



Task Title: Read Poetry for Pleasure

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: Read the poem silently first and then out loud to the practitioner. Answer comprehension questions verbally. If this task is being used for preparation for secondary school credits, the student should write the answers to the questions.

Competency: A. Find and use information, B. Communicate ideas and information, E. Manage Learning

Task Groups: A1: Read continuous text, B1: Interact with others (or B2 Write continuous text), E1: Manage Learning

Level Indicators:

- A1.1: Read brief texts to locate specific information
- A1.2: Read texts to locate and connect ideas and information
- B1.1: Participate in brief interactions to exchange information with one other person **or** B2.1: Write brief texts to convey simple ideas and factual information
- E.1: Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Performance Descriptors: See chart on the last page

Materials Required:

- The poem and the question sheet
- Dictionary
- Pen, paper or a computer

Practitioner Instructions:

1. Show the poem to your learner and ask, "What is this?"
2. Review the learner's instructions with the student.
3. Go over the checklist with the learner so that they are aware of the skills to be demonstrated.
4. Give the learner time to read the poem silently. Ask them to show you any unknown words. Help them to decode these words and either tell you the meaning or if unknown, look up the meaning in a dictionary.
5. Ask the learner to read the poem aloud with as much expression as possible.
6. Allow them to answer the questions verbally if reading for pleasure. If preparing for secondary school credits, ask them to write their answers.
7. When the learner has completed the activity, complete the evaluation together, enter the date completed, and note whether it was successful or needs to be tried again.

Practitioner Information:

Help Allowed: A dictionary may be used. The learner should be encouraged to work out any unknown words independently, but the practitioner may help with occasional words.

Assess the learner's fluency and expression and attention to punctuation when reading the poem aloud. Make note of words the learner has difficulty with.

Adaptation: Another poem at this level

All Grown-up by Cindy Shabley

Perhaps you'd say I'm all grown-up
And much too old for toys,
Too old to think of Santa Claus
Like little girls and boys.
And yet I love the pleasant thrill,
The happy sweet surprise,
The packages on Christmas morn,
Those big blue wondrous eyes.

Perhaps you think that Christmas dreams
Are only for the young,
The ornaments and Christmas wreaths,
The mistletoe that's hung.
The waiting for that happy time,
The chimes on Christmas Eve,
The cookies left for Santa Claus
By those who still believe.

Perhaps you think it's just a fad,
The Christmas time parade,
For often times grown-ups do insist
That too much fuss is made
Why trim the tree, why wrap the gifts
In packages so bright,
Why count the days till Santa comes
That gay and wondrous night?

Perhaps you think it's not worthwhile,
And yet somehow I've found
The world takes on a special glow
When Christmas comes around,
And though it is true, I am too old,
In size I'm much too tall,
In heart and mind each year I find
I'm not grown-up at all.



Learner Instructions and Worksheet:

Task 1: Read the poem to yourself first and see if there are any unknown words.

Task 2: Try to decode them yourself. If you still can't work out what they are, ask your instructor for help.

Task 3: Read the poem out loud to your instructor. Use as much expression as possible.

Task 4: Answer the following questions (out loud or in writing).

Question 1: What is the main point of this poem?

Answer:

Question 2: Who do you think has “those big blue wondrous eyes”?

Answer:

Question 3: What does the author mean by “The world takes on a special glow”?

Answer:

Question 4: What do grown-ups say about Christmas?

Answer:

Question 5: What is left for Santa Claus?

Answer:

Question 6: What do you think the “Christmas time parade” is?

Answer:

Question 7: How old do you think the author is? Why?

Answer:

Question 8: Do you like this poem? Why or why not?

Answer:

Learner's self reflection:

1) I knew this was a poem.

Yes No

2) I could read most of the words by myself.

Yes No

3) I read the poem easily with fluency and expression.

Yes No

4) I understood what this poem was about.

Yes No

5) I liked this poem.

Yes No

6) I answered most of the questions correctly.

Yes No

Learner's Comments:

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	Follows the sequence of events in straightforward chronological texts			
A1.1	Identifies the main idea in brief texts			
A1.2	Scans text to locate information			
A1.2	Makes low-level inferences			
B1.1	Conveys information on a familiar topic			
B1.1	Speaks clearly in a focused and organized way			
B2.1	Writes simple texts to inform			
B2.1	Conveys simple ideas and factual information			
B2.1	Uses highly familiar vocabulary			

Task Title: ReadPoemForPleasure_SI_A1.1_A1.2_B1.1_B2.1_E.1

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
E1	Begins to monitor progress towards achieving goals			
E1	Begins to monitor own learning			

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print):

Learner Signature:
