

OALCF Task Cover Sheet

Task Title: Advice Column

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ___ Apprenticeship ___ Secondary School <input checked="" type="checkbox"/> 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 Group(s): 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 last page	
Materials Required: <ul style="list-style-type: none">• Samples of various letters from an advice column On-line 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	

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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.

Learner Instructions

- 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 $\frac{3}{4}$ 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

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	<ul style="list-style-type: none"> • integrates several pieces of information from texts 			
	<ul style="list-style-type: none"> • manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> • identifies the purpose and relevance of texts 			
	<ul style="list-style-type: none"> • skims to get the gist of longer texts 			
	<ul style="list-style-type: none"> • begins to recognize bias and points of view in texts 			
	<ul style="list-style-type: none"> • infers meaning which is not explicit in texts 			
	<ul style="list-style-type: none"> • compares or contrasts information between two or more texts 			
	<ul style="list-style-type: none"> • uses organizational features, such as headings, to locate information 			
	<ul style="list-style-type: none"> • follows the main events of descriptive, narrative, informational and persuasive texts 			
	<ul style="list-style-type: none"> • obtains information from detailed reading 			
	<ul style="list-style-type: none"> • identifies sources, evaluates and integrates information 			
B2.2	<ul style="list-style-type: none"> • writes texts to explain and describe 			
	<ul style="list-style-type: none"> • conveys intended meaning on familiar topics for a limited range of purposes and audiences 			
	<ul style="list-style-type: none"> • begins to sequence writing with some attention to organizing principles (e.g. time, importance) 			
	<ul style="list-style-type: none"> • connects ideas using paragraph structure 			
	<ul style="list-style-type: none"> • uses limited range of vocabulary and punctuation appropriate to the task 			
B4	<ul style="list-style-type: none"> • <i>the tasks in this task group are not rated for complexity</i> 			

