

Foundations for Independence Framework

COMMUNITY LITERACY OF ONTARIO

Acknowledgements

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**EMPLOYMENT
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FOUNDATIONS FOR INDEPENDENCE (Personal : Home, Community)

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

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

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

I WANT TO...	
Manage my basic needs	
<ul style="list-style-type: none"> • Have enough to eat/manage nutrition • Have a place to live • Have appropriate seasonal clothing • Have an income* 	
Manage my health	
<ul style="list-style-type: none"> • Direct and maintain my health • Access health care assistance 	
Manage my personal issues and relationships	
<ul style="list-style-type: none"> • Read to my (grand)child(ren) • Help my child(ren) with school work • Do my own banking • Manage my money • Be organized and prepared • Assess my needs and abilities • Deal with social service agencies • Be able to communicate with others 	
Participate fully as a member of my community	
<ul style="list-style-type: none"> • Support my child at school and my family in the community • Obtain or replace identification • Understand my rights, freedoms and responsibilities • Be aware of and understand current events • Get a licence or certificate • Use personal or public transportation • Attend and participate in local events or organizations 	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Physiological Needs</p> </div> <div style="text-align: center;">  <p>Safety Needs</p> </div> <div style="text-align: center;">  <p>Social and Esteem Needs</p> </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>H O M E</p> <p>↓</p> <p>C O M M U N I T Y</p> </div>	
<p>*In this framework, the concept of having an income is addressed mainly through accessing social service agencies. Having an income through employment, although related with independence, is not specifically dealt with in the independence framework. Since the independence framework is part of the overarching "Learner Skill Attainment" framework, employment is covered under a separate pathway.</p>	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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