



Task Title: Write How To Instructions

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description: Write step-by-step instructions to describe a task.

Main Competency/Task Group/Level Indicator:

- Communicate Ideas and Information/Write continuous text/B2.2

Materials Required:

- Pen/pencil and paper and/or digital device

Learner Information

People often write step-by-step instructions to describe how to complete a task. These instructions need to be clear and detailed so another person knows what needs to be done.

Work Sheet

Task 1: Choose one of the following tasks that you could describe to someone else. Circle, highlight, or check off your choice.

- How to cook a roast
- How to change a tire
- How to change the oil in your car
- How to start your lawn mower
- How to start a fire in your fireplace
- How to transplant a seedling
- How to do the laundry
- How to freeze vegetables from your garden
- How to feed your pet
- How to do something related to your job

Task 2: Write a rough draft of step-by-step instructions for the task you have chosen. Your instructions should include at least three steps. Include as much detail as possible. You may include a drawing if you think that would be helpful. Write the directions in point form.

Answer:

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Task 3: Review the instructions you wrote in Task 2. Make any changes that will make your directions easier or clearer to follow.

Answer:

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Answers

Answers will vary. Instructor/Practitioner can use their own discretion when marking.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
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)			
	uses limited range of vocabulary and punctuation appropriate to the task			
	begins to select words and tone appropriate to the task			
	begins to organize writing to communicate effectively			

This task: Was successfully completed Needs to be tried again

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Learner Comments:

Instructor (print):

Learner (print):
