
- **Temporary Password:** TempPass!567

Please use these details to set up your account. You will be asked to change your password after the first login.

Thank you!

Email Provider Team

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Sample

Printable 2: Filling Out a Doctor's Appointment Form

Doctor's Appointment Form

Patient Information Form:

- **Full Name:** Jane Smith
 - **Date of Birth:** 02/15/1985
 - **Appointment Date:** 09/20/2024
 - **Insurance Provider:** HealthCare Inc.
 - **Policy Number:** 1234567XYZ
 - **Reason for Visit:** Routine Check-Up
-

Insurance Details Letter

Insurance Provider: HealthCare Inc.

Policy Number: 1234567XYZ

Dear Jane Smith,

This letter confirms your active health insurance policy with HealthCare Inc. Please provide this information when visiting your healthcare provider.

Your coverage includes:

- **Doctor Visits**
- **Emergency Services**
- **Prescription Medications**

Thank you,

HealthCare Inc.

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Sample

Printable 3: Ordering Lunch for a Team

Menu

Lunch Menu:

1. **Grilled Chicken Sandwich** – \$8.50
 2. **Caesar Salad** – \$7.00
 3. **Cheeseburger** – \$9.00
 4. **Vegetable Wrap** – \$6.50
 5. **French Fries** – \$3.00
 6. **Soft Drink** – \$2.00
-

Lunch Order Form

Order Form:

- **Name of Team Member:** Michael Johnson, Jane Smith and you
- **Item Number (from menu):** 3 (Cheeseburger), 5 (French Fries), 6 (Soft Drink)
- **Quantity:** 3 of each
- **Total Price:** \$42.00

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Sample

Printable 4: Paying a Utility Bill

Utility Bill

Your Monthly Utility Bill:

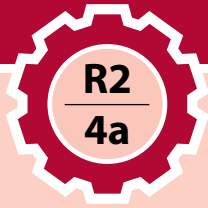
- **Account Number:** 987654321
- **Total Amount Due:** \$85.00
- **Due Date:** 09/25/2024

Please pay online at www.utilitycompany.com or send a cheque to Utility Company, P.O. Box 12345.

Payment Instruction Guide

How to Pay Your Utility Bill Online:

1. Visit www.utilitycompany.com.
2. Click "Pay Bill" at the top of the page.
3. Enter your **account number** (found on your bill).
4. Enter the **total amount** due.
5. Choose your payment method and click "Submit."



Outline Steps:

I can outline steps using different documents to finish a task.



Training outcome:

Participants can outline steps, using information from multiple documents, to complete a task.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice outlining steps needed to complete a task using multiple documents.

Sample description (to use with participants):

In this session, we will practice outlining steps needed to complete a task using more than one document.

Materials:

- In advance, prepare examples from Sample section on page 217.

Instructions (for facilitator or instructor):

- Introduce the topic of outline steps using multiple documents. Explain that sometimes important information is in two separate places. This means that we will have to go back and forth to make sure we have all the steps needed to finish a task.

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- Have participants outline the steps needed to finish a task based on the two documents for each scenario provided.
- Once the steps are complete, invite participants to share responses in the larger group.
 - Compare results and note the differences among participants.

Sample:

- **Scenario:** Setting Up a New Office Printer
 - **Read Printer Setup Instructions:** This document provides the steps for setting up the printer.
 - **Read Printer Troubleshooting Guide:** This document offers troubleshooting steps if issues happen during setup.
 - **What are the steps to set up a new printer and print a test document?**
 - **Possible participant response:**
 - Unbox the printer.
 - Install the ink cartridges.
 - Load paper into the tray.
 - Connect the printer to a power source.
 - Install printer software on the computer.
 - If the printer does not turn on, make sure it is plugged in and turned on.
 - If the printer is not printing, check the paper tray and ink cartridges.
 - Restart the printer if needed.

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- **Scenario:** Preparing Orders for Shipment in a Warehouse
 - **Read Shipping Procedures:** This document outlines the steps for preparing shipments.
 - **Read Order Details:** This document provides specific details for the current order.
 - **What are the steps for shipping an order?**
 - **Possible participant response:**
Check the order number and items listed in Order Details.
Pack the 5 boxes of office supplies securely.
Label the package with the address from Order Details.
Arrange for pickup as per the shipping procedures.

Adaptations:

- Modify the prompts and scenarios to be more relevant to participants' specific job roles, industries, or location.

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Instruction Guides

Printer Setup Instructions

- Unbox the printer.
 - Install the ink cartridges.
 - Load paper into the tray.
 - Connect the printer to a power source.
 - Install printer software on the computer.
-

Printer Troubleshooting Guide

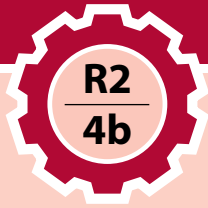
- Ensure the printer is plugged in and turned on.
 - Check if the paper tray is properly loaded.
 - Verify that ink cartridges are installed correctly.
 - Restart the printer if it is not responding.
-

Shipping Procedures

- Check the order details.
 - Pack items securely.
 - Label the package with the shipping address.
 - Arrange for pickup by the shipping carrier.
-

Order Details

- Order Number: 12345
- Items: 5 boxes of office supplies
- Shipping Address: 123 Business Rd, Office City



Use Information to Finish:

I use the information from documents to finish tasks with multiple steps.



Training outcome:

Participants can use information from documents to finish tasks with multiple steps.



Time estimate in minutes:

30 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice using information to complete a task with multiple steps.

Sample description (to use with participants):

In this session, we will practice using information from documents to complete a task with multiple steps.

Materials:

- In advance, prepare the document on page 220.
- **Note:** do not give materials to participants. It is a step to gather materials based on the instructions.
- Each group will need:
 - 8 sheets of letter size paper.
 - Tape

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Instructions (for facilitator or instructor):

- Introduce the topic of using information to finish a task.
- Divide participants into groups, and give the two documents: instructions and materials. The documents are on page 220.
 - Set all materials in one place. Each group will need to send one participant to get all necessary materials based on the instructions and materials document.
- Once the bridges are complete, ask participants, "Did you need both documents, instructions and materials, to finish the task?"
 - Compare results and note the differences among participants.

Adaptations:

- Offer guidance or assistance for participants who may need assistance building the paper bridge.

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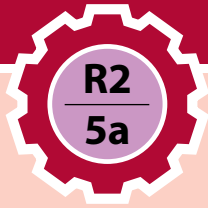
Paper Bridge Instructions

Materials:

- 8 sheets of paper.
 - Tape
-

Instructions:

- 1. Gather materials.**
 - Grab material from the materials list above.
 - If there are not enough tape rolls for each group, please only take a small amount of tape.
- 2. Make the supports for the bridge.**
 - Roll 6 sheets of paper into tight tubes. These will hold the bridge up.
 - Use tape to keep each tube rolled up.
- 3. Create the base of the bridge.**
 - Take 2 sheets of paper and lay them flat next to each other.
 - Tape the sheets together along the long edge to make a long, flat surface. This is the base of your bridge.
- 4. Set up the bridge.**
 - Stand 3 rolled paper tubes on one side and 3 on the other side. These are the supports.
 - Place the flat surface you made across the top of the tubes.
- 5. Tape the bridge together.**
 - Use tape to attach the flat surface to the paper tubes so it doesn't fall off.
- 6. Test your bridge.**
 - Place something light, like a pencil, on the bridge to check if it can hold weight. If the bridge bends or falls, add more tape to strengthen it.



Activity: Reading

Level 2

Benchmark 5a

Check if Information Helps:

I check if the information I read is useful for what I need.



Training outcome:

Participants can evaluate if the information gathered is helpful for completing the task.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying if the information helped with completing tasks.

Sample description (to use with participants):

In this session, we will practice checking if the information gathered helps finish tasks.

Materials:

- In advance, prepare documents: Company Inventory List, and Inventory Check Form on pages 223 and 224.
- In advance, prepare scenario and questions from Instructions section on cue cards paper.

Instructions (for facilitator or instructor):

- Introduce the topic of checking if the information helps complete the task.

Continued on next page





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- Have participants answer the question for the scenario below.
- **Scenario Completing a Form for Inventory Check**
 - You have been asked to fill out an inventory form for supplies in your department. You have the form and a list of supplies available.
 - **Question:** Does the list of supplies provide everything you need to complete the form, or is something missing?
 - Information Given: A list of supplies with their quantities.
 - **For facilitator or instructor use only:** Participants will decide if this is enough information or if they need more details. Some examples are when the supplies were last updated or which supplies are damaged.
- Once the question is complete, invite participants to share the answer in the larger group.

Adaptations:

- Modify the prompts and scenario to be more relevant to participants' specific job roles, industries, or location.

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Company Inventory List

Item	Available Quantity
Pens	50
Notebooks (A4)	5
Printer Paper (Letter Size)	0
Staplers	7
Post-it Notes (3x3 inch)	2
Paper Clips (Small)	20
Highlighters (Assorted Colors)	15
Markers (Permanent, Black)	1
Binders (1-inch, White)	0
Envelopes (Letter Size)	30

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Inventory Check Form

Company Name: _____

Department: _____

Date: _____

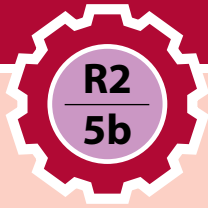
Inventory Check Form - Office Supplies

Please fill in the quantities for each item based on your check of the supplies.

Item	Current Quantity	Notes (running low, damaged, needs restocking)
Pens		
Notebooks (A4)		
Printer Paper (Letter Size)		
Staplers		
Post-it Notes (3x3 inch)		
Paper Clips (Small)		
Highlighters (Assorted Colors)		
Markers (Permanent, Black)		
Binders (1-inch, White)		
Envelopes (Letter Size)		

Checked by: _____ **Date of Check:** _____

Signature: _____



Activity: Reading

Level 2

Benchmark 5b

Decide on More Details:

I decide if I need more details from other documents to finish my task.



Training outcome:

Participants can decide if more details are needed, from other documents, to complete a task.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice deciding if more details are needed to complete a task.

Sample description (to use with participants)

In this session, we will practice deciding when more details are needed to finish a task.

Materials:

- In advance, prepare documents: Company Inventory List, and Inventory Check Form on pages 227 and 228.
- In advance, prepare scenario from Sample section on cue cards paper.

Instructions (for facilitator or instructor):

- Introduce the topic of deciding when you need more details to finish a task.

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- Pre-activity: As a group, create a list of times when participants had to use another document, besides the given instructions or information, to finish a task.
 - **Possible participant response:** When reading instructions for a new game or product and I am unsure about a step, I will watch videos to make steps clearer.
- Divide the participants into pairs, and have each pair determine if the documents have enough information to complete the task.
- Once the tasks are complete, have the pairs share results in the larger group and note any differences.

Sample:

- **Filling Out a Timesheet**
 - **Task:** Fill out a weekly timesheet for tracking hours worked.
 - **Document:** A blank timesheet and a list of hours worked.
 - **For facilitator or instructor use only:** Participants have the timesheet and a list of hours worked, but might need more details on how to handle overtime or vacation hours. They need to decide if they need additional instructions or information on completing the timesheet correctly.
- **Updating Contact List**
 - **Task:** Update the contact list using the information.
 - **Document:** Contact List Update.
 - **For facilitator or instructor use only:** Participants will find they have all the information needed to complete the task.

Adaptations:

- Modify the prompts and tasks to be more relevant to participants' specific job roles, industries, or location.

Continued on next page





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Weekly Timesheet

Employee Name: _____

Employee ID: _____

Week Ending: _____

Date	Start Time	End Time	Breaks (mins)	Total Hours Worked
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Notes:

- Record your actual start and end times each day.
- Include the total number of minutes taken for breaks.
- Calculate the total hours worked each day and sum them for the week.
- Break times are generally 15 minutes long for every 3 hours in this position and a 30-minute-long lunch break for every 6 hours worked

Additional Notes:

- Make sure all entries are correct before submission.
- Submit your completed timesheet to the HR department by Monday morning.

Punch Card

Date	Clock In	Clock Out
Monday	8:00 am	5:00 pm
Tuesday	9:00 am	5:00 pm
Wednesday	7:00 am	5:00 pm
Thursday	9:00 am	5:00 pm
Friday	9:00 am	4:00 pm
Saturday	10:00 am	4:00 pm
Sunday	Off	Off

HR Contact Information:

Name: [HR Representative Name]

Email: [HR Representative Email]

Phone: [HR Representative Phone]

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Contact List Update

Instructions:

1. Add New Contacts:

- John Doe, Email: john.doe@example.com, Phone: 555-1234
- James Kim, Email: James.Kim @example.com, Phone: 555-5678

2. Update Existing Contacts:

- Sarah Taylor: New Phone Number: 555-8765
- Lena McLeod: New Email: Lena.McLeod@example.com

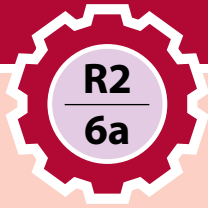


Figure Out Audience:

I can figure out who a document is written for.



Training outcome:

Participants can identify who a document is written for.



Time estimate in minutes:
15 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying who a document is written for.

Sample description (to use with participants):

In this session, we will practice figuring out who a document was written for.

Materials:

- In advance, prepare scenario from Sample section on cue cards paper.

Instructions (for facilitator or instructor):

- Introduce the topic of figuring out who something was written for.
- Pre-activity: As a group, create a list of things to notice when trying to figure out who something is written for.
 - Some examples: names, location of the document, and design.

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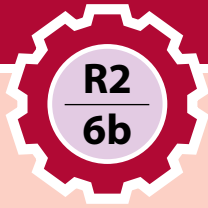
- Have participants answer the question from the Sample section below.
- Once the questions are complete, invite participants to share answers in the larger group.
 - Compare results and note any differences.

Sample:

- Example 1: **Work Safety Notice**
 - Document: A notice from the company's safety officer about wearing safety gear in a warehouse.
 - Question: Who is this written for?
 - **Possible participant response:** This is for people who work in the warehouse and wear safety gear.
- Example 2: **Assembly Instructions for a Desk**
 - Document: Instructions for assembling a desk.
 - Question: Who is this written for?
 - **Possible participant response:** This is written for the person who will build the desk.
- Example 3: **Sale Flyer**
 - Document: A flyer advertising a sale at a grocery store.
 - Question: Who is this written for?
 - **Possible participant response:** This is written for customers. The flyer shows discounts and wants people to come and shop.

Adaptations:

- Modify the prompts and examples to be more relevant to participants' specific job roles, industries, or location.



Activity: Reading

Level 2

Benchmark 6b

Know the Purpose:

I know if the document's purpose is for me or someone else.



Training outcome:

Participants can understand the purpose of a document.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying the purpose of a document.

Sample description (to use with participants):

In this session, we will practice identifying if a document is for me or someone else.

Instructions (for facilitator or instructor):

- Introduce the topic on knowing the purpose of a document. Explain that when we want to find the purpose of a document, we think about who wrote it, why they wrote it, and what they want the person who reads it to do, know, or think. Some examples are:
 - A document made to give information.
 - An invitation to an event.
 - Trying to sell something.
 - Directions to do a task.

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Continued from previous page

- Have participants answer the question from the Sample section below.
- Once the activity is complete, have participants share the results with the group.
 - Compare results and note any differences.

Sample:

- **Receipt**

- Document: A receipt from something you bought at a store.
- What is the purpose of this document?
 - **Possible participant response:** The purpose is to show proof of buying something. You need the receipt to explain details in case you need to return something. It shows payment method used. It explains if all sales are final. How to fill out surveys. It has coupons.
- Is this for me or someone else?
 - **Possible participant response:** This is for me if I bought something, so I might keep it to leave the store or return an item.

- **Timesheet Submission Reminder**

- Document: An email reminding employees to submit their timesheets by Friday at 5:00 pm.
- What is the purpose of this document?
 - **Possible participant response:** To remind employees to submit timesheets.
- Is this for me or someone else?
 - **Possible participant response:** This is for me, if I haven't handed in my timesheet yet.

- **Poster 1: Community Picnic**

Continued on next page





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- Document: A colorful poster promoting a community picnic at the local park with food, games, and family-friendly activities.
- What is the purpose of this event?
 - **Possible participant response:** The purpose is to bring families in the community together for a fun day.
- Is this for me or someone else?
 - **Possible participant response:** This event is for families.
- **Poster 2: Summer Concert in the Park**
 - Document: A stylish concert poster promoting a live music event at the same park the following weekend.
 - What is the purpose of this event?
 - **Possible participant response:** The purpose is to have a concert in the park for people who like music.
 - Is this for me or someone else?
 - **Possible participant response:** This might be for me; this event seems more for adults and music fans.

Adaptations:

- Modify the prompts and examples to be more relevant to participants' specific job roles, industries, or location.

Levels 3 and 4: Action Plan for Reading



Levels 3 and 4

For **levels 3 and 4**, reading training is more advanced. Facilitators or instructors guide participants in applying reading skills in work-related contexts, making inferences, and using multiple documents to complete a task. At these levels, participants should also learn to set and adjust their goals based on their evolving skill sets, available resources, workplace situations, and lifelong opportunities.

The Government of Canada's Skills for Success framework outlines an advanced level of this skill:

“Level 3:

- Choose and integrate information from various sources or from several parts of a single text
- Make low-level inferences from multiple sources

Level 4:

- Integrate and synthesize information from multiple sources or from complex and lengthy texts
- Make complex inferences and use general background knowledge
- Evaluate quality of text”

There are many pathways through the Skills for Success. Each of us follows our own path - our own learning journey - including beyond the levels 1 and 2 in this resource. Congratulations on your work through these levels!

For next steps, consider using the action plan available on pages 348 and 349.

Skills for Success

Action Plan

Circle the gear for the skill or skills this action plan is for.

There are so many paths for your learning journey. Now that you have come this far in exploring and developing your skills for Success, take some time to celebrate. This is a big achievement!

You have an amazing set of skills! Reflect on your achievements in each skill point or go to your self-assessments (the "What have I already done in this skill point?" section) to add to this plan.

My goal and why it matters to me

My skill achievements:

How do these achievements support my goal?

How can my knowledge and experience help me be a resource to my home, my community, or my work?

Continued on next page

Skills for Success

Continued from previous page

Think about where you want to go next in your journey.

My next steps:
What do I still want to know how to do?

What will help me reach my goal?
(This could be people, courses, and certifications)

How will I know I'm making progress?

How will I celebrate when I reach my goal?

What will I do if I face a challenge?

Every journey takes time and energy. We achieve more when we take care of ourselves. What will I do to take care of myself?

References

Government of Canada. (2024, June 27). *Skill components and proficiency levels: Adaptability*. Retrieved February 10, 2025, from Skills for Success: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#adaptability>

Government of Canada. (2024, July 18). *Skills for Success*. Retrieved February 10, 2025, from Government of Canada: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

Palameta, B., Nguyen, C., Lee, W., Que, H., & Gyar, D. (2021). *Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report*. Ottawa: Social Research and Demonstration Corporation.

Saskatchewan Literacy Network. (2016). *Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan*. Saskatoon: Saskatchewan Literacy Network.



Writing

This resource is for program facilitators and instructors, working with adult participants. There are parts of this resource that are directly for your participants; these will be identified with an icon (circle icon with an image of either one person or two people), so you can use them for participants in your program.



What are the Skills for Success?

The [Skills for Success from the Government of Canada](#) provide people in Canada with “everyday skills needed for work, learning, and life ” to “ help you succeed in today’s and tomorrow’s workplace.”¹ Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Writing” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

What Is Writing?

Writing: Your ability to share information using written words, symbols, and images. For example, we use this skill to fill out forms and applications, and write emails, reports, and social media posts.

Why this skill is important:

We write to communicate ideas and information to other people. In today’s world, we require writing skills that are suitable for different situations including digital platforms. Knowing what to write, how much to write, and in which style to write is important. Writing skills ensure your writing is suitable for your purpose, the intended reader, and the context.

■ [Find tools to improve your writing skills.](#)

[This section is from the Government of Canada’s “Learn about the Skills” webpage.](#)



This resource is based on the Skills for Success model, released in 2021, from the Government of Canada. It replaces the previous Essential Skills model. Scan the code to visit the Government of Saskatchewan website and access free resources.



Funded in part by the
Government of Canada’s
Skills for Success Program



¹ (Government of Canada, 2025) www.canada.ca/en/services/jobs/training/initiatives/skills-success



Writing Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Writing²:

Benchmark 1	<p>1. Identify the task that requires you to write</p> <ul style="list-style-type: none">• Identify the goals and purposes of the writing task for example:<ul style="list-style-type: none">• to narrate• to persuade• Identify the topic• Identify the audience
Benchmark 2	<p>2. Plan the writing task</p> <ul style="list-style-type: none">• Identify the information to include in the writing task• Determine how much you need to write and the level of details to include• Gather information• Generate ideas• Draft outline
Benchmark 3	<p>3. Use written words and phrases so you can achieve the purpose of the writing task</p> <ul style="list-style-type: none">• Use correct spelling• Use punctuation so that your meaning is clear• Use correct grammar, for example:<ul style="list-style-type: none">• appropriate verb tense• subject-verb agreement• Produce legible handwritten text when needed (Note: handwritten text may become obsolete over time)
Benchmark 4	<p>4. Choose the appropriate language and style for the writing task</p> <ul style="list-style-type: none">• Use formal and informal tone and language appropriate for audience and context.• Use different styles for different purposes. For example:<ul style="list-style-type: none">• persuasive techniques• supporting evidence• technical vocabulary
Benchmark 5	<p>5. Choose the appropriate format for the writing task</p> <ul style="list-style-type: none">• To organize information or ideas use:<ul style="list-style-type: none">• paragraphs• numbered list• bullet points• sub-headings• etc.• To enhance the presentation of information or ideas use:<ul style="list-style-type: none">• charts• graphs• tables• etc.• Use pre-determined or pre-formatted workplace documents, for example:<ul style="list-style-type: none">• accident report forms• memo boards• timesheets
Benchmark 6	<p>6. Review and revise your writing</p> <ul style="list-style-type: none">• Proofread and correct your writing for grammar and spelling• Proofread and revise your writing for accuracy, meaning, and tone

² The components on this page are from the "Skill components and proficiency levels" webpage from the Government of Canada (2025) <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#writing> and all of this is also embedded in the "Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report" from SRDC. <https://srdc.org/project/Research-report-to-support-the-launch-of-Skills-for-Success-Structure-evidence-and-recommendations-Final-report>

Development for Multiple Skill Levels

In adult training and education, development for multiple skill levels acknowledges the diverse backgrounds, experiences, and strengths of adult participants. These skill levels refer to each of the Skills for Success, with level 1 as the exploration of this skill, advancing to level 2 and above, depending on each adult participant's goals. Different from the K-12 system, where learners typically progress through a structured curriculum, adult education encompasses a wide range of learners, with unique starting points, goals, and challenges.

As adults, we are always learning - as facilitators, instructors, and participants. When we are learning as adults, we generally want more control over our learning, guided by self-assessment and through peer-level relationships, including with facilitators and instructors. Adults have diverse knowledge and experience to draw upon for learning: this is an important asset for both the participants and the facilitators. Adult learning is usually self-motivated and voluntary, driven by practical goals for using the skills we want to acquire: this leads to focusing on 'why' learning something is important or useful, instead of on only the 'how'. Different than for most children and youth, being a 'learner' is a secondary role for us adults, and we must fit this role and its work into the existing demands of our lives. As adults, our learning patterns also change as we age. The speed of learning may decrease as we get older, but our depth of learning tends to increase: we may learn less rapidly, but what we learn is at a deeper and more integrative level.³

This section recognizes that adults enter a program with varying skill levels and diverse life experiences. As instructors or facilitators, your role is to meet adult participants where they are and provide tailored learning experiences that empower their progress.

When facilitators and programs are flexible, adaptable, and responsive to the specific needs and strengths of adult participants at different levels, adult training and education are most effective. Whether a participant is at level 1, 2, 3, or 4, in any skill, this section (which includes the suggestions for working with multiple skill levels on the next page and the examples that follow it) provides guidance on how to frame instruction, differentiate content, and create a supportive learning environment.

It is always important to remember that any adult participant at a certain level in one skill may be at a different level in another skill. A skill level is also different from academic attainment: someone can be at a level 1 in writing skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in writing skills.

Facilitators and instructors are encouraged to recognize the richness of the adult education landscape, where participants bring their life experiences, unique challenges and strengths, and personal goals into the program. By understanding and appreciating this diversity, facilitators and instructors can create a learning environment that fosters inclusivity, respect, and growth for all participants. Drawing on this richness, training and education programs can be enhanced by incorporating real-life examples and potential, workable solutions while also building toward skill advancement.

³ Paragraph adapted from "Characteristics of Adult Learners" section from "Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan," 2016, Saskatchewan Literacy Network.

Suggestions for working with multiple skill levels

- Incorporate varying degrees of complexity, including in use of the skill.
- Provide adaptable content to suit the different learning paces of each level.
- Ensure group work or writing activities are inclusive and adjustable for all levels.

For facilitators or instructors:

■ Level 1

At level 1, you may have participants who are just beginning to build their writing skills. The goal is to create a supportive environment where they can focus on identifying important information, connecting details, and understanding how writing helps. As facilitators or instructors, you can provide guidance and encouragement, outlining with participants how their existing experience and previous knowledge demonstrate their skill strengths, next steps for advancement, and what this means for their goals. This is the focus of the section Level 1: Exploring Writing.

■ Level 2

At level 2, participants at this level can identify writing needs, make inferences about information, and decide how writing helps achieve their goals. They are also able to assess their answers for accuracy and choose the best way to present their results. As facilitators or instructors, you can introduce more complex (workplace) scenarios and challenges that require participants to expand their abilities. At this level, we are working alongside participants while they advance their writing skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Writing.

■ Levels 3 and 4

Levels 1 and 2 are the focus of this resource. For some additional context, **outlines for levels 3 and 4** are provided at the end of this document, in the section Levels 3 and 4: Action Plan for Writing.



Using this resource as a tool for working with participants at multiple skill levels

Benchmarks and Training Outcomes

Having both benchmarks and training outcomes allows participants and facilitators or instructors to work together to align an individualized skill advancement plan, outline assessment, and recognize achievement. Benchmarks offer clear, manageable goals at each stage, allowing facilitators and instructors to track progress, provide timely support, and adjust program activities as needed. Also, participants can use these to build a plan, together with facilitators or instructors as 'guides' to skill advancement, that fits with the goals each participant has.

In this document, **benchmarks** are a type of checkpoint in skill development, directly associated with one of the components of writing in the Skills for Success framework. Put another way, benchmarks are specific skills knowledge points that participants aim to reach at different stages in skill development. There is a benchmark for achieving at level 1 (the exploring skill level) and at level 2 (the developing skill level) for each of the six components of writing in the Skills for Success framework (beginning on page 237).

Each training outcome describes the skills advancement areas that will lead to achieving each benchmark. Put another way, each training outcome outlines what participants should know, understand, or be able to do at this Level to achieve the corresponding benchmark.

Each training outcome is also divided into two parts. These two parts are:

- an outcome statement written for the facilitators and instructors, phrased as “Participants can...”, and
- a self-assessment statement of the same content, phrased as though it is the participant speaking.

Self-Assessment as a Tool for Working with Multiple Skill Levels

When working with multiple skill levels, having participants engage in self-directed learning is important and helpful. Self-assessments help each participant recognize their existing strengths and, at the same time, identify a personalized learning plan. This personalized learning plan outlines what skills a participant needs or wants to enhance to reach their goals. This resource is not a set ‘curriculum’ to follow as a group; instead, powerful learning and skill development is happening within the personalized learning plans of each participant. The next page outlines how and why self-assessment as pre-assessment is important, both in itself and for the writing skill specifically.

Skill Map

To help visualize how the parts of this resource are interconnected, we have built a skill map for each level. These are addressed later and can be found on page 246 (level 1) and page 297 (level 2). Each skill map contains:

- **6 Benchmarks**
- **12 “Participants can...” statements**, 2 for each training outcome directly associated with each benchmark
- **12 Self-assessment statements** that directly correspond with the “Participants can...” statements
- **Activity numbers** for advancing each skill area

You can click or tap on this icon to go to the relevant map in this section.

Self-Assessment as 'Pre-Assessment' for Facilitators or Instructors

This resource is designed so that participants lead their own learning, toward their individual goals. This approach allows facilitators or instructors to work alongside participants as guides in skill advancement.

Why start with a self-assessment as a 'pre-assessment' for participants? This is an accessible and inclusive way to both recognize and value existing skills and knowledge, and also to identify potential areas of skill development. Self-assessment serves as a foundational step in ensuring that skills training is focused, efficient, and aligned with individual goals and needs, leading to more effective and rewarding outcomes.

- 1. Awareness of Current Skill Level.** By building awareness and identifying current proficiency levels in a particular skill, participants can recognize where they are and outline what is needed to get where they need or want to be.
- 2. Personalized Learning Path.** Participants create tailored learning plans that address their specific goals while drawing on their strengths. This personalized approach allows for more efficient training plans.
- 3. Support Goal Setting.** Self-assessment provides the foundation for participants to set realistic, achievable goals based on their current skill levels, giving a clear target to work towards.
- 4. Self-Motivation, Responsibility, and Confidence.** Self-assessment encourages participants to take responsibility for and guide their training, based on what is important to them. This helps participants build confidence in their ability to enhance their skills.
- 5. Monitoring Progress.** Initial self-assessments provide a baseline for measuring progress. This allows for adjustments to be made to the training and learning plan as needed, and helps demonstrate and celebrate improvement over time.
- 6. Efficient Use of Time and Resources.** By identifying specific areas for improvement, participants can allocate their time, effort, and resources effectively, while recognizing areas where they are already proficient.
- 7. Reflective Learning.** Self-assessment promotes reflection, an essential component of adult learning. Reflecting on one's skills, learning process, and training progress deepens understanding and connection with the material and its relevancy to personal goals, and builds a practice of continuous learning and self-improvement.

Why self-assessment matters for writing:

For facilitators and instructors: Self-assessment in writing is important because self-awareness and reflection enable each of us to recognize our strengths, weaknesses, and areas for improvement. Self-assessment also promotes understanding of our Writing style and strengths, allowing us to explore additional strategies for ourselves and participants in our programming to improve on writing.

For participants: Self-assessment helps you understand your strengths in writing and organizing information. It shows how you plan ideas, choose words, and create messages for different tasks, like writing notes or instructions, or for social media. By exploring your writing style, you can improve your skills and feel more confident. This makes it easier to handle tasks, work with others, and complete writing tasks.

Level 1: Exploring Writing

The six writing skill components as outlined in the Skills for Success framework (page 237) form the basis for the content in this section, including a benchmark at skill level 1 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the writing skill at level 1.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 242, below)
- Writing skill map (page 246)
- Self-assessment (beginning page 249; designed for both pre- and post-assessment)
- Activities (beginning page 262)
 - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 239 and 240.

Benchmark 1: Recognize when writing is needed and identify who the message is for.

Benchmark 2: Plan what details to include and how much to write.

Benchmark 3: Use punctuation and spelling for different writing goals.

Benchmark 4: Choose the way to write that fits who the message is for.

Benchmark 5: Organize writing into a list or a few sentences.

Benchmark 6: Check that writing is clear and free of mistakes.

Go to the next page for training outcomes with each of the benchmarks.

Writing Level 1 Benchmarks and Training Outcomes

Benchmark 1: Recognize when writing is needed and identify who the message is for.

Training Outcome 1:

Decide when writing is the best way to share information and identify the right audience for their message.

Benchmark 2: Plan what details to include and how much to write.

Training Outcome 2:

Pick the main details needed for a short message and know how much information is enough.

Benchmark 3: Use punctuation and spelling for different writing goals.

Training Outcome 3:

Use periods, question marks and words needed to share their message.

Benchmark 4: Choose the way to write that fits who the message is for.

Training Outcome 4:

Write for friends or work by understanding the purpose and tone of their message.

Benchmark 5: Organize writing into a list or a few sentences.

Training Outcome 5:

Organize ideas into short lists or sentences, making sure writing helps others follow the message.

Benchmark 6: Check that writing is clear and free of mistakes.

Training Outcome 6:

Check for spelling and punctuation mistakes and review writing to make sure a message is clear.

Writing Level 1 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, progress to the next level (level 2 in the next section). If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

Participants can...

Benchmark 1	<p>1a. Decide when writing is the best way to share information.</p> <hr/> <p>1b. Identify the right person or group to write the message for.</p>
Benchmark 2	<p>2a. Pick the main details needed for a short message.</p> <hr/> <p>2b. Judge how much information is enough to clearly explain a point.</p>
Benchmark 3	<p>3a. Use periods and question marks to share their message.</p> <hr/> <p>3b. Spell the words they need to share their message.</p>
Benchmark 4	<p>4a. Write casually for friends or formally for work.</p> <hr/> <p>4b. Match their tone to the purpose of the message.</p>
Benchmark 5	<p>5a. Organize ideas into short lists or sentences.</p> <hr/> <p>5b. Write in a way that helps others follow the message easily.</p>
Benchmark 6	<p>6a. Check for spelling or punctuation mistakes in their writing.</p> <hr/> <p>6b. Review their writing to make sure the message is clear.</p>

Writing Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



Level 1 Writing Skill Map – W1

Activity W1-#	Self-Assessment (for participants) (p. 249) When you read each statement, think: "I can... change my writing style" (for example)	Participants can... (for facilitators/ instructors) (p. 244) Each statement connects to training outcomes for each benchmark	Benchmark (p. 242) Each benchmark connects at level 1
1a	Know When to Write: I know when I need to write something.	Decide when writing is the best way to share information.	Benchmark 1: Recognize when writing is needed and identify who the message is for.
1b	Know Who to Write for: I know who my message is for.	Identify the right person or group to write the message for.	
2a	Choose Important Details: I can pick the most important things to write.	Pick the main details needed for a short message.	Benchmark 2: Plan what details to include and how much to write.
2b	Write Enough Information: I know how much to write so it makes sense.	Judge how much information is enough to clearly explain a point.	
3a	Use Periods and Question Marks: I can use periods and question marks in my sentences.	Use periods and question marks to share their message.	Benchmark 3: Use punctuation and spelling for different writing goals.
3b	Spell Words: I can spell words to share my message.	Spell the words they need to share their message.	
4a	Change My Writing Style: I can write for my friends or for work.	Write casually for friends or formally for work.	Benchmark 4: Choose the way to write that fits who the message is for.
4b	Match My Writing and Message: I can change my writing to fit what the message is about.	Match their tone to the purpose of the message.	
5a	Organize Ideas: I can put my ideas into short sentences or lists.	Organize ideas into short lists or sentences.	Benchmark 5: Organize writing into a list or a few sentences.
5b	Write so It's Understood: I can write in a way that is easy to follow.	Write in a way that helps others follow the message easily.	
6a	Check for Mistakes: I can check for mistakes in my writing.	Check for spelling or punctuation mistakes in their writing.	Benchmark 6: Check that writing is clear and free of mistakes.
6b	Review for Clear Writing: I can check my writing to make sure it is clear.	Review their writing to make sure the message is clear.	

Why Writing Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why writing is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the writing skill at level 1 (see page 242 for benchmarks; go to page 246 for the writing skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

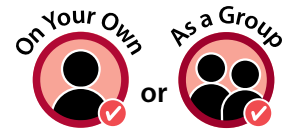
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

Why Writing Skills Are Important



Writing skills are part of the nine Skills for Success. These skills focus on our ability to share information by writing. Good writing skills can help us can collect information, decide what to write, and choose how to write it to get their message across.

Here are 10 examples that show how writing is important in everyday life. Do you do any of these? How do you work with writing and support yourself and others?

At Work:

1. Write Task Lists:

You make lists of what you need to do each day. This helps you stay organized and remember your tasks.

2. Fill Out Timesheets:

You follow instructions on how to fill out your timesheet.

3. Make a Supply List:

You write down the supplies that are running low. This helps you and your coworkers know what needs to be ordered.

4. Write Notes for Tasks:

You write short notes to remind yourself or others about tasks that need to be done. This helps keep track of your work.

5. Fill Out Forms:

You fill out forms to ask for time off or to get reimbursed.

At Home:

6. Make a Grocery List:

You write a list of things you need to buy. This helps you remember what to get at the store.

7. Write a Reminder Note:

You leave a note for your family about an important date or event. This helps everyone stay on track.

8. Make a To-Do List:

You write a list of household tasks to complete including laundry, cleaning, and paying bills, to stay organized.

In the Community:

9. Send a Thank You Card:

You write a short note thanking a neighbour or friend for their help or kindness, after borrowing their tools or receiving a gift.

10. Fill Out a Library Card Application:

You write your details to get a card, so you can borrow books or use other library services.

Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



Know When to Write:

I know when I need to write something.



This gear shows the skill, level, and number of each self-assessment.

W1 – Writing level 1

1a – Self-assessment "a" for benchmark 1

Start my journey

October 5

Why this skill point matters to me:

I want to keep better track of my work tasks so I don't forget things.

October 10

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

What will success look like in this skill point?

I'll write notes instead of trying to remember everything.

What have I done already in this skill?

Date:	Example:
Oct 5	Wrote a supply list.
Oct 10	Left a note for a coworker.

Every journey takes time and energy. What will I do to take care of myself on my journey?

I'll listen to music or go for a walk when I need a break.

How will I celebrate when I achieve this skill point?

Start watching the next season of my favourite show.



Know When to Write:

I know when I need to write something.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Know Who to Write For:

I know who my message is for.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Choose Important Details:

I can pick the most important things to write.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Write Enough Information:

I know how much to write so it makes sense.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Use Periods and Question Marks:

I can use periods and question marks in my sentences.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular graphic with a flag on top and horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Spell Words:

I can spell words to share my message.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Five horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and five rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Two horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Two horizontal lines for writing.



Change My Writing Style:

I can write for my friends or for work.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Match My Writing and Message:

I can change my writing to fit what the message is about.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Organize Ideas:

I can put my ideas into short sentences or lists.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Write so It's Understood:

I can write in a way that is easy to follow.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

Large circular graphic with a red border and a flag on top, containing horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



Check for Mistakes:

I can check for mistakes in my writing.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Review for Clear Writing:

I can check my writing to make sure it is clear.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?

Level 1 Writing Activities – W1

Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **W1** – Writing level 1
3b – Activity "b" for benchmark 3



Activity: Writing **Level 1** **Benchmark 3b**

Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

Continued on next page





Continued from previous page

Sample description (to use with participants):

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

Instructions (for facilitator or instructor):

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

Sample:

- This section can include sample materials, scenarios, or examples to show how the activity could go.

Adaptations:

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

Resources:

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



Activity: Writing

Level 1

Benchmark 1a

Know When to Write:

I know when I need to write something.



Training outcome:

Participants can decide when writing is the best way to share information.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying when writing is the best way to share information.

Sample description (to use with participants):

In this session, we will practice knowing when to write to share information.

Materials:

- In advance, prepare tasks and scenarios from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of knowing when to write. Explain that writing is useful when the information needs to be remembered, shared with many people, or reviewed later.

Continued on next page





Continued from previous page

- Pre-activity: As a group, read and answer questions from the three scenarios in the Sample section below.
- Next, explain the two task examples from the Sample section on the next page and have participants individually answer the questions.
- Once the questions are complete, invite participants to share answers in the larger group.
 - Compare results and note the differences.

Sample:

• Pre-activity scenarios:

- **Scenario 1:** You are working as a store clerk, and you need to tell your supervisor, who is beside you, that a product is out of stock. Should you write a note or tell them in person?
 - **Possible participant response:** I would let them know in person because they are right beside me.
- **Scenario 2:** You work as a warehouse assistant, and you need to remind your team to restock certain items at the end of each day. Should you write a list or tell them during the shift?
 - **Possible participant response:** Writing a list is the best choice. The team can check the list to make sure they do not forget any items, and everyone has the same instructions.
- **Scenario 3:** You need to remind your family to turn off the lights when leaving the house to save energy. Do you leave a written note or just mention it to them at dinner?
 - **Possible participant response:** Writing a note might work to remind them.

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Continued from previous page

• **Tasks:**

- You need to let your coworker know you will cover their shift tomorrow. Is writing needed? Why or why not?
 - **Possible participant responses:** A message or note is better here because your coworker will have a written reminder of the shift change and will not forget.
- You want to remind your roommates about your plans for having people over. Is writing needed? Why or why not?
 - **Possible participant responses:** I would let my roommates know in person if they are home.

Adaptations:

- Modify the scenarios and tasks to be more relevant to participants' specific job roles, industries, or location.



Know Who to Write For:

I know who my message is for.



Training outcome:

Participants can identify the right person or group to write the message for.



Time estimate in minutes:
15 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying a person or group to write a message for.

Sample description (to use with participants):

In this session, we will practice knowing who to write a message for.

Materials:

- In advance, prepare the scenario from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of knowing who to write a message for. Explain that knowing who to write a message for helps make sure the right people get the information they need.

Continued on next page





Continued from previous page

- Have participants answer the questions from the scenarios in the Sample section below.
- Once the questions are complete, invite participants to share answers in the larger group.
 - Compare results and note any differences.

Sample:

- **Scenario 1:** You work as a front desk assistant at a hotel and you need to notify the housekeeping staff about a guest request for extra towels. Who should you write a message to?
 - **Possible participant response:** The housekeeping staff, so they can deliver the towels to the guest's room.
- **Scenario 2:** You are a warehouse worker and notice that a shipment of products needs to be returned to the supplier. Who should you write a message to?
 - **Possible participant response:** The warehouse supervisor or returns department, so they can handle the return process.
- **Scenario 3:** You need to remind your family that there is a change in the schedule for taking out the trash this week. Your family uses a family calendar, who should you write a message for on the calendar?
 - **Possible participant response:** Family members who can take the trash out.

Adaptations:

- Modify the scenarios to be more relevant to participants' specific job roles, industries, or location.



Choose Important Details:

I can pick the most important things to write.



Training outcome:

Participants can pick the main details needed for a short message.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (For facilitator or instructor):

Participants will practice identifying important information to write about.

Sample description (to use with participants):

In this session, we will practice picking important information to write about.

Materials:

- In advance, prepare scenarios from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of picking the important details to write in a message.
- Pre-activity: As a group, create a list of things that have important information written on them.
 - **Possible participant response:** location of a garage sale on a sign, instructions for building furniture, notes for reminders.

Continued on next page





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- Have participants write down the important details that should be in a message for each scenario in the Sample section below.
- Once the questions are complete, invite participants to share answers in the larger group.
 - Compare results and note the differences.

Sample:

- **Scenario 1:** You are a retail associate, and you found a product with a missing tag. You bring it to the customer service area and notice no one is there. You need to write a note to the customer service staff about the missing product tag.
 - **Question:** What important details should be in the message?
 - **Possible participant responses:**
The important details to include are:
 - The product is missing a tag.
 - The location of the product (aisle number).
 - What needs to happen to the product (re-tagging).
- **Scenario 2:** You are getting coffee for your coworkers. One coworker prefers a size medium with 2 cream and 1 sugar, another wants a large mocha (coffee and hot chocolate mixed), and another wants a small regular coffee.
 - **Question:** What important details should be in the note?
 - **Possible participant responses:**
The important details to include are:
 - The cup size.
 - The amount of cream or sugar in each cup.
 - The type of drink (coffee, tea or other).

Adaptations:

- Modify the scenarios to be more relevant to participants' specific job roles, industries, or location.



Write Enough Information:

I know how much to write so it makes sense.



Training outcome:

Participants can judge how much information is enough to clearly explain a point.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice identifying if their writing has enough information.

Sample description (to use with participants):

In this session, we will practice knowing when we have written enough information.

Materials:

- In advance, prepare message and scenarios from the Sample section on cue cards or paper.
- Pen or pencil.
- Lined letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of knowing when enough information has been written.

Continued on next page





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- Pre-activity: As a group, participants will review three messages from the Sample below and decide which message is too short, too long or just enough information.
- Each participant will write a short message based on the scenario, from the Sample section on the next page.
 - Explain to participants that not all details are needed, and that sometimes less is more.
 - For example:
 - Any type of appointment can be called 'personal appointment.' No description of the type of appointment is needed.
 - A delay caused by a car not starting can be explained by saying 'car wouldn't start.' No reason why the car will not start is needed.
- Once the messages are complete, invite participants to share messages as a larger group.
 - Compare results and note any differences.

Sample:

- Pre-activity: **Three messages to label: short, long, or just enough information.**
 - **Message 1:** "Can you bring the large box of pencils, the 5-inch-long erasers, three packs of white paper, the stapler that's in the top left drawer of my desk that I bought from a second-hand shop, and the green highlighter from my office? I think we might also need some tape, but it depends if we're doing the poster board project or the paper-folding project we talked about last Thursday after the meeting at 3:00pm."
 - **Message 2:** "Please bring three packs of white paper, a stapler, pencils and erasers, masking tape, and some highlighters for the project."
 - **Message 3:** "Bring some supplies for the project."

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- **Scenario 1:** You are filling out a form to request a day off from your job. Include just enough detail so your supervisor knows what you need. You are planning a long weekend with your family and want to take the Friday off from work.
 - **Possible participant response:** “Hello, I would like to request to have a day off in three weeks, on Friday, July 20th.”
- **Scenario 2:** You need to write a note for a neighbourhood bulletin board about a community cleanup event with a barbecue (BBQ) at the end. This is a free event for anyone in the neighbourhood. What information do people need to know to participate? What should you write?
 - **Possible participant response:** “Community Cleanup: Join us this Saturday at 9am to noon at the park. Bring gloves and trash bags. Everyone welcome, BBQ starts when the cleanup is done!”

Adaptations:

- Modify the messages and scenarios to be more relevant to participants’ specific job roles, industries, or location.



Use Periods and Question Marks:

I can use periods and question marks in my sentences.



Training outcome:

Participants can use periods and question marks to share their message.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice using periods and question marks in sentences.

Sample description (to use with participants):

In this session, we will practice using periods and question marks in our sentences.

Materials:

- In advance, prepare Sentences from the Sample section on cue cards or paper.
- Pen or pencil.
- Lined letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of periods and question marks. Explain that periods and question marks are used as a tool to end a thought or ask a question. How they are used can depend on who we are writing to. When applying for a job, it is appropriate to use periods and question marks in the right place and only one at a time. If you are talking to a friend, you might use four question marks to show you really want an answer. For example, "Did you know there is a new movie coming out this weekend????"

Continued on next page





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- Next, explain the use of periods and question marks in writing.
 - A period is used to end a sentence that completes a thought.
 - A question mark is used to end a sentence that asks a question.
 - Show of each type of sentence:
 - Example use of a period: "I will meet you at 3 in the afternoon." – You are telling them you are meeting at 3:00pm.
 - Example use of a question mark: "What time will we meet?" – You are asking what time to meet.
- Pre-Activity: Give participants a list of short sentences without punctuation from the Sample section below. Ask them to decide if the sentence needs a period or a question mark. After they have added the punctuation, discuss the correct answers with the group.
- Participants will practice writing, using periods and question marks by writing one or two sentences about a topic that they choose. Example topics: write about your community; write about your favorite movie or show; write about your favorite food.
- Once the sentences are complete, invite participants to share what they wrote in the larger group.

Sample:

- Sentences:
 - What time do you start work
 - I finish my shift at 5
 - Can you come to the meeting
 - I will call you tomorrow

Adaptations:

- Modify the sentences and topics to be more relevant to participants' specific job roles, industries, or location.



Activity: Writing

Level 1

Benchmark 3b

Spell Words:

I can spell words to share my message.



Training outcome:

Participants can spell the words they need to share their message.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice spelling words to share a message.

Sample description (to use with participants):

In this session, we will practice spelling words to share our message.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Lined letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of spelling to share a message. Explain that when we write, we want people to understand what we write and why we wrote it that way. Spelling is a way to help with understanding; it is also a way to express ourselves (examples: 'love' and 'luv').

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- Have participants choose a topic or task, and write one to two sentences about it. Tasks examples are in the Sample section below.
 - Remind participants to spell words in a way that other people will understand. For example, if your family spells “love” as “luv” then a example message to your family is “I luv the new Star Wars movie!”
- Once the writing is complete, invite participants to share what was written in the larger group.

Sample:

- **Tasks:**

- Write down a friend’s phone number and what time you will call them.
- Write a short message to a coworker about what time to meet for a break.
- Write down what groceries to pick up from the store.

Adaptations:

- Modify the tasks to be more relevant to participants’ specific job roles, industries, or location.
- If the group is comfortable with each other, have participants share writing with another participant. This will allow another opinion if writing is clear.



Change My Writing Style:

I can write for my friends or for work.



Training outcome:

Participants can write casually for friends or formally for work.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice changing writing style depending on the situation.

Sample description (to use with participants):

In this session, we will practice changing how we write based on the situation.

Materials:

- In advance, prepare message and scenario from the Sample section on cue cards or paper.
- Lined letter size paper.
- Pen or pencil.

Instructions (for facilitator or instructor):

- Introduce the topic of writing style and how we write differently if we are messaging a friend or someone at work.

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- Pre-activity: As a group, review the four messages in the Sample section below. The group will need to decide if the messages are for a friend or for work.
- After the pre-activity is complete. Ask participants to write a one sentence message based on the scenarios in the sample section below.
- Once the sentences for the scenarios are complete, invite participants to share writing in the larger group.
 - Compare results and note any differences.

Sample:

- Pre-activity: **Messages to sort either for work or a friend:**
 - "Hey! Just a reminder about the BBQ this weekend. Don't forget your famous potato salad!"
 - "Hi team, the meeting is at 10:00 am tomorrow. Please bring your reports."
 - "Good afternoon, could you confirm the supply delivery date by the end of the day?"
 - "Hey, can you send me that recipe from last weekend? I want to try it out!"
- **Scenario 1:** Write a one sentence message to a friend about meeting for lunch.
 - **Possible participant response:** "Hey, want to grab lunch at 12?"
- **Scenario 2:** Write a one sentence message to your supervisor asking for a meeting to discuss your schedule.
 - **Possible participant response:** "Hello, I would like to meet with you to talk about my work schedule. Can we meet at 12:00 pm?"
- **Scenario 3:** Write a one sentence message to a neighbour asking to borrow a tool.
 - **Possible participant response:** "Hey, can I borrow your screwdriver for a bit? I'm fixing a shelf, and I don't have one. Thanks!"

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- **Scenario 4:** Write a one sentence note to the landlord about a maintenance issue in your apartment.
 - **Possible participant response:** "Hi [Landlord's Name], I wanted to let you know that the kitchen sink is leaking. Could you please have someone come by to fix it when possible? Thanks."

Adaptations:

- Modify the messages and scenarios to be more relevant to participants' specific job roles, industries, or location.



Match My Writing and Message:

I can change my writing to fit what the message is about.



Training outcome:

Participants can match their tone to the purpose of the message.



Time estimate in minutes:
25 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice matching style to the message.

Sample description (to use with participants):

In this session, we will practice matching style to our message.

Materials:

- In advance, prepare by printing, cutting, and mixing up the 14 cards on page 283 titled 'Use of Tone Activity'. Each card should be one sided. Each participant will receive 14 cards.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of matching writing to the message. Explain that everything we write has a tone based on how it is written. Tone shows what the writer thinks towards a topic, it can be funny, serious, formal or friendly.

Continued on next page





Continued from previous page

- Pre-activity:
 - Each participant will receive 14 cards from page 283. The goal is for participants to pair the 7 tones to the matching definition.
 - Once all 7 tones are paired with the matching definition, participants will write their own definition or example for the tone on the other side of the card.
- After reviewing tone, participants will create one of the following 3 documents: a monster truck poster, an email to their employer asking for time off, and asking a friend to meet for lunch.
- Once the documents are complete, invite participants to share in the larger group.
 - Compare results and note any differences.

Adaptations:

- Modify the pre-activity and document ideas to be more relevant to participants' specific job roles, industries, or location.

Continued on next page





Continued from previous page

Use of Tone Activity

Friendly Tone	Warm and welcoming, like talking to a friend.
Formal Tone	Polished language, using elaborate vocabulary, and full sentences.
Urgent Tone	Immediate and important, to quickly grab attention.
Casual Tone	Relaxed and informal, like chatting with someone you know well.
Encouraging Tone	Positive and supportive, to motivate.
Professional Tone	Clear and respectful, used in work settings.
Instructive Tone	Direct and detailed, giving clear steps or instructions.





Organize Ideas:

I can put my ideas into short sentences or lists.



Training outcome:

Participants can organize ideas into short lists or sentences.



Time estimate in minutes:
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice organizing ideas into short lists or sentences.

Sample description (to use with participants):

In this session, we will practice organizing our ideas and putting them into lists or short sentences.

Materials:

- In advance, prepare topics from the Sample section on cue cards or paper.
- Pen or pencil.
- Lined letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of organizing ideas into short lists or sentences.

Continued on next page





Continued from previous page

- Pre-activity: As a group, compare the two responses in the 'cleaning up at the end of a shift' example below. Have the group answer this question: "Which method is easier to follow, sentences or a list?"
 - Topic: Cleaning up at the end of a shift.
 - Sentences:
 - "I need to sweep the floor, empty the trash cans, clean the counters, put the tools away, and refill the soap dispensers."
 - List:
 - Sweep the floor.
 - Empty trash cans.
 - Clean the counters.
 - Put tools away.
 - Refill soap dispensers.
- Next, participants will create short sentences or a list to organize ideas for different topics. Example topics are in the Sample section below.
- Once the short list or sentences are complete, invite participants to share the lists or sentences in the larger group.
 - Compare results and note the differences among participants

Sample:

- **Topic ideas:**
 - Plans for the weekend.
 - How to bake cookies.
 - Doing laundry.
 - Participant can choose own topic.

Adaptations:

- Modify the topics to be more relevant to participants' specific job roles, industries, or location.



Activity: Writing

Level 1

Benchmark 5b

Write so It's Understood:

I can write in a way that is easy to follow.



Training outcome:

Participants can write in a way that helps others follow the message easily.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice writing in a way that helps others follow the message easily.

Sample description (to use with participants):

In this session, we will practice writing in a way that is easy to follow.

Materials:

- In advance, prepare messages from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce the topic of writing so the reader can understand the message.
- Pre- activity: As a group, review the example and have participants decide which message is clearer.
 - Example 1: "I will leave at noon but meet before work."
 - Example 2: "I will leave at noon, but let's meet before work at 11:30am."

Continued on next page





Continued from previous page

- As a group, decide the best way to re-write messages to be clearer. Example messages are in the Sample section below.
- After the writing is complete, have participants compare the messages. How do the new messages make things easier to follow?

Sample:

- **Messages:**
 - "The event is tomorrow. Come prepared."
 - "Pick up the supplies before heading over."
 - "I'll see you tomorrow. Bring all the important stuff."
 - "The laundry is done. Take care of it."
 - "We need volunteers. Come ready to assist."

Adaptations:

- Modify the discussion prompts and example messages to be more relevant to participants' specific job roles, industries, or location.



Check for Fix Mistakes: I can check for mistakes in my writing.



Training outcome:

Participants can check for spelling or punctuation mistakes in their writing.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice checking for mistakes in writing.

Sample description (to use with participants):

In this session, we will practice finding mistakes in writing

Materials:

- In advance, prepare examples from the Sample section on paper.
- Pen or pencil.

Instructions (for facilitator or instructor):

- Introduce the topic of finding mistakes in our writing. Explain that mistakes in writing are not just spelling mistakes; they can also include wrong information, missing punctuation, or unclear details.
- Participants will check the examples in the Sample section on the next page for mistakes. They can underline, circle, or write a note beside any mistake they find.

Continued on next page





Continued from previous page

- Once the mistakes are found, invite participants to share mistakes in the larger group.
 - Compare results and note any differences.

Sample:

- **Example 1:**

- Information:
 - Event: Team meeting
 - Date: Friday, September 20th
 - Time: 2:00 pm
 - Location: Conference Room A
- Message:
 - "Remember, the team meeting is on Thursday, September 21st at 3:00pm in Conference Room B."
 - Check for mistake(s).

- **Example 2:**

- Information:
 - Order: 15 boxes of notebooks
 - Supplier: ABC Supplies
 - Delivery date: Monday, October 2nd
 - Time: 10:00 am
- Message:
 - "We're expecting 15 boxes of notebooks from XYZ Supplies to arrive on Monday, October 3rd at 10:00 am"
 - Check for mistake(s).

Continued on next page





Continued from previous page

• **Example 3:**

- Information:
 - Grocery list:
 - Milk
 - Bread
 - Eggs
 - Apples
 - Message
 - “I got bread, chips, milk, apples, and bananas.”
 - Check for mistake(s).

Adaptations:

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.



Review for Clear Writing:

I can check my writing to make sure it is clear.



Training outcome:

Participants can review their writing to make sure the message is clear.



Time estimate in minutes:
25 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice reviewing writing to make sure it is clear.

Sample description (to use with participants):

In this session, we will practice checking writing to make sure it is clear.

Materials:

- In advance, prepare examples from the instructions below.

Instructions (for facilitator or instructor):

- Introduce the topic of reviewing writing to make sure it is clear.
- Pre-activity: As a group, review the message below and ask participants, "Is this message clear?"
 - "Meet me at the library at 2 in the afternoon to return the book you borrowed."

Continued on next page





Continued from previous page

- Then, ask participants, "Are there any details missing or unclear?" For example, which library or what book.
- Change the message together:
 - "Meet me at the Main Street Library at 2:00pm to return the cookbook you borrowed."
- As a group, review the short messages that have unclear or incorrect details below. Have participants work together to review and make the message clearer.
 - "I'll be there soon to pick it up."
 - "Bring what you need for the meeting tomorrow."
 - "You're scheduled to work tomorrow."
 - "Please send the report when you have time."
- Next, participants will review the sentences or messages below, and identify any missing or unclear details.
 - "I'll be at the park to meet you after work." (Which park? What time?)
 - "The invoice is due Friday." (Which invoice? What's the total?)
 - "You need to return the package to the store." (What package? Which store? By when?)
- Once the sentences are changed, invite participants to share the new sentences in the larger group.
 - Compare results and note any differences.

Adaptations:

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.

Level 2: Developing Writing

The six writing skill components as outlined in the Skills for Success framework (page 237) form the basis for the content in this section, including a benchmark at skill level 2 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the writing skill at level 2.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 293, below)
- Writing skill map (page 297)
- Self-assessment (beginning on page 300; designed for both pre- and post-assessment)
- Activities (beginning on page 313)
 - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 239 and 240.

Benchmark 1: Identify what to write and why to write about it.

Benchmark 2: Gather information and outline ideas to include in the writing task.

Benchmark 3: Use grammar that fits the intended meaning of the writing task.

Benchmark 4: Choose the tone and style to fit the audience and purpose.

Benchmark 5: Arrange ideas and information using paragraphs, lists, or tables.

Benchmark 6: Review writing, check for mistakes, and adjust the tone to the message.

Go to the next page for training outcomes with each of the benchmarks.

Writing Level 2 Benchmarks and Training Outcomes

Benchmark 1: Identify what to write and why to write about it.

Training Outcome 1:

Decide on a topic and purpose for writing and explain why writing is needed for the task.

Benchmark 2: Gather information and outline ideas to include in the writing task.

Training Outcome 2:

Collect important details for writing and create an outline to organize ideas before writing.

Benchmark 3: Use grammar that fits the intended meaning of the writing task.

Training Outcome 3:

Choose verbs and verb tenses, and use sentence structures that fit the meaning of the writing.

Benchmark 4: Choose the tone and style to fit the audience and purpose.

Training Outcome 4:

Write in a way that fits the audience and tone.

Benchmark 5: Arrange ideas and information using paragraphs, lists, or tables.

Training Outcome 5:

Organize writing into short paragraphs and use lists or tables to share information.

Benchmark 6: Review writing, check for mistakes, and adjust the tone to the message.

Training Outcome 6:

Review writing for mistakes in grammar, spelling and adjust the tone to fit the message and audience.

Writing Level 2 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, they can progress to the action plan in the next section. If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

Participants can...

Benchmark 1	<p>1a. Decide on a clear topic and purpose for their writing.</p> <hr/> <p>1b. Explain why writing is needed for the task.</p>
Benchmark 2	<p>2a. Collect important details and facts for their writing.</p> <hr/> <p>2b. Create an outline to organize their ideas before writing.</p>
Benchmark 3	<p>3a. Choose which verbs and verb tenses to use to share their message.</p> <hr/> <p>3b. Use the sentence structure that fits the intended meaning of the writing.</p>
Benchmark 4	<p>4a. Write in a way that fits who they are writing for (formal or informal).</p> <hr/> <p>4b. Choose their tone to match the reason for writing.</p>
Benchmark 5	<p>5a. Organize their writing into short paragraphs.</p> <hr/> <p>5b. Use lists or tables to share information.</p>
Benchmark 6	<p>6a. Review their writing for mistakes in grammar and spelling.</p> <hr/> <p>6b. Adjust the tone of their writing to fit the message and the audience.</p>

Writing Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



Level 2 Writing Skill Map – W2

Activity W2-#	Self-Assessment (for participants) (p. 300) When you read each statement, think: "I can... choose a clear topic" (for example)	Participants can... (for facilitators/ instructors) (p. 295) Each statement connects to training outcomes for each benchmark	Benchmark (p.293) Each benchmark connects at level 2
1a	Choose a Clear Topic: I can choose a clear topic and know why I'm writing about it.	Decide on a clear topic and purpose for their writing.	Benchmark 1: Identify what to write and why to write about it.
1b	Explain Why Writing Is Needed: I can explain why I need to write for this task.	Explain why writing is needed for the task.	
2a	Find Facts and Details: I can find the important facts and details for my writing.	Collect important details and facts for their writing.	Benchmark 2: Gather information and outline ideas to include in the writing task.
2b	Make an Outline: I make an outline to organize my ideas before I start writing.	Create an outline to organize their ideas before writing.	
3a	Choose Verbs and Tenses: I can choose the right verbs and tenses to share my message.	Choose which verbs and verb tenses to use to share their message.	Benchmark 3: Use grammar that fits the intended meaning of the writing task.
3b	Use Sentence Structures: I can use sentence structures that fit what I want to say.	Use the sentence structure that fits the intended meaning of the writing.	
4a	Write for My Audience: I can write in a way that fits who I'm writing for.	Write in a way that fits who they are writing for (formal or informal).	Benchmark 4: Choose the tone and style to fit the audience and purpose.
4b	Match Tone to My Purpose: I can choose how I write to match the purpose of why I'm writing something.	Choose their tone to match the reason for writing.	
5a	Organize Ideas Clearly: I can organize my writing into short paragraphs.	Organize their writing into short paragraphs.	Benchmark 5: Arrange ideas and information using paragraphs, lists, or tables.
5b	Use Lists or Tables: I can use lists or tables to show my ideas.	Use lists or tables to share information.	
6a	Check for Mistakes: I can check my writing for grammar and spelling mistakes.	Review their writing for mistakes in grammar and spelling.	Benchmark 6: Review writing, check for mistakes, and adjust the tone to the message.
6b	Make Sure the Tone Fits: I can change the tone of my writing to fit the message and who it's for.	Adjust the tone of their writing to fit the message and the audience.	

Why Writing Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why writing is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the writing skill at Level 2 (see page 293 for benchmarks; go to page 297 for the writing skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

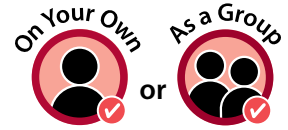
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

Why Writing Skills Are Important



Writing skills are part of the nine Skills for Success. These skills focus on our ability to share information by writing. People with good writing skills can collect information, decide what to write, and choose how to write it to get their message across.

Here are 10 examples that show how writing is important in everyday life. Do you do any of these? How else do you work with writing and support yourself and others?

At Work:

1. Complete Forms:

You scan and fill out work forms or reports to keep records up to date.

2. Fill Out a Timesheet:

You fill out a timesheet to record the hours you worked.

3. Write a Job Application:

You write a job application to apply for a new position, outlining your skills and experience that match the job.

4. Write an Email to a Supervisor:

You write an email to your supervisor asking for a day off.

5. Complete a Training Checklist:

You fill out a checklist after completing your job training to confirm you've learned all the necessary skills.

At Home:

6. Write an Email to a Landlord:

You write an email to your landlord explaining a problem with your home, like a leaky faucet, and asking for it to be fixed.

7. Send a Text:

You send a text to a family member to tell them when you are going to be home or to ask if they need anything from the store.

8. Write Instructions for a Babysitter:

You write instructions for a babysitter to make sure they know the schedule, mealtimes, and any specific care needed for your children.

In the Community:

9. Fill Out a Form:

You fill out a form for a doctor's appointment or to register for an event, providing all the details needed.

10. Post on Social Media:

You post on social media to share a community event or local news, like a garage sale or neighborhood cleanup.

Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



Use Lists or Tables:

I can use lists or tables to show my ideas.



This gear shows the skill, level, and number of each self-assessment.

W2 – Writing level 2

5b – Self-assessment "b" for benchmark 5

Start my journey

November 20

Why this skill point matters to me:

I want to stay organized when planning my projects.

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

November 30

What will success look like in this skill point?

I'll use lists to sort my ideas and keep track of what I need to do.

What have I done already in this skill?

Date:	Example:
Nov 20	Made a packing list for a trip.
Nov 30	Created a table to track household expenses.

Every journey takes time and energy. What will I do to take care of myself on my journey?

I'll take breaks, enjoy fresh air, and make time for things I like.

How will I celebrate when I achieve this skill point?

I'll cook my favorite meal or go for a drive.



Choose a Clear Topic:

I can choose a clear topic and know why I'm writing about it.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Explain Why Writing Is Needed:

I can explain why I need to write for this task.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Find Facts and Details:

I can find the important facts and details for my writing.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Make an Outline:

I make an outline to organize my ideas before I start writing.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Choose Verbs and Tenses:

I can choose the right verbs and tenses to share my message.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Use Sentence Structures:

I can use sentence structures that fit what I want to say.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Write for My Audience:

I can write in a way that fits who I'm writing for.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Match Tone to My Purpose:

I can choose how I write to match the purpose of why I'm writing something.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Organize Ideas Clearly:

I can organize my writing into short paragraphs.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Use Lists or Tables:

I can use lists or tables to show my ideas.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

<i>Date:</i>	<i>Example:</i>

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Check for Mistakes:

I can check my writing for grammar and spelling mistakes.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?



Make Sure the Tone Fits:

I can change the tone of my writing to fit the message and who it's for.



Use this page to track your journey through this skill point - you got this!

Start my journey

Why this skill point matters to me:

What will success look like in this skill point?

What have I done already in this skill?

Date:

Example:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Every journey takes time and energy. What will I do to take care of myself on my journey?

How will I celebrate when I achieve this skill point?

Level 2 Writing Activities – W2

Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **W2** – Writing level 2
3b – Activity "b" for benchmark 3



Activity: Writing **Level 2** **Benchmark 3b**

Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

Continued on next page





Continued from previous page

Sample description (to use with participants):

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

Instructions (for facilitator or instructor):

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

Sample:

- This section can include sample materials, scenarios, or examples to show how the activity could go.

Adaptations:

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

Resources:

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



Choose a Clear Topic:

I can choose a clear topic and know why I'm writing about it.



Training outcome:

Participants can decide on a clear topic and purpose for their writing.



Time estimate in minutes:
15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice choosing a topic and purpose for their writing.

Sample description (to use with participants):

In this session, we will practice choosing a topic and knowing why we are writing about it.

Materials:

- In advance, prepare scenarios from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the importance of choosing a topic to write about. Explain that knowing the purpose for writing will make sure we include all the important details.
- Pre-activity: Share scenarios of different writing tasks, including topics and purposes, as shown in the sample section below. As a group, discuss each scenario and the purpose of the note.

Continued on next page





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- Have participants choose a topic, write about it, and explain the purpose of their writing.
 - Possible participant topics:
 - Writing a note to remind themselves of a doctor's appointment.
 - Writing a text message to a family member about dinner plans over the weekend.
 - Writing a to-do list for cleaning tasks at home.
- Once writing is complete, invite participants to share writing in the larger group.

Sample:

- **Scenarios:** Discuss each scenario and the purpose of the note or message.
 - **Reminder for a roommate:**
 - **Message:**
 - "Hi Alex, just a quick reminder, it is trash day. Please take out all the trash from the house and put the bin on the curb so it is picked up
Thanks!"
 - **Grocery List:**
 - **Note:** Grocery List:
 - Milk
 - Bread
 - Eggs
 - Apples
 - Chicken

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- **Invitation to a Friend:**

- **Message:**

- "Hey Sarah! There's a community BBQ at the park this Saturday at 1:00 pm. Would love for you to come! Let me know if you're free."

Adaptations:

- Modify the topics and scenarios to be more relevant to participants' specific job roles, industries, or location.



Explain Why Writing is Needed:

I can explain why I need to write for this task.



Training outcome:

Participants can explain why writing is needed for the task.



Time estimate in minutes:
25 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants practice explaining why writing is needed for a task.

Sample description (to use with participants):

In this session, we will practice explaining why writing is needed for a task.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of knowing why writing is needed. Explain that sometimes we need to write things down to remember, understand, and organize our thoughts.
- Pre-activity: Give participants the lists of tasks in the Sample section on the next page. Have participants explain why writing is a good option to complete the task.

Continued on next page





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- Next, divide participants into groups. Give tasks from Sample section below and have the groups explain why writing is needed for each one.
- Once the tasks are complete, invite participants to share results in the larger group. Compare results and note the differences among participants.

Sample:

- Pre-activity task 1: Leave a note for a coworker explaining a change in schedule. Why is writing needed?
 - **Possible participant response:** To make sure the coworker has a clear record of the change and can check back on it later.
- Pre-activity task 2: Write an appointment reminder for a family member. Why is writing needed?
 - **Possible participant response:** So, the family member can check the details later and not forget the appointment.
- Pre-activity task 3: Fill out a job application form. Why is writing needed?
 - **Possible participant response:** To give clear and correct information that the employer can read.
- Group Tasks:
 - Write a note to your child's teacher about an allergy your child has.
 - Make a grocery list for the week.
 - Write a text message to a neighbour asking to borrow a tool.
 - A friend is watching your cat while you are away: write food and care instructions for your cat.
 - Send an email to a manager with a question about the schedule.

Adaptations:

- Modify the discussion tasks to be more relevant to participants' specific job roles, industries, or location.



Find Facts and Details:

I can find the important facts and details for my writing.



Training outcome:

Participants can collect important details and facts for their writing.



Time estimate in minutes:
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice finding important details for their writing.

Sample description (to use with participants):

In this session, we will practice finding details for our writing.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of finding important facts and details. Explain that when we write, it is important to find the facts and details that help explain the message. These details could include the five W's: Who, What, When, Where, and Why. Who is the message for, what is the message about, when does the topic happen or need to happen by, where is the location, and why is the message needed. These details could be numbers, names, dates, or important instructions.

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- Pre-activity: As a group, review and identify the important details from the examples in the Sample section below.
- Next, participants will find facts based on a topic from the Sample section below. Have participants write a short note or message that include the facts found.
- Once the important details are found, invite participants to share details in the larger group.

Sample:

- Pre-activity Example 1: A message from a doctor's office: "Your appointment with Dr. Green is on Monday, September 15 at 10:00am."
 - **Possible participant response:** Dr. Green, Monday, September 15, 10:00am .
- Pre-activity Example 2: A message from a friend about a birthday party: "Hey! Don't forget, my birthday party is on Saturday at 3:00pm. It's at the community center on 5th Street. Bring your favorite dessert to share!"
 - **Possible participant response:** Saturday, 3:00pm, community center on 5th Street, bring a dessert.
- Topics
 - Write a reminder note: What important details would you need to remind yourself about an upcoming appointment (like a dentist visit or car service).
 - Post an announcement for a garage sale: Pretend you are organizing a garage sale at your house, and you want to post it on a social media site. What would you need to write in the post (don't use your actual personal information)?
 - Write a note for a coworker: A machine you both use, on different shifts, is broken. What do you need to let your coworker know?

Adaptations:

- Modify the examples and topics to be more relevant to participants' specific job roles, industries, or location.



Make an Outline:

I make an outline to organize my ideas before I start writing.



Training outcome:

Participants can create an outline to organize their ideas before writing.



Time estimate in minutes:
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice outlining their ideas before they write.

Sample description (to use with participants):

In this session, we will practice making outlines to organize our ideas before we write.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of outlines. Explain that an outline helps us organize our ideas before we write. It is like a map for our writing. In this activity you will choose a topic, think about the main ideas related to the topic, and list them.

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- Ask each participant to choose a topic to write about. Possible topics to write about are a favorite hobby, a job they would like, or a family event.
 - The first step is for participants to think about the main ideas related to their topic. Next, have participants write those ideas down.
 - The second step is for participants to create an outline using their main ideas, for example:
 - Write the main topic at the top.
 - Below it, list two to three main ideas.
 - For each main idea, write one to two supporting sentences.
 - Supporting sentences are sentences that have information that clarify, prove or explain the main idea.
- Once the writing is complete, invite participants to share their writing in the larger group.
 - Compare results and note any differences.

Sample:

- Possible participant responses for the activity:
 - My Favorite Hobby.
 - Main Idea 1: Reading
 - Detail 1: I love fiction books.
 - Detail 2: I read every night.
 - Main Idea 2: Gardening
 - Detail 1: I grow vegetables.
 - Detail 2: Gardening is relaxing.

Adaptations:

- Modify the topics and examples to be more relevant to participants' specific job roles, industries, or location.



Choose Verbs and Tenses:

I can choose the right verbs and tenses to share my message.



Training outcome:

Participants can choose which verbs and verb tenses to use to share their message.



Time estimate in minutes:
20 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants practice choosing the right tense for their message.

Sample description (to use with participants):

In this session, we will practice choosing the right tense to share our message.

Materials:

- In advance, prepare the “cook” example from the Instruction section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of verb tense. Explain that verb tense is a tool that can be used to share when something is happening now, happened in the past, or will happen in the future.

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- As a group, discuss what verbs are and the importance of verb tenses (present, past, future)
 - Give examples of each verb tense with a common verb.
 - For example, "cook": cook (present tense), cooked (past tense), will cook (future tense).
- Give participants sentences with mismatched tenses. Each participant will change the word 'cook' to the correct tense stated at the end of the sentence.
 - Yesterday, I (cook) spaghetti. (Past)
 - Tomorrow, I (cook) soup. (Future)
- Next, explain to participants choosing the right tense will depend on the style of writing, and that it is important to know when to use different tenses to share messages clearly. If you are telling a story from 'long ago' using past tense makes the story clearly from the past. When writing poetry or song lyrics, the tense might change to fit the writing style.
 - Have participants choose a topic to write about. It could be telling a story about something that happened in the past, describing something that is happening now, or planning something to happen in the future. Participants will decide which verb tense (past, present, or future) is best for making their message clear.
 - **For facilitator or instructors:**
 - Participants will use past tense if writing about an event that has already happened.
 - Participants will use present tense if writing about a daily habit or routine.
 - Participants will use future tense is writing about future goals or plans.
- Once the writing is complete, invite participants to share their writing in the larger group.

Adaptations:

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.



Use Sentence Structures:

I can use sentence structures that fit what I want to say.



Training outcome:

Participants can use the sentence structure that fits the intended meaning of the writing.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice using sentence structure to fit the intended meaning of the writing.

Sample description (to use with participants):

In this session, we will practice using sentence structure to fit what we want to say.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of using sentence structure that fit the meaning of our writing. Explain that a short sentence quickly shares a message. Other times, you need more details to explain the message clearly.

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- Pre-activity: Show the difference between short and detailed sentences. Discuss as a group when each type of sentence should be used.
 - Example of a short sentence: "Be at work at 3:00 pm."
 - Example of a detailed sentence: "You need to pick up your new work gear before your shift, so arrive between 2:00 and 2:30 pm, to be ready for your shift that starts at 3:00 pm."
- Give participants the scenarios below. Each scenario will prompt them to write sentences that fit the situation. Participants will choose and explain which type of sentence (short or detailed) is the best fit for their purpose or what they want to say.
 - Scenario 1: You need to ask your supervisor for a day off.
 - Scenario 2: You want to tell your friend about a new movie.
 - Scenario 3: You need to thank a customer for their purchase.
- Once the writing is complete, invite participants to share their writing in the larger group.
 - Compare results and note any differences

Adaptations:

- Modify the examples and scenarios to be more relevant to participants' specific job roles, industries, or location.



Write for My Audience:

I can write in a way that fits who I'm writing for.



Training outcome:

Participants can write in a way that fits who they are writing for (formal or informal).



Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice writing to fit who they are writing for.

Sample description (to use with participants):

In this session, we will practice writing to fit who we are writing for.

Materials:

- In advance, prepare examples from the Instruction section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of writing for an audience. Explain that everything we write has a tone based on how it is written. Tone shows what the writer thinks towards a topic, some examples of tone are funny, serious, formal or friendly.

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- Next, explain that writing tone changes depending on who we are writing for. Writing a text message to a friend will sound different than writing a message to our supervisor.
- Pre-activity: Share examples of formal and informal writing.
 - Formal (to a supervisor): “Dear Mr. Dillon, I want to inform you that I have completed the task you assigned. Please let me know if there is anything else you need.”
 - Informal (to a friend): “Hey Sarah! I just finished work lol! Let me know if you want to hang out later.”
 - Discuss how the tone, word choice, and structure are different in both examples. Ask participants to think of examples when they need to write more formally (at work) and informally (for a friend).
- Participants will choose one of the following scenarios and write a short message that fits the audience:
 - The goal is for participants to use the right tone and words for the person they are writing to.
 - Write an email to your employer explaining that you need a day off.
 - Write a review of a product you recently bought or a hotel you recently stayed in.
 - Write a message to a friend inviting them to a get-together.
- Once the messages are complete, invite participants to share messages in the larger group.
 - Compare results and note the differences among participants.

Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



Match Tone to My Purpose:

I can choose how I write to match the purpose of why I'm writing something.



Training outcome:

Participants can choose their tone to match the reason for writing.



Time estimate in minutes:
30 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice choosing how to write to match the reason for writing.

Sample description (to use with participants):

In this session, we will practice choosing how we write to match the purpose of why we are writing something.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of matching tone to purpose. Explain how both tone (how formal or informal we sound) and vocabulary (the words we choose) change depending on who we are writing to. One example of this is, we speak differently when explaining things to people who know a lot about a topic and to those who are new to it. This includes both the tone of our writing and the words we use.

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- Pre-activity: Discuss as a group, how your writing changes depending on these topics:
 - Write an email to a company when your package arrives damaged compared to how you would message your family about the damaged package.
 - **Possible participant response:**
Email to the company: "Hello, I got my package today, but it was damaged. The box was torn, and the item inside is broken. Can I please get a replacement or a refund? Let me know what to do next. Thank you, [my Name]"
Message to your family: "My package showed up today. I'm so mad it's broken :(The box was ripped open. I'm going to ask for a new one or a refund."
- Writing a review about a new movie online compared to writing in a social media fan page about the movie.
 - **Possible participant response:**
Writing a Star Wars review online: "Great movie to take your family to, lots of action."
Writing a Star Wars review on a Star Wars fan page: "The 'X-wings' in this movie were very cool looking. It was amazing to see a purple lightsaber again."
- Participants will write a short message that fits the purpose about the scenario from the Sample section on the next page.
- Once the message are complete, invite participants to share messages in the larger group.
 - Compare results and note the differences among participants.

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Sample:

- **Scenarios**

- **Scenario 1:** Explain how to troubleshoot a computer issue to two of your family members. One family member knows about computers and the other is new to computers:

- **Possible participant response:**

- **Message to a family member who knows computers:** "Check the network settings and restart the router; it's probably a connectivity issue."

- **Message to family member who is new to computers:** "Hey, it seems like there might be a network problem. First, check your internet settings to make sure you're connected. If everything is good but the issue is still there, try unplugging your router for 10 seconds, then plug it back in. Wait a couple of minutes for it to restart, and that should fix the connection."

- **Scenario 2:** Writing an email to a company about your glasses that have fallen apart compared to writing a message to your family about it.

- **Possible participant response:**

- **Writing to a company:** "Hello, I bought glasses from your store, but they broke after only a few weeks. The frame is broken, and I can't use them. Can you help me with a repair or replacement? Please let me know what I need to do next. Thank you, [My Name]"

- **Writing to your family:** "My glasses broke :(!!!! The frame snapped when I was playing baseball. I had to tape them together so I can wear them. I emailed the company to check how they can help."

Adaptations:

- Modify the scenarios and examples to be more relevant to participants' specific job roles, industries, or location.



Organize Ideas Clearly:

I can organize my writing into short paragraphs.



Training outcome:

Participants can organize their writing into short paragraphs.



Time estimate in minutes:
30 minutes

This time estimate is for planning only;
it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice organizing their ideas into short paragraphs.

Sample description (to use with participants):

In this session, we will practice organizing our ideas into short paragraphs.

Materials:

- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of organizing ideas into short paragraphs. Explain that organizing writing into paragraphs helps readers understand the information. Each paragraph should focus on one main idea and include details that support it.

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- Pre-activity: Share two examples of writing that are organized into paragraphs.
 - Example 1: If you are writing an email to your supervisor about a broken printer, you might write:
 - "I have a problem with the printer. It keeps jamming, and I cannot print anything. I tried restarting the printer, but it still doesn't work. Can you let me know who I can talk to about fixing it, please?"
 - Example 2: If you are messaging a friend about your weekend plans, you might write:
 - "I'm going to the lake this weekend. I will leave Saturday morning. I booked a cabin by the water. It is going to be great! I can't wait to go swimming and hiking!"
 - Ask participants what they notice about the two examples.
 - Prompt questions:
 - Is there only one main idea?
 - Are the details about one topic?
 - Is there information that is not needed or helpful?
- Explain to participants that a helpful first step in paragraph writing is to create an outline. An outline has one main idea with at least two details that relate to the main idea.
 - Show participants the outline format and example in the Sample section on the next page.
 - The next step in paragraph writing is to put the outline into a short paragraph from the Sample section on the next page for examples.
- Participants will choose one of these topics and create an outline before writing.
 - Topics:
 - Write an email about a late package.
 - Email your boss to ask questions about a task.
 - Write a social media post about a recent trip.

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- Once the paragraphs are complete, invite participants to share their paragraph in the larger group.

Sample:

- Outline format and example:
 - Main Idea: [Your Topic]
 - Detail 1: [First Detail]
 - Detail 2: [Second Detail]
 - Detail 3: [Third Detail]
 - Example Outline:
 - Main Idea 1: Reading
 - Detail 1: I love fiction books.
 - Detail 2: I read every night.
 - Detail 3: I enjoy telling my friends about good books.
 - Example Paragraph:
 - "My favorite hobby is reading. I love fiction books because they are creative. I read every night before bed, which helps me relax. I enjoy telling my friends about the good books I find, and I often recommend them to others."

Adaptations:

- Modify the outline and examples to be more relevant to participants' specific job roles, industries, or location.



Use Lists or Tables:

I can use lists or tables to show my ideas.



Training outcome:

Participants can use lists or tables to share information.



Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice using list or tables to show ideas.

Sample description (to use with participants):

In this session, we will practice using lists and tables to show ideas.

Materials:

- In advance, prepare list and table examples on pages 338 to 340.
- In advance, prepare tasks from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Explain the importance of using lists or tables. Explain that lists help organize tasks clearly, making sure nothing is missed. Tables make it easy to compare information side by side for better decisions.

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- Pre-activity: As a group, review the examples of lists and tables on pages 338 to 340. There are three different topics, each using both a table and a list. As a group, compare the lists and tables using the following prompts:
 - Prompt questions
 - "Which one (list or table) would you use for each example?"
 - "Can a list and table work for every use?"
 - "What are good uses for lists?"
 - "What are good uses for tables?"
 - Participants will create one list and one table from the task examples in the Sample section below. The list and table do not have to be about the same task.
 - Once the lists and tables are complete, invite participants to their list and table in the larger group.
 - Compare results and note any differences.

Sample:

- Task examples:
 - Personal tasks that need to be completed.
 - Items needed from the grocery store.
 - Personal schedule.
 - Personal goals.

Adaptations:

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.

Continued on next page





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List Examples

Job compares list

- Job Title:
 - Job Offer 1: Marketing Coordinator
 - Job Offer 2: Sales Associate
- Company:
 - Job Offer 1: ABC Marketing Solutions
 - Job Offer 2: XYZ Retail Group
- Salary:
 - Job Offer 1: \$45,000 per year
 - Job Offer 2: \$40,000 per year
- Benefits:
 - Job Offer 1: Health insurance, retirement plan
 - Job Offer 2: Health insurance, employee discount
- Work Hours:
 - Job Offer 1: 9:00 am - 5:00 pm, Monday to Friday
 - Job Offer 2: 10:0 am - 6:00 pm, Tuesday to Saturday
- Location:
 - Job Offer 1: Downtown
 - Job Offer 2: Suburbs
- Opportunities for Advancement:
 - Job Offer 1: Opportunities for promotion
 - Job Offer 2: Stay in same job for a while
- Work Environment:
 - Job Offer 1: Team-oriented
 - Job Offer 2: Independent work

Grocery List:

- Milk
 - Eggs
 - Bread
 - Apples
-

Monthly Budget List:

- Rent/mortgage payment
 - Utility bills (electric, water)
 - Groceries
 - Transportation (gas, public transit)
 - Savings
-

To do list:

- Go to the bank
- Make lunch
- Clean bathroom
- Clean kitchen

Continued on next page





Continued from previous page

Table Examples

Comparing Job Offers:

A table can help a job seeker compare different job offers clearly and concisely.

Job Title	Salary	Benefits	Location
Marketing Assistant	\$40,000	Health, Dental	City A
Sales Associate	\$38,000	Health, Retirement Match	City B

Grocery List Table

Item	Quantity	Notes
Milk	4 litres	2% or whole milk
Eggs	1 dozen	Large, brown eggs
Bread	1 loaf	Whole grain
Apples	6	Any variety
Chicken	2 lbs	Boneless, skinless

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Monthly Budget Table

Expense Type	Amount	Due Date	Notes
Rent/Mortgage	\$1,200	1st of each month	Include utilities if needed
Utilities	\$150	15th of each month	Electric, water, gas
Groceries	\$300	Weekly	Estimate for 4 weeks
Transportation	\$100	Weekly	Gas or public transit
Savings	\$200	Monthly	Aim for this amount

To Do List Table

To do list	Time	What am I doing	Location
Go to bank	1 hour	Getting a new bank card	RBC in the mall
Make lunch	15 minutes	Toast bread, cut lettuce and tomato. Grab sliced ham and cheese slices, spread mayo on toasted bread, and place all ingredients together between the toast.	Home
Clean the bathroom	30 minutes	Put toilet bowl cleaner in toilet, spray all surfaces in bathroom, wipe down all surfaces, clean toilet bowl, and take out the trash.	Home
Clean the kitchen	30 minutes	Collect all the dishes from around the house, clean and dry dishes, put any items on the counter away, and wipe all surfaces with soap and water.	Home



Check for mistakes:

I can check my writing for grammar and spelling mistakes.



Training outcome:

Participants can review their writing for mistakes in grammar and spelling.



Time estimate in minutes:
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice checking their writing for mistakes.

Sample description (to use with participants):

In this session, we will practice checking our writing for mistakes.

Materials:

- In advance, prepare Checklist from the Sample section on cue cards or paper.
- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of checking for mistakes. Explain that mistakes can change the meaning of the writing or confuse the reader.

Continued on next page





Continued from previous page

- Pre-activity: As a group, review the sentences using the prompt questions below.
 - "Let's eat Sam."
 - Is there a mistake in this sentence?
 - **Possible participant response:** It sounds like we are going to eat somebody named Sam instead of telling Sam we are ready to eat.
 - You plan to meet your friend at 4:00 pm, and send this text message "Let's meet at 3:00 pm."
 - Is there a mistake in this sentence?
 - **Possible participant response:** The plan is to meet at 4:00 pm but in the text message it says 3:00 pm. One of them is wrong and will confuse the friend.
- Participants will practice writing about a topic. Once writing is complete, participants will use the checklist from the Sample section on the next page, to check for mistakes.
 - Topic examples to write about:
 - Favorite movie
 - Favorite activity to do in winter
 - Participant can choose a topic
- Once the writing is complete, invite participants to share their writing in the larger group.
 - Compare results and note the differences among participants.

Continued on next page





Continued from previous page

Sample:

- Writing Checklist:
 - Spelling:
 - Did I spell all words correctly?
 - Punctuation:
 - Did I use periods (.) at the end of sentences?
 - Did I use commas (,) in lists or to separate ideas?
 - Grammar:
 - Did I use the right verbs? ("is" "was")
 - Did I use the correct verb tense?
 - Clarity:
 - Is the time, date, or place, correct?
 - Is my message easy to understand?

Adaptations:

- Have participants type in a program, like Word, to check for mistakes.
- Modify the checklist and examples to be more relevant to participants' specific job roles, industries, or location.



Make Sure the Tone Fits:

I can change the tone of my writing to fit the message and who it's for.



Training outcome:

Participants can adjust the tone of their writing to fit the message and the audience.



Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

Description (for facilitator or instructor):

Participants will practice making sure the tone fits the message and audience.

Sample description (to use with participants):

In this session, we will practice making sure the tone fits our message and who it is for.

Materials:

- Pen or pencil.
- Blank letter size paper.

Instructions (for facilitator or instructor):

- Introduce the topic of making sure the tone fits the message and who it is for. Explain that the tone of our writing depends on how we write it. Tone shows what the writer thinks towards a topic, it can be funny, serious, formal or friendly.

Continued on next page





Continued from previous page

- Pre activity: Provide participants with the scenario below to write about. Depending on the audience, participants will change the tone.
 - To a supervisor:
 - **Possible participant response:** "I apologize, but I will not be able to attend the meeting."
 - To a friend:
 - **Possible participant response:** "I can't make it to the meeting!"
 - To your children's teacher:
 - **Possible participant response:** "I won't be able to join the meeting. Can we pick another time?!"
- Provide participants with the scenario below to write about. Depending on the audience, participants will change the tone.
 - Scenario:
 - You need to tell someone that you're going to be late.
 - Your supervisor at work: Write a professional message explaining the situation.
 - Your friend who is meeting you for dinner: Write a casual text message that sounds friendly.
 - Your child's teacher: Write a message explaining why you will be late for the parent-teacher conference.
- Once the writing is complete, invite participants to share messages in the larger group.

Adaptations:

- Modify the scenarios and examples to be more relevant to participants' specific job roles, industries, or location.

Levels 3 and 4: Action Plan for Writing



Levels 3 and 4

For **levels 3 and 4**, writing training is more advanced. Facilitators or instructors guide participants in applying reading skills in work-related contexts, giving or analyzing information, and know who to write for. At these levels, participants should also learn to set and adjust their goals based on their evolving skill sets, available resources, workplace situations, and lifelong opportunities.

The Government of Canada's Skills for Success framework outlines an advanced level of this skill:

“Level 3:

Write either longer or shorter pieces so you can:
inform
explain
request information
express opinions or
give directions

Level 4:

Write longer pieces, which present considerable information and which may feature a comparison or analysis.”

There are many pathways through the Skills for Success. Each of us follows our own path - our own learning journey - including beyond the levels 1 and 2 in this resource. Congratulations on your work through these levels!

For next steps, consider using the action plan available on pages 348 and 349.

Skills for Success

Action Plan

Circle the gear for the skill or skills this action plan is for.

There are so many paths for your learning journey. Now that you have come this far in exploring and developing your Skills for Success, take some time to celebrate. This is a big achievement.

You have an amazing set of skills! Reflect on your achievements in each skill point or go to your self-assessments (the "What have I already done in this skill point?" section) to add to this plan.

My goal and why it matters to me

My skill achievements:

How do these achievements support my goal?

How can my knowledge and experience help me be a resource to my home, my community, or my work?

Continued on next page

Skills for Success

Continued from previous page

Think about where you want to go next in your journey.

My next steps:
What do I still want to know how to do?

What will help me reach my goal?
(This could be people, courses, and certifications)

How will I celebrate when I reach my goal?

What will I do if I face a challenge?

How will I know I'm making progress?

Every journey takes time and energy. We achieve more when we take care of ourselves. What will I do to take care of myself?

References

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Action Plan

Circle the gear for the skill or skills this action plan is for.



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You have an amazing set of skills! Reflect on your achievements in each skill point or go to your self-assessments (the "What have I already done in this skill point?" section) to add to this plan.

My goal and why it matters to me

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Continued from previous page

Think about where you want to go next in your journey.


My next steps:

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