

assessing
literacy
reading levels

by Nancy Cooper

**Evaluating Aboriginal
Literacy Material**

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introduction

Welcome to Ningwakwe Learning Press'(NLP) Material Assessment Tool and Instruction Manual. As many of our readers know, Ningwakwe Learning Press focuses on developing, publishing, marketing and distributing learning materials and curriculum that meet the needs of adult Native learners in a holistic, culturally relevant way, and that are consistent with Ontario's Literacy and Basic Skills guidelines.

Over the past years, literacy practitioners have been asking for a tool that blends various assessment approaches into an easy to use format so that learners working on improving their reading and writing can be assessed at the level or grade of their choice, whether it is within the LBS Skills Levels, the Essential Skills Levels, or the Ontario Common Curriculum Grades 1-10.

Ningwakwe Learning Press has developed this Assessment and Evaluation Matrix in order to provide a graphic representation of the LBS Skills levels in comparison to the Essential Skills and the Ontario Common Curriculum. Learners and practitioners will be able to see what Reading levels learners may be at in all three areas. Practitioners, both new and seasoned, will be provided with an overview/review of all three of these assessment processes and why they may be important to keep in mind. Think of it as a quick resource guide, a one stop place to brush up on assessment and to find out where to go for more detailed information on the assessment of their choice. Practitioners will also be able to quickly

find what to look for when assessing a learner's reading beginning level or how their progress is developing.

In addition, all of Ningwakwe Learning Press' literacy reading resources will be listed with their appropriate LBS and Ontario Common Curriculum levels making it simpler for practitioners and educators to see at a glance which NLP resources would be appropriate for their audience.

Practitioners can sometimes be overwhelmed with the many needs of learners in their programs. Everyone may be working at different levels and have diverse learning goals. Many learners, if given a choice, would welcome the opportunity to be provided with more culture-based curriculum, as long as it is in keeping with their learning level and goals. Native culture-based literacy curriculum can be hard to find considering that the Native literacy community is relatively small in Canada. Oftentimes, practitioners develop their own curriculum to provide learners with material that reflects their reality.

Over the years, Ningwakwe Learning Press has developed several resources that can be used by literacy practitioners when incorporating a culture-based approach to literacy. This guide will provide some ideas for practitioners to better utilize Ningwakwe Learning Press resources. Other titles and curriculum will also be provided in the resources section.

We at Ningwakwe Learning Press hope that you find this resource useful in your daily work.

During the development of this project, we were guided by many experts, including practitioners, adult educators, learners, and academics who provided invaluable information from their spheres of knowledge and who helped to develop and shape this project into what is found today. Ningwakwe Learning Press would like to thank the practitioners of the Ontario Native Literacy Coalition for their participation in a focus group/information sharing session during the early stages of this project. NLP would like to extend gratitude to the advisory committee who helped to ensure that the goals of this project were pertinent and valuable to the community it was being developed for.

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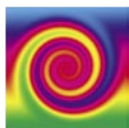
Ontario Native Literacy Coalition Members

– *Group Information Sharing Session*



“Native literacy is a tool which empowers the spirit.”

Ontario Native Literacy Coalition



what are learning outcomes?

Learning Outcomes Overview

*Ministry of Training Colleges and Universities
Ontario Literacy and Basic Skills*

Learning outcomes are the acquisition or gaining of knowledge, skills and behaviours that learners can demonstrate at different levels of proficiency. To aid in this process, the Ministry of Training, Colleges and Universities developed the Learning Outcomes Matrix which consists of three areas or domains. These domains are Communications, Numeracy, and Self-Management/Self Direction. The Communications domain is broken down into outcomes of reading, writing and speaking/listening. The Numeracy domain is broken down into basic operations, measurement, geometry, data and probability, and patterning and algebra. The final domain, Self-Management/Self Direction, is broken down into skills that can complement the other two domains. These could include, but are not limited to problem solving, stress management, time management, and improved confidence in social situations.

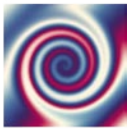
There are 5 levels of proficiency that learners can

work through in a literacy program. There are a total of forty skill sets in the Learning Outcomes Matrix; for example: grammar, punctuation, counting, and time measurement. Each skill set also includes success markers to help learners and practitioners see where the learner is proficient or where they may need to continue working to increase their skills.

Remember, a learner does not need to learn all of the skills in a literacy level before moving on to the next level. They only need to the skills that correspond with their learning goals. For example, a learner who wants to become a maintenance worker at the sports arena in the community might only need to learn how to fill out forms and read instructions for machinery. She would only need the relevant skills in the Learning Outcomes Matrix that reflect these goals.

The Levels Descriptions Manual developed by the Ontario Literacy Coalition is an excellent companion resource for practitioners and is available for download at the National Adult Literacy Database.

<http://www.nald.ca/fulltext/levels/levels.pdf>



LBS Reading Skills Levels

The following is a summary of Reading Skills for the 5 levels of proficiency in the Learning Outcomes Matrix. For a more detailed explanation of the 5 levels, please refer to the “Working with Learning Outcomes” manual.

Level One

The reader locates, understands and responds to simple, concrete ideas and sequential information in graphics, sentences, and very short, simple texts about familiar topics. To do this, the reader uses basic reading strategies, personal experience and familiarity with some common forms and conventions of simple texts.

Level Two

The reader locates, understands, and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics. To do this, the reader uses various common reading strategies, personal experience, and knowledge, as well as familiarity with some forms and conventions of more formal texts.

Level Three

The reader locates, understands, interprets, and makes judgements about ideas and information in a variety of texts that have some complexity of content and form. To do this, the reader uses a variety of more advanced reading strategies, personal experiences and knowledge and a familiarity with a variety of forms and conventions of formal texts.

Level Four

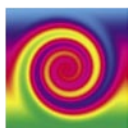
The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas, information and the writer’s perspective in texts that are complex in form and content. To do this, the reader uses a wide variety of reading strategies, personal experiences and knowledge as well as familiarity with a wider variety of forms and conventions, including some stylistic elements.

Level Five

The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas and information, including the writer’s perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style. To do this, the reader uses a wide range of appropriate and efficient strategies, including a deeper application of personal experiences and knowledge and a familiarity with complex forms and conventions, including stylistic conventions. (Levels Description Manual, OLC)

The Learning Outcomes skill sets have also been cross-referenced with the HRSDC Essential Skills.

http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home_e.shtml



essential skills overview

Office of Literacy and Essential Skills
Human Resources and Social Development Canada

Essential skills are fundamental skills that help us to learn all other skills.

Essential Skills are enabling skills that:

1. Help people perform the tasks required by their occupation and other activities of daily life.
2. Provide people with a foundation to learn other skills.
3. Enhance people's ability to adapt to change.
(HRSDC website)

Human Resources and Social Development Canada have defined the Essential Skills as follows:

Reading
Document Use
Numeracy
Writing
Oral Communication
Working with Others
Thinking
Computer Use
Continuous Learning

The Government of Canada conducted intensive research into the essential skills needed for approximately 200 occupations. Knowledge of the essential skills needed for various kinds of employment helps employees/learners find the right kind of jobs for them. It also helps employers to be aware of the skills levels of their employees and where skills development might enhance productivity. It also can help employers with their hiring decisions.

The Essential Skills are divided into 5 levels of complexity. These levels help to show the differences in skills requirements between various types of jobs. For example, the librarian and the Personal Support Worker both have to read for their jobs, but their skills levels might be very different.



Essential Skills Reading Text Levels

Level 1

- Read relatively short texts to locate a single piece of information.
- Follow simple written directions.

Level 2

- Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information.
- Make low-level inferences.

Level 3

- Choose and integrate information from various sources or from several parts of a single text.
- Make low-level inferences from multiple sources.
- Identify relevant and irrelevant information.

Level 4

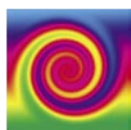
- Integrate and synthesize information from multiple sources or from complex and lengthy texts.
- Make complex inferences and use general background knowledge. Evaluate quality of text.

Level 5

- Interpret dense and complex texts.
- Make high-level inferences and use specialized knowledge.

The Human Resources and Social Development Canada Essential Skills website is a very large resource where practitioners can find the occupation descriptions and skills levels needed in all of the essential skills. It can be found at http://srv108.services.gc.ca/english/general/home_e.shtml.

This website is an excellent place for learners, practitioners, and employers to visit and learn more about Essential Skills, test their skills levels, or find further resources to help in the literacy program.



ontario common curriculum overview

All elementary and secondary schools in Ontario follow the Ontario Common Curriculum. This ensures all students develop the skills needed to succeed in further education and employment.

Often in literacy programs, learners will want to know what grade level they are working at. Because this is the system they were most familiar with when they left school, it is easier

to understand a grade level than an LBS level. Once learners familiarize themselves with the LBS levels, the importance of knowing what grade level they are may lessen.

If you or the learners in your literacy program want to learn more about the Ontario Common Curriculum, please visit the Ministry of Education website at

<http://www.edu.gov.on.ca/eng/curriculum/>.

NLP Materials in a Broader Context

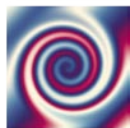
Many of Ningwakwe Learning Press materials are used in schools and cultural centres in addition to Native literacy programs throughout Canada and the United States. The materials are often used with children and younger adults. Having the equivalent grade level to the LBS level helps others choose the appropriate resources for their audiences.



The Importance of Culture Based Literacy Curriculum

A culture-based approach to literacy in Native literacy programs may aid in skills acquisition for learners. By sharing common beliefs and understandings of cultural approaches to learning, practitioners and learners find common ground and share knowledge that helps with the learning process for everyone involved in the literacy program. Other important concepts in culture-based approaches to learning include: a holistic/balanced approach to learning that includes the

spirit, heart, mind, and body, respectful interactions with others and all of creation, and engaging in experiential learning processes. (Brant, 2006) Janice Brant's book, *The Aboriginal Literacy Curriculum Toolbox: Cultural Philosophy, Curriculum Design and Strategies for Self-Directed Learning*, provides practitioners with many successful strategies for incorporating cultural approaches into their practice.



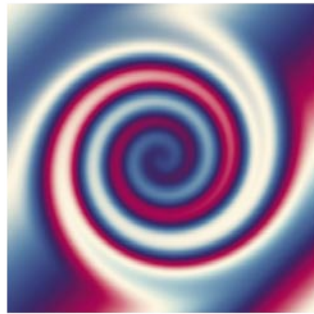
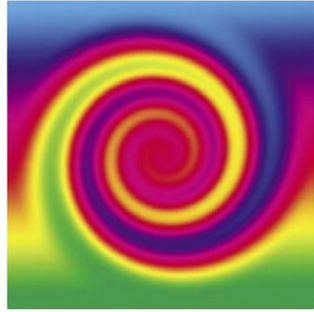
Conclusion

There is no one right way to work in adult education. Each person's experiences and goals are different and it is up to the practitioner to ensure that the learning experience is a successful and fulfilling one. It is our hope that this manual will aid in the continuing development of important and relevant literacy programming.

We at Ningwakwe Learning Press hope that you find this resource useful in your daily work.

Keep up the good work, your contributions to the further development of your community is important.

Ningwakwe Learning Press would like to thank you for taking time to use this resource. We always want to know how to improve our practice. If you have any feedback please do not hesitate to contact us at 1-888-551-9757.



Guides & Resources

Level Guides

This five page level guide will give practitioners several examples of culture-based curriculum to be considered when working with learners in their programs. There are other recommended titles and curriculum in the resources at the end of this section.

The following level charts compare LBS - Communication: Read with Understanding, Essential Skills Reading Text and Ontario Common Curriculum reading levels.

1

LBS Level 1	ES Level 1	OCC Grade 1+ 2
<p>Literacy & Basic Skills <i>at this level, learners can....</i></p> <ul style="list-style-type: none">- read and understand short, concise paragraphs- use personal experience to help with reading- read and respond to information presented in a sequence	<p>Essential Skills <i>at this level, employees can....</i></p> <ul style="list-style-type: none">- Read relatively short texts to locate a single piece of information.- Follow simple written directions. <p><i>Examples for the above include:</i></p> <ul style="list-style-type: none">- <i>Electrologists read directions on bottles of sterilant</i>- <i>Riggers read brief notices about shift changes or load restrictions</i>	<p>Ontario Curriculum <i>at these grades, students can....</i></p> <ul style="list-style-type: none">- read and understand words that have personal significance- use their own knowledge to connect to and expand the ideas found in text- read and understand words with common spelling patterns
<p style="text-align: center;">Adult Literacy Curriculum Tips and Tricks</p> <ul style="list-style-type: none">∞ Go through the weekly store flyers. Cut out several pictures and glue onto flip chart paper. Write the name of the item beside the picture. Have learners make their own shopping lists.∞ Take a bus trip with learners. Take pictures of the route along the way. Back in the class, print out the pictures and write down directions for someone coming to the literacy program. Have students write directions from their home to the literacy program.∞ Read Ningwakwe's ABC Book together. Have the group develop their own ABC book to take home to their families.∞ Make a 'zine'. Brainstorm a theme. Bring magazines and photos. Have students make their zine pages with accompanying text. Photocopy the zine so everyone can have a copy to take home. (Search the internet to find examples of other zines.)∞ Search learner resources at www.nald.ca for other ideas.		

Ningwakwe Learning Press Level 1 Resources

Ningwakwe's ABC Book
Through the Eyes of Our Elders – Quilting
Through the Eyes of Our Elders - Cooking
Sinew & Sage: Aboriginal Literacy Workbook Level 1

2

LBS Level 2

Literacy & Basic Skills

at this level, learners can....

- read paragraphs with four to five short sentences
- distinguish between fact and opinion in the text
- read and follow simple written instructions

ES Level 1

Essential Skills

at this level, employees can....

- Read relatively short texts to locate a single piece of information.
- Follow simple written directions.

Examples for the above include:

- *Electrologists read directions on bottles of sterilant*
- *Riggers read brief notices about shift changes or load restrictions*

OCC Grade 3+ 4

Ontario Curriculum

at these grades, students can....

- solve unfamiliar words using different cues
- identify the point of view in a simple text
- identify important ideas in text

Adult Literacy Curriculum Tips and Tricks

- ∞ Read Ningwakwe's "Frybread" as a group. Find out who can make frybread. Have students write down the recipe. Make frybread for the class and some to take home.
- ∞ Any artists in the group? Get her or him to teach an art class. Work with the artist before the class to write down instructions for the group on flipchart paper. Have all of the materials ready. Have a group art show after the class.
- ∞ Bring in the local paper. Help students find and read articles in the paper that interest them. Discuss what opinions, point of view, and bias mean.
- ∞ Play "Group Bingo". Develop a bingo card with different statements about students in the class. Have the class interview each other to find out these facts. The first student to get a full card wins. Some examples of questions are: Who is a grandmother? Who has lived in Toronto? Who can drive a standard car?
- ∞ Check out www.thewclc.ca/edge for some great online learner newspapers with reading and writing activities.

Ningwakwe Learning Press Level 2 Resources

Frybread

Potato Soup

Illustrated History of the Chippewas of Nawash

Sinew & Sage: Aboriginal Literacy Workbook 2

Through the Eyes of Our Elders – Quill Basket Making

Cree People of James Bay

Exploring Measurement

The Truth About Nibbles

3

LBS Level 3	ES Level 2	OCC Grade 5+ 6
<p>Literacy & Basic Skills <i>at this level, learners can....</i></p> <ul style="list-style-type: none">- make a judgment about what they are reading- understand increasingly complex grammar, spelling and punctuation- locate ideas and information in various texts	<p>Essential Skills <i>at this level, employees can....</i></p> <ul style="list-style-type: none">-read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information-make low level inferences <p><i>Examples for the above include:</i></p> <ul style="list-style-type: none">-kitchen helpers read safety precautions relating to fire safety in the kitchen-Security guards read security incident reports left by the preceding shift	<p>Ontario Curriculum <i>at these grades, students can....</i></p> <ul style="list-style-type: none">- summarize main ideas in a variety of texts- read and understand most words in various contexts- develop and support their interpretations of texts

Adult Literacy Curriculum Tips and Tricks

- ∞ Read “Take it Away Bear Creek”. Find out about the different types of pow wow music by researching on the Internet. Have students write a report about the various types of pow wow music.
- ∞ Read the Healthy Life Series book, “Choosing Life”. Brainstorm about what students would tell others about living a good and healthy life.
- ∞ Have the students write down this list and develop a pamphlet with their wise words for others who might be struggling with feeling blue.
- ∞ Read the Healthy Life Series book, “Healthy Pregnancy”. If students are willing, have them write down the stories of their children’s births to compile into a book for the class. Have the students bring in pictures and artifacts for inclusion in the book.
- ∞ Check out <http://www.fourdirectionsteachings.com> and click on teacher resources for curriculum ideas based on the website teachings.

Ningwakwe Learning Press Level 3 Resources

Healthy Life Series
Take it Away Bear Creek
Journeys of the Spirit I, II & III
Purple Destiny
Feathers of Freedom
A History of the Ojibwe People

Cedar Child
Honouring Our Peacekeepers
Ten Legends Workbook
Sinew & Sage 3: Aboriginal Literacy Workbook 3

4

LBS Level 4	ES Level 2	OCC Grade 7+ 8
<p>Literacy & Basic Skills <i>at this level, learners can....</i></p> <ul style="list-style-type: none">- draw their own conclusions from a variety of complex readings- synthesize information found in readings for discussion- identify the writer's perspective in a text	<p>Essential Skills <i>at this level, employees can....</i></p> <ul style="list-style-type: none">-read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information-make low level inferences <p><i>Examples for the above include:</i></p> <ul style="list-style-type: none">-kitchen helpers read safety precautions relating to fire safety in the kitchen-Security guards read security incident reports left by the preceding shift	<p>Ontario Curriculum <i>at these grades, students can....</i></p> <ul style="list-style-type: none">- identify and explain reasons for certain writing patterns in text- identify and explain the reasons for a variety of writing styles- evaluate a text for effectiveness

Adult Literacy Curriculum Tips and Tricks

- ∞ Read a story together from “Zaagidiwin is a Many Splendoured Thing.” Discuss the concept of love and its many forms. Have learners write a short story about love. Compile the stories into a class anthology.
- ∞ Take the class to a career fair at a community centre or Friendship Centre. Have students gather printed information about a career that interests them. Have learners report to the rest of the group about their chosen career. This can lead to further research on career options/choices.
- ∞ Have learners choose an author profiled in “Story Keepers” who interest them. Have them research the author's life and work and choose one of their writings to read and report on. Have learners utilize online and print sources.

Ningwakwe Learning Press Level 4 Resources

Meet a Musician
Meet a Dentist
Meet a Police Officer
Story Keepers
Zaagidiwin is a Many Splendoured Thing

Drum Making
Harvesting
Our Original Games
Creations from the Heart
Empowering the Learner 2

5

LBS Level 5	ES Level 3	OCC Grade 9 + 10
<p>Literacy & Basic Skills <i>at this level, learners can....</i></p> <ul style="list-style-type: none">- draw their own conclusions from a variety of complex readings- synthesize information found in readings for discussion- identify the writer's perspective in a text	<p>Essential Skills <i>at this level, employees can....</i></p> <ul style="list-style-type: none">- choose and integrate information from various sources or from several parts of a single text.- make low level inferences from multiple sources based on the writing in the text <p><i>Examples for the above include: --police dispatchers read computerized incident reports and relate them to memos and directives from other law enforcement agencies</i></p>	<p>Ontario Curriculum <i>at these grades, students can....</i></p> <ul style="list-style-type: none">- read and demonstrate an understanding of a variety of text forms including poems, plays, and magazine articles- identify and explain the effect of specific elements of style in a variety of texts- utilize a variety of reading techniques and strategies to better understand texts
<p style="text-align: center;">Adult Literacy Curriculum Tips and Tricks</p> <ul style="list-style-type: none">∞ In small groups, direct learners to undertake a research project. Make sure the project has several steps to completion. Examples of projects might include: researching the Truth and Reconciliation Commission, or attending an education fair and reporting back on educational options.∞ Check out these education and employment websites for curriculum and reading ideas. Service Canada Youth Employment website www.youth.gc.ca. Top 100 Internet Sites for Learning and Employment www.jobboom.com/conseils/top100A.html		

**Ningwakwe Learning Press
Level 5 Resources**

Success in Your Studies
Winning in Your Workplace
Careers in the Skilled Trades
Moving Beyond: Understanding the Impacts of Residential School
Power of Alliance

The 'Matrix'

The following chart shows a comparison of the Literacy and Basic Skills Levels 1 to 5, the Essential Skills Levels 1 to 3, and the Ontario Common Curriculum Grades 1 to 10. This chart will help learners, practitioners, and others to see where exactly someone is with regard to their reading level. Please keep in mind that there are 5 Essential Skills Levels but only the first 3 are represented in conjunction with the LBS Levels.

Literacy Reading Level / Grade Conversion Matrix

LBS Communication (Read with Understanding for Various Purposes)	OCC Ontario Common Curriculum Reading	Essential Skills Reading Text
LBS Level 1 The reader locates, understands and responds to simple, concrete ideas and sequential information in graphics, sentences, and very short, simple texts about familiar topics.	Grade 1 - Grade 2 Students can read some simple literary texts, graphic texts, and informational texts; extend their understanding of texts by connecting the ideas in them to their own knowledge and experiences; read and understand many high-frequency words	Essential Skills Level 1 Employee reads relatively short texts to locate a single piece of information. Employee follows simple written instructions.
LBS Level 2 The reader locates, understands, and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics.	Grade 3 - Grade 4 Students can extend their understanding of a text by connecting the ideas in them to their own experiences and knowledge; predict the meaning of and solve unfamiliar words using different cues; identify the point of view presented in a text	
LBS Level 3 The reader locates, understands, interprets, and makes judgements about ideas and information in a variety of texts that have some complexity of content and form.	Grade 5 - Grade 6 Students can effectively summarize important ideas in a variety of texts; automatically read and understand most words in various contexts; develop and support their interpretations of texts	Essential Skills Level 2 Employee reads more complex texts to locate a single piece of information or reads simpler texts to locate multiple pieces of information. Employee can make low level inferences.
LBS Level 4 The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas, information and the writer's perspective in texts that are complex in form and content.	Grade 7 - Grade 8 Students can analyze increasingly complex texts to identify and explain reasons for organizational patterns; identify a wide variety of elements of style and explain how they help communicate meaning; evaluate a text's effectiveness based on evidence taken from within the text itself	
LBS Level 5 The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas and information, including the writer's perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style.	Grade 9 - Grade 10 Students can read and demonstrate an understanding of a variety of text forms including poems, plays, short stories, and magazine articles; identify and explain the effect of specific elements of style in a variety of texts; utilize a variety of reading strategies to understand texts	Essential Skills Level 3 Employee chooses and integrates information from various sources or from several parts of a single text.

NLP Resource List with Reading Levels

All of the current Ningwakwe Learning Press resources are listed here with their corresponding Literacy and Basic Skills level and Ontario Common Curriculum grade. This will help practitioners and teachers to more easily and quickly decide which resources might be beneficial in their programs.

NLP Book	LBS levels	OCC grades
Cedar Child	3	5+6
Careers in the Skilled Trades	5	9+10
Drum Making	4 and 5	7+8, 9+10
Frybread	2	3+4
Harvesting: Cree Hunting and Gathering	4	7+8
Healthy Life - 1 Choosing Life	3	5+6
Healthy Life - 2 Diabetes and Diet	3	5+6
Healthy Life -3 Healthy Pregnancy	3	5+6
Healthy Life - 4 Emotional Wellness	3	5+6
Healthy Life - 5 Understanding Cancer	3	5+6
Healing Through Art	N/A	
Honouring Our Peacekeepers	3	5+6
Illustrated History of the Chippewas of Nawash	2 and 3	3+4, 5+6
Journeys of the Spirit	3	5+6
Journeys of the Spirit II	3	5+6
Journeys of the Spirit III	3	5+6
Meet a Musician - Derek Miller	4	7+8
Meet a Dentist - Dennis Hewitt	4	7+8
Meet a Police Officer - Mueller Sisters	4	7+8
Moving Beyond	5	9+10
Nibbles - The Truth About	2	3+4
Ningwakwe's ABC Book	1	1+2
Our Original Games	4	7+8
Potato Soup	2	3+4
Power of Alliance	4 and 5	7+8, 9+10
Purple Destiny	3	5+6
Story Keepers	4	7+8
Success in Your Studies for Aboriginal Students	5	9+10
Take It Away Bear Creek	3	5+6
Through the Eyes - Cooking	1	1+2
Through the Eyes- QuillBsk	2	3+4
Through the Eyes - Quilting	1	1+2
Two Standing Bears	N/A	
Winning in Your Workplace for Abor. Employees	4	7+8
Zaagidiwin is a Many Splendoured Thing	4	7+8
Creations from the Heart	4	7+8
Cree People of James Bay	2	3+4
Empowering the Learner 2	1,2,3,4	1,2,3,4,5,6,7,8
Exploring Measurement	2	3+4
Feathers of Freedom	3	5+6
History of the Ojibway People	3	5+6
Sinew and Sage: Aboriginal Literacy Workbook Level 1	1	1+2
Sinew and Sage: Aboriginal Literacy Workbook Level 2	2	3+4
Sinew and Sage: Aboriginal Literacy Workbook Level 3	3	5+6
Ten Legends Workbook	3	5+6

Resources

Aboriginal Education Office. Ontario First Nation, Métis, and Inuit Education Policy Framework. Toronto: Ministry of Education, 2007.

Brant, Janice. The Aboriginal Literacy Curriculum Toolbox: Cultural Philosophy, Curriculum Design and Strategies for Self-Directed Learning. Owen Sound: Ningwakwe Learning Press, 2006.

Conference Board of Canada. Skills Credentialing Tool for Individuals. Website, 2008. <http://www.conferenceboard.ca/topics/education/default.aspx>

Community Literacy of Ontario
<http://www.nald.ca/literacybasics/essentl/intro/01.htm>

Four Directions Teachings. 2008.
<http://www.fourdirectionsteachings.com/>

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