

# Curriculum Framework: Competency B. Communicate Ideas and Information

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# Communicate Ideas and Information

*B. Communicate Ideas and Information* comprises tasks that involve the different ways in which learners communicate. Learners need to be able to express themselves and to share ideas and information. This competency explores both verbal and written modes of communication. It also explores signed modes of communication, such as American Sign Language.

The competency *B. Communicate Ideas and Information* is organized into the following four task groups:

- B1. Interact with others
- B2. Write continuous text
- B3. Complete and create documents
- B4. Express oneself creatively

## B1. Interact with others

The tasks in this group examine the ways in which adults come together to exchange information, share opinions, and explain and discuss ideas. These tasks are distinct from those within competency *F. Engage with Others*, which are primarily about achieving shared goals and outcomes.

Typical examples of interacting with others include discussing opinions, presenting information, and explaining how to carry out tasks.

*Indicator Overview: Interact with others*

<b>Level 1</b>	Participate in brief interactions to exchange information with one other person
<b>Level 2</b>	Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
<b>Level 3</b>	Initiate and maintain lengthier interactions with one or more persons on a range of topics

## B2. Write continuous text

The tasks in this group focus on writing sentences and paragraphs, and involve producing both paper-based and computer-generated text. Tasks include those that are primarily functional, such as writing notes to convey information, and those aimed at expressing ideas, such as writing essays. Categorized by their various purposes, writing tasks within this group focus on, but are not limited to, generating instructional, descriptive, narrative, informational, and persuasive texts. Typical examples of writing continuous text include writing notes, emails, letters, reports, and essays.

Writing continuous text can also include entering sentences and paragraphs into documents. Tasks that involve producing text in fillable forms should be examined for their document use requirements within task group *B3. Complete and create documents*. Writing that is intended as self-expression, such as writing poetry and making journal entries, is captured within task group *B4. Express oneself creatively*.

*Indicator Overview: Write continuous text*

<b>Level 1</b>	Write brief texts to convey simple ideas and factual information
<b>Level 2</b>	Write texts to explain and describe information and ideas
<b>Level 3</b>	Write longer texts to present information, ideas, and opinions

### B3. Complete and create 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.

Documents can be

- Matrix documents organized by using 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.<sup>1</sup>

Typical examples of completing a document include filling out a form and entering information into a table. Examples of creating a document include generating a list and drawing a map or diagram.

Completing documents can entail producing continuous text. Tasks that involve writing sentences and paragraphs should be examined for their writing requirements within task group *B2. Write continuous text*.

Some document creation tasks have significant numeracy requirements; creating graphs and scale drawings are two such examples. In addition to appearing alongside other drawings in this task group, creating scale drawings can be found in *C3. Use measures*. The demands associated with creating graphs are captured in task group *C4. Manage data*.

<sup>1</sup> 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.

*Indicator Overview: **Complete and create documents***

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<b>Level 1</b>	Make straightforward entries to complete very simple documents Create very simple documents to display and organize a limited amount of information
<b>Level 2</b>	Use layout to determine where to make entries in simple documents Create simple documents to sort, display, and organize information
<b>Level 3</b>	Decide what, where, and how to enter information in somewhat complex documents Create more complex documents to sort, display, and organize information

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**B4. Express oneself creatively**

This task group encompasses both print and non-print communication that is intended primarily as a means of self-expression. Typical examples include maintaining personal blogs and journals, creating collages that depict personal goals, and relating stories and poems.

The tasks in this group are not rated for complexity, since personal and creative expression is appropriate for learners at all Levels.

## B1.1

Competency B:  
**Communicate Ideas and Information**Task Group B1:  
**Interact with others**Level **1**

At this level, learners:

**Participate in brief interactions to exchange information with one other person****Performance Descriptors****The learner:**

Conveys information on familiar topics

Shows an awareness of factors such as social, linguistic, and cultural differences that affect interactions in brief exchanges with others

Chooses appropriate language in exchanges with clearly defined purposes

Participates in short, simple exchanges

Gives short, straightforward instructions or directions

Speaks or signs clearly in a focused and organized way

Repeats or questions to confirm understanding

Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)

**Task Descriptors**

Scope of task is limited

Involves one other person

Is brief

Addresses a familiar audience

Contains concrete and familiar content

Has a highly explicit purpose

Is informal

**Interaction Types:**

- Exchange information
- Give instructions
- Provide directions
- State preferences

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

### Participate in brief interactions to exchange information with one other person

Tasks	E	A	SS	PS	I
Ask for directions to a supplier	●	●			
Make an appointment	●	●	●	●	●
Relate a personal experience during a conversation					●
Explain how to use a photocopier	●				
Describe a routine task	●	●	●	●	●
State a food preference when ordering in a restaurant					●

## B1.2

Competency B:  
**Communicate Ideas and Information**Task Group B1:  
**Interact with others**

Level 2

At this level, learners:

**Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions****Performance Descriptors****The learner:**

Shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic, and cultural differences

Demonstrates some ability to use tone appropriately

Uses strategies to maintain communication, such as encouraging responses from others and asking questions

Speaks or signs clearly in a focused and organized way

Rephrases to confirm or increase understanding

Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)

**Task Descriptors**

Scope of task is clearly defined

Involves one or more persons

Can vary in length

Addresses a familiar or unfamiliar audience

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

Has a clear, well-defined purpose

Is informal

**Interaction Types:**

- Share ideas and information
- Exchange opinions
- Explain and discuss ideas

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

### Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Tasks	E	A	SS	PS	I
Make a suggestion to improve the learning environment, and provide a rationale			•	•	
Brainstorm to generate solutions to a problem	•	•	•	•	•
Discuss various approaches to a project and express opinions	•	•	•	•	
Share an opinion about the outcomes of a recent election			•	•	•
Explain safety procedures to a co-worker, and answer questions	•	•			

## B1.3

Competency B:  
**Communicate Ideas and Information**Task Group B1:  
**Interact with others**

Level 3

At this level, learners:

**Initiate and maintain lengthier interactions with one or more persons on a range of topics****Performance Descriptors****The learner:**

Shows an awareness of factors that affect interactions, such as differences in opinion and ideas, and social, linguistic, and cultural differences

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

Participates in lengthier exchanges to problem solve and explore issues

Varies speed, tone, and emphasis to increase effectiveness of exchanges

Uses strategies to maintain communication, such as encouraging responses from others and asking questions

Speaks or signs clearly in a focused and organized way

Chooses appropriate strategies to check and increase understanding

Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)

**Task Descriptors**

Scope of task may not be clearly defined

Involves one or more persons

Is longer in duration

Addresses a familiar or unfamiliar audience

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

May require specialized vocabulary

Requires varied communication approaches

**Interaction Types:**

- Share ideas and information
- Exchange opinions
- Explain and discuss concepts
- Give presentations
- Participate in interviews

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

### Initiate and maintain lengthier interactions with one or more persons on a range of topics

Tasks	E	A	SS	PS	I
Participate in a job interview		•			•
Present project results to peers	•		•	•	
Negotiate with a service provider to obtain a discount	•				•
Discuss and support opinions in extended exchanges with peers during an online course	•	•	•	•	
Explore concepts in an extended discussion about politics, comparing and contrasting ideas	•	•	•	•	•

**B2.1**

Competency B:  
**Communicate Ideas and Information**

Task Group B2:  
**Write continuous text**

**Level 1**

At this level, learners:

**Write brief texts to convey simple ideas and factual information**

**Performance Descriptors**

**The learner:**  
Writes simple texts to request, remind, or inform  
Conveys simple ideas and factual information  
Demonstrates a limited understanding of sequence  
Uses sentence structure, upper and lower case, and basic punctuation  
Uses highly familiar vocabulary

**Task Descriptors**

Scope of task is limited  
Addresses concrete, day-to-day topics  
Addresses a small, familiar audience  
Is informal  
Is up to a paragraph in length  
Has a familiar context  
Has a highly explicit purpose

**Text types:**

instructional, descriptive, narrative, and brief informational texts

**Examples:**

- Notes
- Brief emails
- Directions
- Instructions
- Text messages

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

**Write brief texts to convey simple ideas and factual information**

Tasks	E	A	SS	PS	I
Write a reminder note about upcoming plans	•	•	•	•	•
Write a thank you note	•				•
Write a brief email to request information	•	•	•	•	•
Write a telephone message	•	•			•
Write instructions to describe a simple procedure	•	•	•	•	•
Send a text message with directions to a destination	•	•			•

## B2.2

Competency B:  
**Communicate Ideas and Information**Task Group B2:  
**Write continuous text**

## Level 2

At this level, learners:

## Write texts to explain and describe information and ideas

### Performance Descriptors

**The learner:**

Writes texts to explain or describe

Conveys intended meaning on familiar topics for a limited range of purposes and audiences

Begins to sequence writing with some attention to organizing principles (e.g. time, importance)

Connects ideas using paragraph structure

Uses a limited range of vocabulary and punctuation appropriate to the task

Begins to select words and tone appropriate to the task

Begins to organize writing to communicate effectively

### Task Descriptors

Scope of task is clearly defined

Content of writing is routine

Addresses a familiar or unfamiliar audience

Requires a degree of formality, such as appropriate tone

Is one paragraph or longer

Requires organization to support the message (e.g. sentence order, paragraphs)

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

### Text types:

instructional, descriptive, narrative, and informational texts

### Examples:

- Emails
- Brief letters
- Notices

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

## Write texts to explain and describe information and ideas

Tasks	E	A	SS	PS	I
Write a notice to advertise an event	•				•
Write an email to explain steps involved in a project	•	•	•	•	•
Write a letter to request a refund for a product	•				•
Write an email explaining why an extension is needed on an assignment	•	•	•	•	

## B2.3

Competency B:  
**Communicate Ideas and Information**Task Group B2:  
**Write continuous text**

Level 3

At this level, learners:

**Write longer texts to present information, ideas, and opinions****Performance Descriptors****The learner:**

Writes texts to present information, summarize, express opinions, present arguments, convey ideas, or persuade

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

Selects and uses vocabulary, tone, and structure appropriate to the task

Organizes and sequences writing to communicate effectively

Uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details

**Task Descriptors**

Scope of task may not be clearly defined

Content of writing may be non-routine

Addresses a familiar and unfamiliar audience

Uses conventions of formality, such as tone, appropriate to the occasion, intent, and content

Is up to a few pages long

Requires organization to support the message (e.g. paragraphs, headings, sub-headings)

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

May contain specialized vocabulary

**Text types:**

instructional, descriptive, narrative, informational, and persuasive texts

**Examples:**

- Letters
- Reports
- Essays

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

### Write longer texts to present information, ideas, and opinions

Tasks	E	A	SS	PS	I
Write a letter to a public official outlining concerns about neighbourhood safety	●				●
Write a summary to express an opinion on a topic	●		●	●	
Write an incident report describing the events leading up to an accident	●	●			
Write a research essay			●	●	
Write a letter to a post-secondary institution to request accommodations in the classroom					●

## B3.1

Competency B:  
**Communicate Ideas and Information**Task Group B3:  
**Complete and create documents**

Level 1

At this level, learners:

**Make straightforward entries to complete very simple documents****Create very simple documents to display and organize a limited amount of information****Performance Descriptors****To complete documents, the learner:**

Makes a direct match between what is requested and what is entered

Makes entries using familiar vocabulary

**To create documents, the learner:**

Follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible)

Organizes lists to suit purpose (e.g. chronologically, alphabetically, numerically, sequentially)

Includes titles where required

Uses labels and headings to organize content

Presents text and numbers below one or more headings in lists

**Task Descriptors**

Scope of task is limited

Involves one document up to a page in length

Has a very simple format

Requires few entries

Contains clearly labeled entry fields

Entries require common, familiar vocabulary

Has a familiar context

Addresses concrete, day-to-day topics

Has a highly explicit purpose

Documents at this level may require entering up to one paragraph of text

**Examples:**

- Lists
- Labels
- Simple forms
- Cheques
- Signs

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

### Make straightforward entries to complete very simple documents

### Create very simple documents to display and organize a limited amount of information

Tasks	E	A	SS	PS	I
Complete a simple personal information form	•	•	•	•	•
Record an appointment in an agenda or calendar	•	•	•	•	•
Write a cheque	•				•
Create a sign to inform visitors that an elevator is out of order	•	•			
Write a “to do” list	•	•	•	•	•

## B3.2

Competency B:  
**Communicate Ideas and Information**Task Group B3:  
**Complete and create documents**

Level 2

At this level, learners:

**Use layout to determine where to make entries in simple documents**  
**Create simple documents to sort, display, and organize information**

**Performance Descriptors****The learner:**

May draw on additional simple sources, such as a list

**To complete documents, the learner:**

Uses layout to determine where to make entries

Begins to make some inferences to decide what information is needed, where and how to enter the information

Makes entries using a limited range of vocabulary

Follows instructions on documents

**To create documents, the learner:**

Follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists)

Sorts entries into categories

Displays one or two categories of information organized according to content to be presented

Identifies parts of documents using titles, row and column headings, and labels

**Task Descriptors**

Scope of task is clearly defined

Involves one document up to two pages in length

Has a simple format

Requires multiple entries

May contain entry fields that are not clearly labeled

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

Documents at this level may require entering a paragraph or more of text

**Examples:**

- Forms
- Tables
- Hand-drawn maps
- Floor plans

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

### Use layout to determine where to make entries in simple documents

### Create simple documents to sort, display, and organize information

Tasks	E	A	SS	PS	I
Complete a job application form	•	•			•
Book a hotel room online	•				•
Complete a customer satisfaction survey	•	•	•	•	•
Draw a floor plan to figure out where to place furniture or equipment	•	•			•
Create a table to compare products, supplies, or services	•	•			•

## B3.3

Competency B:  
**Communicate Ideas and Information**Task Group B3:  
**Complete and create documents**

Level 3

At this level, learners:

Decide what, where, and how to enter information in somewhat complex documents

Create more complex documents to sort, display, and organize information

**Performance Descriptors****The learner:**

Draws from multiple sources as required (e.g. other documents and texts)

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

**To complete documents, the learner:**

Uses layout to determine where to make entries

Makes inferences to decide what, where, and how to enter information

**To create documents, the learner:**

Follows conventions to display information in more complex documents (e.g. use of abbreviations, symbols)

Sorts entries into categories and subcategories

Displays many categories of information

Organizes information in a variety of ways

Identifies parts of documents using titles, row and column headings, sub-headings, and labels

**Task Descriptors**

Scope of task may not be clearly defined

May involve more than one document; documents can vary in length

Uses a somewhat complex format

Requires multiple entries

Contains entry fields that are not clearly labeled

Contains sub-headings or subparts

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

May contain specialized vocabulary

Documents at this level may require entering a paragraph or more of text

**Examples:**

- Forms
- Tables
- Timelines
- Flow charts

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

**Decide what, where, and how to enter information in somewhat complex documents**

**Create more complex documents to sort, display, and organize information**

Tasks	E	A	SS	PS	I
Complete an Employment Insurance application form		•			•
Fill out a student loan application		•		•	•
Complete or create a budget template with sub-categories for expenses and income	•	•	•	•	•
Create a flow chart to identify the steps for achieving a goal			•	•	
Create a multi-phase product or production schedule	•				
Create a reference list of resources used to write an essay			•	•	
Create a scale drawing for a front yard landscaping project	•	•			•

**B4**

Competency B:  
**Communicate Ideas and Information**

Task Group B4:  
**Express oneself creatively**

At this level, learners:

**Express oneself creatively, such as by writing journal entries, telling a story, and creating art**

*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
Create a collage (e.g. vision board)					•
Write a poem to express oneself					•
Tell or sign a story			•		•
Keep a journal or blog to record experiences, feelings, and thoughts			•		•
Make a card for a friend, a relative, an instructor, or a guest presenter			•	•	•
Select photos to post on a personal social networking page			•	•	•