

Prepared for: Cementing Integration Project – QUILL Learning Network 2015

Task Title: Read a brief note from a co-worker

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: Learner will read a brief email from a co-worker and answer questions orally or in writing

Competency: A: Find and Use Information

Task Groups: A1: Read continuous text

Level Indicators:

- A1.1: Read brief texts to locate specific details

Performance Descriptors: See chart on last page

Links to skill building activities: See the last page or [click here](#)

Materials Required:

- Photocopy of email (attached) for learner
- Pencil

ESKARGO:

- **Reading Strategies – Decoding and Comprehension Enhancement**
 - Uses phonics and knowledge of word parts to decode words
 - Uses knowledge of basic grammar, predictable word patterns, and basic sentence structure in speech to understand phrases and sentences
 - Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from sentences
 - Uses context cues and personal experience to gather meaning from the text
 - Scans simple text to locate a single piece of information
- **Forms and Conventions – Find Information/Research/Understand Types of Texts**
 - Reads sentences up to one paragraph
 - Reads text having familiar, everyday content
 - Reads text with simple, concrete information in simple, familiar wording
- **Comprehension – Read to Understand/Retell**
 - Reads signs, symbols and common sight words from everyday life
 - Makes meaning of sentences in a single text
- **Interpretation – Read and Apply Understanding**
 - Locates a single piece of information in short texts
 - Follows the sequence of events in simple texts
 - Follows simple, straightforward instructions

Attitudes:

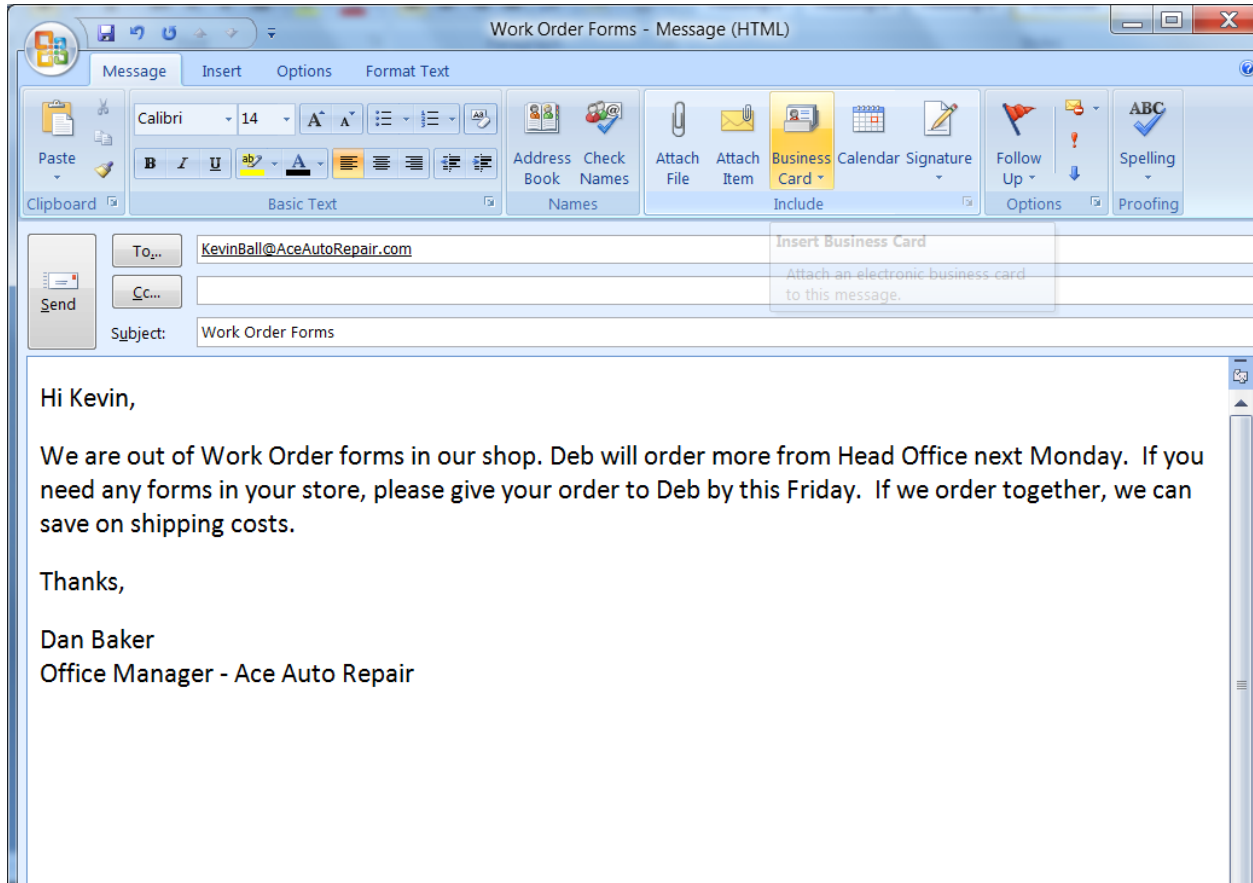
Practitioner,

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

Learner Information

Employees often communicate with other employees by email. Read the email.



Work Sheet

Task 1: Who wrote this email?

Answer:

Task 2: To whom was the email sent?

Answer:

Task 3: What forms does Dan's shop need?

Answer:

Task 4: Who will order the forms?

Answer:

Task 5: When will the forms be ordered?

Answer:

Task 6: When does Deb need Kevin's order?

Answer:

Task 7: What costs will Dan and Kevin save on if they order together?

Answer:

Answers

Task 1: Who wrote this email?

Dan or Dan Baker

Task 2: To whom was the email sent?

Kevin

Task 3: What forms does Dan's shop need?

Work Order forms

Task 4: Who will order the forms?

Deb

Task 5: When will Deb order the forms?

(Next) Monday

Task 6: When does Deb need Kevin's order?

By this Friday

Task 7: What costs will Dan and Kevin save on if they order together?

Shipping costs

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	Decodes words and makes meaning of sentences in a single text			
A1.1	Follows simple, straightforward instructional texts			
A1.1	Follows the sequence of events in straightforward chronological texts			
A1.1	Requires support to identify sources and to evaluate and integrate information			

This task:

Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print):

Learner Signature:

Skill Building Activities

Links to online resources:

- BBC Skillswise – “Instructions” – <http://www.bbc.co.uk/skillswise/topic/instructions> - learn to recognize instructional texts; practise following instructions in the game
- Skill Plan’s, “Measure Up” - <http://www.skillplan.ca/measure-up> , (select “English”, “Choice of Activities”, “Practice”, “Reading”, and “Notes, Letters, Memos”) – tasks to practise following the sequence of events, and following simple, straightforward instructions, in notes, letters, and memos
- GCF LearnFree – “Practice Reading” Games - <http://www.gcflearnfree.org/reading/practicereading/play> - choose a category (e.g. conversation, commands, writing) from the top row of icons, and the “texts” icon from the bottom row, to practise reading comprehension; read passages of text and respond to question
- Literacytools – “Writing Notes” - <http://www.literacytools.ie/pages/actions/viewPdfFile.cfm?pId=177> – learn how to write instructions in a brief note or message; by learning to write notes, the learner can also develop skills for reading notes

LearningHUB Courses Available:

- **Live Classes (SABA) - “Reading Comprehension”**
- **Essential Skills, Independent Study, Short Courses**
 - Improving Your Job Skills (Module 2- Communication)
- **Reading & Writing, Independent Study** (Assigned by practitioner after assessment)
 - Reading Level 1, Assignment: all lessons teach essential reading strategies required to read and understand brief texts (e.g. Finding Main Ideas, Working with Order, Using Context Clues, etc.)
 - Reading Level 1, Assignment 2: You Have a Message, Getting the Details, What Should I Do, How to Read a Message, Action Plan

***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/user/register>

***To Access LearningHUB Course Catalogue:**

<https://www.learninghub.ca/sites/default/files/TLH%20Course%20Catalogue%20%20Mar19%20F.pdf>