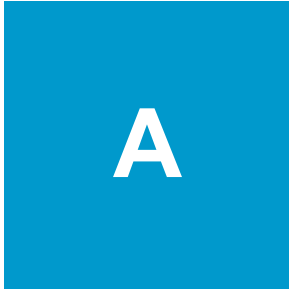# Curriculum Framework: Competency A. Find and Use Information

Ontario Ministry of Training, Colleges and Universities
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EMPLOYMENT ONTARIO

Find and Use Information

A

A. Find and Use Information comprises tasks that involve the different ways learners find and use information in the world. Learners need to be able to find, select, and evaluate sources of information as well as read and interpret individual sources of information. Information sources may be written in sentences and paragraphs, displayed as documents, or produced as films, broadcasts, or presentations.

The competency *A. Find and Use Information* is organized into the following three task groups:

- A1. Read continuous text
- A2. Interpret documents
- A3. Extract information from films, broadcasts and presentations

A1. Read continuous text

The tasks in this group focus on reading sentences and paragraphs in texts. *A1. Read continuous text* captures tasks that are completed to carry out a function, such as reading brochures to learn about community services, as well as tasks that are ends in themselves, such as reading poetry for pleasure.

Continuous text is generated for a variety of purposes. Categorized by their various purposes, the task group includes instructional, descriptive, narrative, informational, and persuasive texts. Typical examples of reading continuous text include reading notes, emails, instructions, letters, notices, brochures, stories, and reports.

Continuous text can be found in documents and on computer screens. Tasks requiring readers to extract sentences and paragraphs from documents such as labels and forms should be examined for their document use requirements within task group *A2. Interpret documents*. Tasks requiring the use of computers should also be examined under competency *D. Use Digital Technology*.

*Indicator Overview: **Read continuous text***

Level 1	Read brief texts to locate specific details
Level 2	Read texts to locate and connect ideas and information
Level 3	Read longer texts to connect, evaluate, and integrate ideas and information

A2. Interpret documents

Documents refer to material that is organized as non-continuous text and in which information is displayed using graphic elements. Documents make use of different formats and structures, and can include lists, tables, forms, diagrams, and maps.

Typical examples of interpreting documents include interpreting signs and labels, finding destinations on maps, referring to timetables or schedules, and reading graphs.

Documents can be

- Matrix documents organized by using a list structure, such as tables

- Graphic documents that provide a visual summary of quantitative information, such as circle graphs, bar charts, and line graphs

- Locative documents that show the location in space of persons, places, or things, such as maps, or that depict characteristics of different geographic regions, such as a population's characteristics

- Entry documents that require the reader to provide information

- Combination documents, each with two or more displays that must be interpreted together. For example, learners must read and understand map and graph legends to use maps and graphs.[1]

Many documents, such as websites and some forms, include continuous text. If documents include a sentence or more of text, they should also be examined for their reading requirements within task group *A1. Read continuous text.* Documents may be in either print or electronic form. Tasks requiring the use of electronic documents should also be examined under competency *D. Use Digital Technology.* Documents requiring the reader to produce words, phrases, sentences, or paragraphs should be examined for their writing requirements within task groups *B2. Write continuous text* and *B3.Complete and create documents.*

Indicator Overview: ***Interpret documents***

Level 1	Interpret very simple documents to locate specific details
Level 2	Interpret simple documents to locate and connect information
Level 3	Interpret somewhat complex documents to connect, evaluate, and integrate information

A3. Extract information from films, broadcasts and presentations

Non-print information sources are included in this task group. Typical examples of tasks in this group include watching podcasts, listening to lectures, and observing demonstrations.

The tasks in this group are not rated for complexity and are appropriate for learners at all levels.

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[1] Murray, T.S., Clermont, Y., Binkley, M. (2005). *International Adult Literacy Survey. Measuring Adult Literacy and Life Skills: New Frameworks for Assessment.* Statistics Canada Catalogue 89-552-MIE, no.13.

Competency A:
Find and Use Information

A1.1

Task Group A1:
Read continuous text

Level **1**

At this level, learners:
Read brief texts to locate specific details

Performance Descriptors

The learner:

Decodes words and makes meaning of sentences in a single text

Reads short texts to locate a single piece of information

Follows the sequence of events in straightforward chronological texts

Follows simple, straightforward instructional texts

Identifies the main idea in brief texts

Requires support to identify sources and to evaluate and integrate information

Task Descriptors

Scope of task is limited

Involves one text

Is up to one paragraph in length

Contains common, familiar vocabulary

Has a familiar context

Addresses concrete, day-to-day topics

Has a highly explicit purpose

Text Types:

instructional, descriptive, narrative, and brief informational texts

Examples:

- Notes
- Simple directions
- Instructions
- Brief emails
- Simple narratives

Examples of tasks learners can do at the end of Level 1:
Read brief texts to locate specific details

Tasks	E	A	SS	PS	I
Read instructions on a cleaning product label	●	●			●
Read a brief email confirming the date and time of a meeting	●	●	●	●	●
Read a brief note from a co-worker	●	●			
Follow directions to a local retail outlet	●	●			●
Read a brief blog entry on a familiar topic			●	●	●
Read a note in a log book	●	●			

A1.2

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level **2**

At this level, learners:
Read texts to locate and connect ideas and information

Performance Descriptors	Task Descriptors	Text types:
The learner:	Scope of task is clearly defined	instructional, descriptive, narrative, and informational texts
Makes connections between sentences and between paragraphs in a single text	Involves one text	
Scans text to locate information	Is one paragraph or longer	
Locates multiple pieces of information in simple texts	May include unfamiliar elements (e.g. vocabulary, context, topic)	**Examples:**
Reads more complex texts to locate a single piece of information		• Letters
Makes low-level inferences		• Emails
Follows the main events of descriptive, narrative, and informational texts		• Notices
Obtains information from detailed reading		
Begins to identify sources and evaluate information		

Examples of tasks learners can do at the end of Level 2:
Read texts to locate and connect ideas and information

Tasks	E	A	SS	PS	I
Follow instructions in a recipe	●	●			●
Read a brief letter from a landlord about scheduled maintenance and repairs	●	●			●
Read a flyer from a municipality about the recycling program					●
Read a brochure to learn about a new product or piece of equipment	●	●			
Read an email outlining project expectations	●	●	●	●	●

A1.3

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level **3**

At this level, learners:

Read longer texts to connect, evaluate, and integrate ideas and information

Performance Descriptors

The learner:

Integrates several pieces of information from texts

Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks

Identifies the purpose and relevance of texts

Skims to get the gist of longer texts

Begins to recognize bias and points of view in texts

Infers meaning which is not explicit in texts

Compares or contrasts information between two or more texts

Uses organizational features, such as headings, to locate information

Follows the main events of descriptive, narrative, informational, and persuasive texts

Obtains information from detailed reading

Makes meaning of short, creative texts (e.g. poems, short stories)

Identifies sources, evaluates and integrates information

Task Descriptors

Scope of task may not be clearly defined

May involve more than one text

Is typically longer than one paragraph

May include unfamiliar elements (e.g. vocabulary, context, topic)

May contain specialized vocabulary

Text types:

instructional, descriptive, narrative, informational, and persuasive texts

Examples:

- Newspaper articles
- Textbook entries
- Newsletter articles
- Short creative texts

Examples of tasks learners can do at the end of Level 3:

Read longer texts to connect, evaluate, and integrate ideas and information

Tasks	E	A	SS	PS	I
Read a chapter in a textbook to learn about a topic		●	●	●	
Identify the theme in a short story			●	●	
Read a trade magazine article to learn about industry trends	●	●			
Read a newspaper article to learn about a current political situation			●	●	●
Read a brochure from a utility company describing rebate programs					●
Compare consumer reviews from a variety of web sites to choose a new computer	●				●
Read an information package from a charity to decide whether to make a donation	●				●

A2.1

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level **1**

At this level, learners:

Interpret very simple documents to locate specific details

Performance Descriptors	Task Descriptors	Examples:
The learner:	Scope of task is limited	• Signs
Scans to locate specific details	Involves one document	• Labels
Interprets brief text and common symbols	Contains brief text, symbols, or both	• Lists
Locates specific details in simple documents, such as labels and signs	Uses a very simple format	• Coupons
Identifies how lists are organized (e.g. sequential, chronological, alphabetical)	Contains common, familiar vocabulary	• Simple forms
Requires support to identify sources and to evaluate and integrate information	Has a familiar context	
	Addresses concrete, day-to-day topics	
	Has a highly explicit purpose	
	Documents at this level may contain up to one paragraph of text	

Examples of tasks learners can do at the end of Level 1:

Interpret very simple documents to locate specific details

Tasks	E	A	SS	PS	I
Find the expiry date on a coupon					●
Read a parking sign to identify restrictions	●	●			●
Interpret a WHMIS symbol on a product label	●	●			
Read a clothing label to identify washing instructions	●				●
Verify contact information on a simple personal information form	●	●	●	●	●
Identify books required from a reading list		●	●	●	

<table>
<tr><td>**A2.2**</td><td>Competency A:
Find and Use Information</td><td></td></tr>
<tr><td></td><td>Task Group A2:
Interpret documents</td><td>Level **2**</td></tr>
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At this level, learners:

Interpret simple documents to locate and connect information

Performance Descriptors	Task Descriptors	Examples:
The learner: Performs limited searches using one or two search criteria Extracts information from tables and forms Locates information in simple graphs and maps Uses layout to locate information Makes connections between parts of documents Makes low-level inferences Begins to identify sources and evaluate information	Scope of task is clearly defined Involves one document Uses a simple format Displays a limited amount of information Is typically up to one page in length May include unfamiliar elements (e.g. vocabulary, context, topic) Documents at this level may contain a paragraph or more of text	• Forms • Tables • Simple graphs • Street maps • Simple flow charts • Floor plans

Examples of tasks learners can do at the end of Level 2:

Interpret simple documents to locate and connect information

Tasks	E	A	SS	PS	I
Locate fire exits on a floor plan	●	●	●	●	●
Find times and locations of classrooms on a timetable		●	●	●	
Review information on a job application form	●	●			●
Refer to a table of contents to find the page number of a troubleshooting section	●	●			●
Interpret survey results displayed in a circle graph	●	●	●	●	●

A2.3

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level **3**

At this level, learners:

Interpret somewhat complex documents to connect, evaluate, and integrate information

Performance Descriptors	Task Descriptors	Examples:
The learner:	Scope of task may not be clearly defined	• Forms
Performs complex searches using multiple search criteria	May involve more than one document	• Tables
Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks	Uses a somewhat complex format	• Timelines
Integrates several pieces of information from documents	Displays many categories of information	• Graphs
Compares or contrasts information between two or more documents	Contains sub-headings or subparts	• Maps
Uses layout to locate information	Can vary in length	• Flow charts
Identifies the purpose and relevance of documents	May include unfamiliar elements (e.g. vocabulary, context, topic)	
Begins to recognize bias in displays, such as graphs	May contain specialized vocabulary	
Makes inferences and draws conclusions from information displays	Documents at this level may contain a paragraph or more of text	
Identifies sources, evaluates and integrates information		

Examples of tasks learners can do at the end of Level 3:					
Interpret somewhat complex documents to connect, evaluate, and integrate information					
Tasks	**E**	**A**	**SS**	**PS**	**I**
Follow a flow chart to learn steps in a process	●	●	●	●	
Verify accuracy of income and deductions on an income tax form					●
Compare a bus route map and a city map to locate the nearest bus stop					●
Interpret a line graph to compare production rates between facilities over time	●				
Interpret a project plan to determine whether adjustments to schedules or activities need to be made	●	●	●	●	
Browse classified listings online and in newspapers to search for used furniture					●

	Competency A:
A3	**Find and Use Information**
	Task Group A3:
	Extract information from films, broadcasts and presentations

The tasks in this task group are not rated for complexity

Examples of tasks learners can do at the end of this task group:					
Tasks	**E**	**A**	**SS**	**PS**	**I**
Watch a safety video to learn about the potential hazards in a workplace		●			●
Observe a demonstration to learn about the uses of a new product	●				●
Listen to a podcast to learn about recent events	●		●	●	●
Watch an ASL vlog to learn about a health-related topic					●
Attend a presentation to learn about a post-secondary program		●	●		●
Watch a webinar to learn about a topic	●	●	●	●	●
Attend a public panel discussion on a controversial topic to learn about the different perspectives					●