

## OALCF Task Cover Sheet

**Task Title:** Writing an Essay to Express an Opinion

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment__ Apprenticeship__ Secondary School✓ Post Secondary✓ Independence__	
<b>Task Description:</b> The learner will write an essay expressing their personal opinion.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	<b>Task Group(s):</b> A1: Read Continuous Text B1: Interact with Others B2: Write Continuous Text D: N/A
<b>Level Indicators:</b> A1.1: Read texts to locate specific details B1.1: Participate in brief interactions to exchange information with one other person B2.3: Write longer texts to present information, ideas and opinions D2: Perform well-defined, multi-step digital tasks	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Pen and paper</li></ul>	

**Instructor preparation:** Review the task with the learner to check understanding. Ensure skills in structuring sentences and paragraphs have been taught. Ensure learner has an understanding of essay organization. Teach reviewing and editing skills. Learner should be able to type, spell-check, save and print essay in a word-processing program such as Microsoft Word.

**Task Title:** Writing an Essay to Express an Opinion

In school students are often asked to write essays to express an opinion about something.

You have been asked to write a short essay, outlining why you like or dislike something. Complete the following task related to writing an essay.

- Task 1:** Do some “brainstorming” or idea collecting activities before starting to write your essay. Choose a topic that you are familiar with (for example: a job you have had, a class you have taken, a sports team you have followed, etc.)
- Task 2:** Write down at least two reasons to support your opinions. Jot down as many details as you can to support each reason.
- Task 3:** Organize these ideas into a rough draft of your essay. You may do this on paper or use a computer. Be sure to have an introductory paragraph, a concluding paragraph, and at least two well-developed paragraphs in the body of the essay (at least 4 paragraphs in total).
- Task 4:** Read your draft essay to others and ask them if your essay makes sense. Revise your essay based on their input for example, you can try to supply any missing details.
- Task 5:** Proof-read your rough draft for spelling and grammar errors. You may use a dictionary, spell-check or other resources to help edit your work.
- Task 6:** Create a final copy of your computer using a word-processing program (e.g. Microsoft Word).
- Task 7:** Print off your essay and give it to your instructor.

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<b>Performance Descriptors</b>		<b>Needs Work</b>	<b>Completes task with support from practitioner</b>	<b>Completes task independently</b>
A1.1	<ul style="list-style-type: none"> <li>• Reads short texts to locate a single piece of information</li> </ul>			
	<ul style="list-style-type: none"> <li>• Decodes words and makes meaning of sentences in a single text</li> </ul>			
	<ul style="list-style-type: none"> <li>• Follows the sequence of events in straightforward chronological texts</li> </ul>			
	<ul style="list-style-type: none"> <li>• Follows simple, straightforward instructional texts</li> </ul>			
B1.1	<ul style="list-style-type: none"> <li>• Conveys information on familiar topics</li> </ul>			
	<ul style="list-style-type: none"> <li>• Shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</li> </ul>			
	<ul style="list-style-type: none"> <li>• Chooses appropriate language in exchanges with clearly defined purposes</li> </ul>			
	<ul style="list-style-type: none"> <li>• Participates in short, simple exchanges</li> </ul>			
	<ul style="list-style-type: none"> <li>• Speaks or signs clearly in a focused and organized way</li> </ul>			
B2.3	<ul style="list-style-type: none"> <li>• writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade</li> </ul>			
	<ul style="list-style-type: none"> <li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> </ul>			
	<ul style="list-style-type: none"> <li>• selects and uses vocabulary, tone and structure appropriate to the task</li> </ul>			
	<ul style="list-style-type: none"> <li>• organizes and sequences writing to communicate effectively</li> </ul>			
	<ul style="list-style-type: none"> <li>• uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details</li> </ul>			
D2.2	<ul style="list-style-type: none"> <li>• Selects and follows appropriate steps to complete tasks</li> </ul>			
	<ul style="list-style-type: none"> <li>• Locates and recognizes functions and commands</li> </ul>			
	<ul style="list-style-type: none"> <li>• Makes low-level inferences to interpret icons and text</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

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**Instructor (print)**

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**Learner Signature**