

***Prepared for: Cementing Integration Project – QUILL Learning Network 2015***

# Task Title: Read a brief note from a co-worker

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:** Learner will read a brief email from a co-worker and   
 answer questions orally or in writing

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

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

**Level Indicators:**

* A1.1: Read brief texts to locate specific details

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

**Links to skill building activities:** see the last page or [click here](#_heading=h.1fob9te)

**Materials Required:**

* Photocopy of email (attached) for learner
* Pencil

**ESKARGO:**

* **Reading Strategies – Decoding and Comprehension Enhancement**
* Uses phonics and knowledge of word parts to decode words
* Uses knowledge of basic grammar, predictable word patterns, and basic sentence structure in speech to understand phrases and sentences
* Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from sentences
* Uses context cues and personal experience to gather meaning from the text
* Scans simple text to locate a single piece of information
* **Forms and Conventions – Find Information/Research/Understand Types of Texts**
* Reads sentences up to one paragraph
  + Reads text having familiar, everyday content
  + Reads text with simple, concrete information in simple, familiar wording
* **Comprehension – Read to Understand/Retell** 
  + Reads signs, symbols and common sight words from everyday life
  + Makes meaning of sentences in a single text
* **Interpretation – Read and Apply Understanding** 
  + Locates a single piece of information in short texts
* Follows the sequence of events in simple texts
  + Follows simple, straightforward instructions

**Attitudes:**

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

☐ Attitude is not important ☐ Attitude is somewhat important

☐ Attitude is very important

# Learner Information

Employees often communicate with other employees by email. Read the email.

**email from co-worker for communication about work Order forms

**

# Work Sheet

**Task 1: Who wrote this email?**

Answer:



**Task 2: To whom was the email sent?**

Answer:



**Task 3: What forms does Dan’s shop need?**

Answer:



**Task 4: Who will order the forms?**

Answer:



**Task 5: When will the forms be ordered?**

Answer:



**Task 6: When does Deb need Kevin’s order?**

Answer:



**Task 7: What costs will Dan and Kevin save on if they order   
 together?**

Answer:



# Answers

**Task 1:** Who wrote this email?

**Dan or Dan Baker**

**Task 2:** To whom was the email sent?

**Kevin**

**Task 3:** What forms does Dan’s shop need?

**Work Order forms**

**Task 4:** Who will order the forms?

**Deb**

**Task 5:** When will Deb order the forms?

**(Next) Monday**

**Task 6:** When does Deb need Kevin’s order?

**By this Friday**

**Task 7:** What costs will Dan and Kevin save on if they order together?

**Shipping costs**

# Performance Descriptors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| A1.1 | Reads short texts to locate a single piece of information |  |  |  |
| A1.1 | Decodes words and makes meaning of sentences in a single text |  |  |  |
| A1.1 | Follow simple, straightforward instructional texts |  |  |  |
| A1.1 | Follows the sequence of events in straightforward chronological texts |  |  |  |
| A1.1 | Requires support to identify sources and to evaluate and integrate information |  |  |  |

This task:

Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

enter Learner comments

Instructor (print): Learner Signature:

# Skill Building Activities

**Links to online resources:**

* BBC Skillswise – “Instructions” – <http://www.bbc.co.uk/skillswise/topic/instructions> - learn to recognize instructional texts; practise following instructions in the game
* Skill Plan’s, “Measure Up” - <http://www.skillplan.ca/measure-up> , (select “English”, “Choice of Activities”, “Practice”, “Reading”, and “Notes, Letters, Memos”) – tasks to practise following the sequence of events, and following simple, straightforward instructions, in notes, letters, and memos
* GCF LearnFree – “Practice Reading” Games - <http://www.gcflearnfree.org/reading/practicereading/play> - choose a category (e.g. conversation, commands, writing) from the top row of icons, and the “texts” icon from the bottom row, to practise reading comprehension; read passages of text and respond to question
* Literacytools – “Writing Notes” - <http://www.literacytools.ie/pages/actions/viewPdfFile.cfm?pId=177> – learn how to write instructions in a brief note or message; by learning to write notes, the learner can also develop skills for reading notes

**LearningHUB Courses Available:**

* **Live Classes (SABA) - “Reading Comprehension”**
* **Essential Skills, Independent Study, Short Courses**
  + Improving Your Job Skills (Module 2- Communication)
* **Reading & Writing, Independent Study** (Assigned by practitioner after assessment)
  + Reading Level 1, Assignment: all lessons teach essential reading strategies required to read and understand brief texts (e.g. Finding Main Ideas, Working with Order, Using Context Clues, etc.)
  + Reading Level 1, Assignment 2: You Have a Message, Getting the Details, What Should I Do, How to Read a Message, Action Plan

**\*To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): <https://www.learninghub.ca/user/register>

**\*To Access LearningHUB Course Catalogue:**

<https://www.learninghub.ca/sites/default/files/TLH%20Course%20Catalogue%20%20Mar19%20F.pdf>