

Task Title: Advice Column

# OALCF Cover Sheet – Practitioner Copy

**Learner Name:**

**Date Started (m/d/yyyy):**

**Date Completed (m/d/yyyy):**

**Successful Completion:**  Yes No

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School √ | Post Secondary | Independence |

**Task Description:**

Write a response to an advice column question. Many Secondary School credits require the writing of opinion-related work.

**Competency:** A: Find and Use Information

 B: Communicate Ideas and Information

**Task Groups:** A1: Read continuous text

 B2: Write continuous text

 B4: Express oneself creatively

**Level Indicators:**

* A1.3: Read texts to connect, evaluate and integrate ideas and information
* B2.2: Write texts to explain and describe information and ideas
* B4: Express oneself creatively, such as by writing journal entries, telling a story, and creating art

**Performance Descriptors:** See chart on the last page

**Materials Required:**

* Samples of various letters from an advice column

 Online source: <http://news.therecord.com/life>

* Paper/pencil/pen or use of computer word-processing program (this would add the dimension of Use Digital Technology)
* Dictionary

# Learner Information

Writing for success in further education requires an ability to communicate information, thoughts, ideas, and feelings at high levels of difficulty. Academic purposes for writing include any practical life situation, as well as note-taking, book reports, examinations, essays, creative or expository compositions, and research papers.

# Work Sheet

**Task 1:** Choose a letter written to an advice column, from the selection
 given.

**Task 2:** Read the article, noting the important issues identified by the
 writer.

**Task 3:** Pretend you have the job of writing this column and write a reply to
 the article you chose. Your response must be at least ¾ of a page,
 organized into paragraphs, and differ considerably from the reply in
 the newspaper.

**Task 4:** Edit your writing using your dictionary. You may seek feedback from
 your instructor. Please pay special attention to the areas that will be
 assessed.

**Task 5:** Hand in all copies - rough and final

# Performance Descriptors 1

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A1.3 | * 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
 |  |  |  |
|  | * identifies sources, evaluates, and integrates information
 |  |  |  |
| B2.2 | * writes texts to explain and 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 limited range of vocabulary and punctuation appropriate to the task
 |  |  |  |
| B4 | * *the tasks in this task group are not rated for complexity*
 |  |  |  |

# Performance Descriptors 2

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner Signature: