

# Ontario Adult Literacy Curriculum Framework



Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator	
<b>A. Find and Use Information</b>	<b>A1</b> Read continuous text	<b>A1.1</b> Read brief texts to locate specific details	<b>A1.2</b> Read texts to locate and connect ideas and information	<b>A1.3</b> Read longer texts to connect, evaluate and integrate ideas and information	
	<b>A2</b> Interpret documents	<b>A2.1</b> Interpret very simple documents to locate specific details	<b>A2.2</b> Interpret simple documents to locate and connect information	<b>A2.3</b> Interpret somewhat complex documents to connect, evaluate and integrate information	
	<b>A3</b> Extract info from films, broadcasts and presentations	Tasks in this task group are not rated for complexity.			
<b>B. Communicate Ideas and Information</b>	<b>B1</b> Interact with others	<b>B1.1</b> Participate in brief interactions to exchange information with one other person	<b>B1.2</b> Indicate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions	<b>B1.3</b> Initiate and maintain lengthier interactions with one or more persons on a range of topics	
	<b>B2</b> Write continuous text	<b>B2.1</b> Write brief texts to convey simple ideas and factual information	<b>B2.2</b> Write texts to explain and describe information and ideas	<b>B2.3</b> Write longer texts to present information, ideas and opinions	
	<b>B3</b> Complete and create documents	<b>B3.1a</b> Make straightforward entries to complete very simple documents	<b>B3.2a</b> Use layout to determine where to make entries in simple documents	<b>B3.3a</b> Decide what, where and how to enter information in somewhat complex documents	
		<b>B3.1b</b> Create very simple documents to display and organize a limited amount of information	<b>B3.2b</b> Create simple documents to sort, display and organize information	<b>B3.3b</b> Create more complex documents to sort, display and organize information	
<b>B4</b> Express oneself creatively	Express oneself creatively, such as by writing journal entries, telling a story and creating art				
<b>C. Understand and Use Numbers</b>	<b>C1</b> Manage money	<b>C1.1</b> Compare costs and make simple calculations	<b>C1.2</b> Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	<b>C1.3</b> Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets	
	<b>C2</b> Manage time	<b>C2.1</b> Measure time and make simple comparisons and calculations	<b>C2.2</b> Make low-level inferences to calculate using time	<b>C2.3</b> Find, integrate and analyze numerical information to make multi-step calculations using time	
	<b>C3</b> Use measures	<b>C3.1</b> Measure and make simple comparisons and calculations	<b>C3.2</b> Use measures to make one-step calculations	<b>C3.3</b> Use measures to make multi-step calculations; use specialized measuring tools	
	<b>C4.</b> Manage data	<b>C4.1</b> Make simple comparisons and calculations	<b>C4.2</b> Make low-level inferences to organize, make summary calculations and represent data	<b>C4.3</b> Find, integrate and analyze data; identify trends in data	
<b>D. Use Digital Technology</b>	n/a	<b>D.1</b> Perform simple digital tasks according to a set procedure	<b>D.2</b> Perform well-defined, multi-step digital tasks	<b>D.3</b> Experiment and problem-solve to perform multi-step digital tasks	
<b>E. Manage Learning</b>	n/a	<b>E.1</b> Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	<b>E.2</b> Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	<b>E.3</b> Set realistic short-and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning	
<b>F. Engage with Others</b>	n/a	This competency is not rated for complexity.			