



Task-based Activity Cover Sheet

Task Title: Neighbourhood Safety Concern Letter

<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> Write a letter to a public official outlining concerns about neighbourhood safety.	
<b>Competency:</b> B: Communicate ideas and information D: Use Digital Technology	<b>Task Group(s):</b> B2: Write continuous text D2: Use Digital Technology
<b>Level Indicators:</b> B2.3: Write longer texts to present information, ideas and opinions D.2: Perform well-defined, multi-step digital tasks	
<b>Performance Descriptors:</b> see chart <a href="#">or click here</a>	
<b>Skill Building Activities:</b> see the last page <a href="#">or click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Computer with Internet and printer</li></ul> Skill Building Activities or prior-learning required: format of a business letter	
<b>ESKARGO:</b> <ul style="list-style-type: none"><li>• Writes continuous text to present information, summarize, express opinions, present arguments, convey ideas, or persuade</li><li>• Writes to narrate, report, inform, explain, summarize, compare, establish a cause-and-effect relationship, clarify personal concerns, explore social issues, evaluate information and state a position</li><li>• Writes business letters</li><li>• Organizes and sequences writing to communicate effectively</li><li>• Organizes information and ideas to convey one main idea in well-linked and well-developed paragraphs</li><li>• Selects supporting ideas for effect; may use opinions/quotes and statistics</li><li>• Revises independently, seeking feedback when needed</li><li>• Selects and uses vocabulary, tone, and structure appropriate to the task</li><li>• Uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details</li><li>• Manages unfamiliar elements (vocabulary, context, topic) to complete tasks</li></ul>	

- Uses voice appropriate to purpose
- Shows awareness of the expressiveness of words in word choice and selects words and expressions to create special effects; uses special terminology where necessary
- Uses a wide variety of sentence types and structures (complex sentences) appropriately and effectively
- Selects words and expressions to create specific effects
- Uses correctly pairs (or groups) of commonly confused words (e.g., accept/except)
- Uses periods consistently after initials and abbreviations
- Identifies and corrects errors in apostrophe use in contractions and possessive forms
- Uses commas to separate an introductory phrase or clause from the main part of the sentence, and to separate phrases and clauses in a series
- Uses a colon before a list, between numbers in time, and after a greeting
- Spells a wide range of common words
- Identifies some generalizations about spelling and uses them to spell unfamiliar words
- Applies generalizations about spelling to identify exceptions to spelling patterns
- Confirms spelling of difficult, unfamiliar words by using word knowledge and a variety of resources
- Edits own writing to eliminate spelling, grammar and punctuation errors
- Uses subordinate clauses correctly (e.g., Because she worked very hard, she was successful)
- Uses verb tenses consistently throughout a piece of writing
- Uses modifiers and prepositional phrases correctly
- Uses adjective and adverb phrases correctly
- Uses case for pronouns correctly (e.g., There is a deep bond between him and me; She and I went to the museum)
- Uses complex sentence structures correctly (e.g., sentences using connecting words such as if, as, when, though, etc.)
- Uses the positive, comparative, and superlative forms of adjectives correctly (e.g., good/better/best, short/shorter/shortest)

**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



**Task Title:** Neighbourhood Safety Concern Letter

Your neighbourhood does not have a cross walk. The streets have become very busy and traffic is congested. There is a large strip mall in the middle of the main street and children and young mothers have problems crossing the street to get to the mall. There has already been one accident with a pedestrian where there was a severely broken leg and you are worried the next accident will be a death.

**Learner Information and Tasks:**

**Task 1:** Using the internet, find your local councillor or band member, and list his or her mailing address.

**Task 2:** Using your computer, write a business letter to your representative explaining your concerns and providing a solution.



**Task Title:** Neighbourhood Safety Concern Letter

**Answer Key**

**Task 1:** Using the internet, find your local councillor or band member, and list his or her mailing address.

**Answers will vary. Ensure that the student has provided the name and address of a real councillor or band member.**

**Task 2:** Using your computer, write a business letter to your representative explaining your concerns and providing a solution.

**Answers will vary. The document should be formatted as a formal business letter and should contain more than one content paragraph – see the example on the next page (this letter is an example of a persuasive letter and is not an answer to the task set above).**

**Appropriate persuasive vocabulary and a variety of sentence structures should have been used. Writing should be assessed using the Common Writing Assessment rubric.**



Prepared for: Cementing Integration Project – QUILL Learning Network 2015

Sample:

134 Sequoia Drive  
Thunder Bay, Ontario  
P7B 5T2

December 10, 2014

Councillor Trevor Giertuga, McIntyre Ward  
233 Lydia Avenue  
Thunder Bay, Ontario  
P7G 2G1

Mr. Giertuga:

It has recently come to my attention that there are plans for a shopping complex to be built at the intersection of John Street and Golf Links Road. I am very concerned about this proposal.

My first concern is the additional traffic that will result from adding a shopping centre to this area. This intersection is already extremely busy. There are residential neighbourhoods and two schools in the area. Increased traffic due to this shopping centre could be dangerous for children crossing the road to attend school and increased traffic noise and pollution will adversely affect people who live in these neighbourhoods.

My second concern is the loss of green space that this will represent. Currently, the green space at this intersection is used for field trips by local school children. The children of Forest Park School go to that area for supervised overnight camping trips. Biology students at Hammarskjold High School also frequent this area to collect samples for their class projects. Additionally, this area is a favorite for dog walkers.

I suggest that a new location for this shopping centre be proposed. The area currently under consideration is too close to residential areas that will be affected by the increase in traffic and the green space that is currently at that location is precious to local residents.

Sincerely,

*Sheila Clements*

Sheila Clements



**Task Title:** Neighbourhood Safety Concern Letter

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
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	<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>			
	<ul style="list-style-type: none"> <li>performs simple searches using keywords (e.g. internet, software help menu)</li> </ul>			

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

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## Skill Building Activities

### Links for online resources:

#### Writing a Letter (BBC Skillswise)

<http://www.bbc.co.uk/skillswise/topic/writing-a-letter>

By clicking on this link, learners are brought to a one-minute video “Why learn to write letters?” On the right hand side of the page, the learner can start their learning by picking the appropriate level. In order to practice writing formal letters, choose *Level 1: Essential Level for many jobs*. The learner can choose “Writing formal letters” under Factsheets and “Writing a letter of complaint” under Worksheets to practice writing letters.

#### Grammar Briefs (GCF LearnFree)

<http://www.gcfilearnfree.org/grammar>

Grammar Briefs offered by GCF LearnFree help reinforce necessary spelling, grammar, and punctuation rules: contractions, possessives, sentences, sentence fragments, run-on sentences, “I, me, and other pronouns,” sem-colons, quotation marks, adjective and adverbs, capitalization, negatives, abbreviations and acronyms, and commas. There is also a “Grammar Practice” and “Grammar Videos” section available.

#### Business Letter Format (Letter Writing Guide)

<http://www.letterwritingguide.com/businessletterformat.htm>

This link outlines eleven essentials for writing a business letter: Your Address, Date, Inside Address, Salutation, Subject Line, Body, Closing, Signature, Printed Name, Enclosure, and Reference Initials. Please note at the end of the webpage: “Business Letter Writing,” “Sample Business Letter,” & “Business Email Writing” as extra supports. By clicking on “◀ Letter Writing Guide Home” learners can return to the main page where they can review writing basics and explore various types of letters.

### LearningHUB Courses Available:

- **Independent Study, PLATO PLE (assigned by practitioner after assessment); relevant writing curriculum includes purpose and form, paragraph organization, style, and mechanics)**
  - Grammar, Spelling, Punctuation 1,2, 3
  - Writing Level 1, 2, 3
  - Expanded Grammar
  - Expanded Writing
  - Expanded Grammar & Writing
  - Writing a GED essay
- **Live Classes (SABA):**
  - Punctuation
  - Spelling & Grammar Rules



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

- Using eMail in the Workplace (class includes section on using appropriate tone and structure when communicating for professional purposes)
- How to Write a Cover Letter
- **Independent Study, Short Courses (assigned by practitioner after assessment):**
  - Becoming a Better Speller
  - Creative Writing: Telling Your Story
  - On the Job Report Writing
  - Writing the GED Essay

**\*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/get\\_registered.aspx](https://www.learninghub.ca/get_registered.aspx)

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

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%2023,%202014%20revision.pdf>