



Task Title: Compose a Paragraph which Conveys Information

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: The learner will write a paragraph based on a personal interest.

Main Competency/Task Group/Level Indicator:

- Communicate Ideas and Information/Write continuous text/B2.1
- Manage Learning/E.2

Materials Required:

- Pen/pencil and paper and/or digital device with word processing program (e.g., Microsoft Word or Google Docs)
- Printer (optional)
- Dictionary and thesaurus or digital device with dictionary and thesaurus functions

Notes for Instructors/Practitioners

Paragraphs may be typed on the computer or handwritten. To evaluate, look at both the rough copy and the final copy. Most of the skills listed on the evaluation checklist should be completed successfully, although frequent spelling and grammar errors are expected at this level. Emphasis should be on content. There is no time requirement. If needed, this activity may be completed over more than one class session.

Help Allowed: Brainstorming and the rough copy should be completed independently by the learner. The practitioner may help with the process of editing grammar and spelling errors, but the learner should be able to identify some of the errors. A dictionary, thesaurus or spell-check may be used.

Adaptation: Any topic relevant to the learner may be chosen.

Learner Information

Reviewing your writing for errors can help improve skills like spelling and grammar. Writing also gives you a chance to focus on how you express ideas on paper.

Work Sheet

Task 1: Choose one of the following subjects to write about and circle or highlight your choice. Write your choice below if you are completing this task digitally.

- **First day returning to adult classes**
- **A special day in your life**
- **A place you have visited**
- **A job you would like**
- **Any memorable event**
- **An important person in your life**

Task 2: Write down at least five ideas you have about this topic. Highlight or circle your best ideas.

Answer:

Task 3: Write a paragraph of at least five sentences on this topic.

Answer:

Task 4: Read over your rough copy looking for spelling or grammar mistakes. If you have typed your paragraph, you may use spellcheck on your computer. You may also use a dictionary or thesaurus. Make any changes to correct your draft. Write your revised draft here. Your final copy does not have to be perfect, but it should clearly express your ideas.

Answer:

Task 5: Give your final copy to your instructor. If you used a computer to write your paragraph, you may show it to your instructor or print it off if a printer is available.

Answer: No written response required here.

Task completed: Yes: ☐

Task 6: Complete the Learner's Self-Reflection below.

Learner's Self-Reflection:

1. I was able to come up with ideas on my topic. Yes ☐ No ☐
2. I wrote the rough copy by myself. Yes ☐ No ☐
3. I made some changes to make the paragraph better. Yes ☐ No ☐
4. I stayed on the same topic throughout the paragraph. Yes ☐ No ☐
5. My information was clear so that anyone could understand. Yes ☐ No ☐
6. Most of the time, I wrote complete sentences. Yes ☐ No ☐
7. I was able to find some of my errors. Yes ☐ No ☐
8. I checked the spelling of words that I was unsure of. Yes ☐ No ☐
9. If handwritten, my final copy looked neat and legible. Yes ☐ No ☐

Answers

Learner answers will vary. Here are three examples with rationales for successful completion of the task.

When I started at the Literacy Council, three years ago I couldn't read or write. I am taking a Correspondence course in English and with my tutor I am working in Laubach Skill Book 3. It is helping in spelling and reading. I find my tutor very helpful and when she is not here the other tutors will help out. We are all just like family here and help each other.

I went to bingo and I won a whole bunch of money. I was happy and excited. I went to pay off bills. Then I went to give money to my school to help them. I went out and got a new computer and clothes. I went on a trip. I gave money to my friends. I gave money to the homeless.

4/11/21
If the doctor told me I was going to have twins I'd be stunned. After it kicked in I would probably be happy. Then I'd have to go home and try to tell my husband without giving him a heart attack. We would have to go and break the news to our parents. We would sit down and figure out how much money we have now and if that's going to be enough to support our new family. Are we going to be good enough parents to give our kids what they deserve?

Sample 1: Starting at the Literacy Council

Rationale for successful completion of task:

- One paragraph of 5 sentences, talking about personal experience
- Stayed on topic throughout
- Neat cursive writing
- Used appropriate vocabulary
- Wrote complete sentences
- Capitals generally used correctly (a couple of exceptions)
- Spelling is excellent but used help

Sample 2: Bingo

Rationale for successful completion of task:

- one paragraph of 8 short sentences
- writing about self (an event in his life)
- main idea of how he spent his money after winning at Bingo
- details are sparse (how much he won, what bills he paid, where he went on his trip, etc.)
- some sense of organization introductory sentence and sequencing (then) but there is little evidence of an ending
- cursive writing is legible and well-spaced
- used appropriate words to convey meaning and feeling, but they are trite (happy, whole bunch of money)
- sentence structure is very repetitive (I went... I gave...),
- each sentence expresses a complete thought
- grammar and spelling is flawless but sentences are very simple with few descriptive words

Sample 3: Having Twins

Rationale for successful completion of task:

- one paragraph of 6 sentences
- main idea is the writer's thoughts and feelings if the doctor told her she was going to have twins
- she goes through her feelings in chronological order which gives some organization to the writing

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- uses familiar vocabulary to convey feelings (e.g. stunned and heart attack) and some colloquial expressions such as “After it kicked in”
- writes complete sentences, using periods
- forms plurals of words
- uses capital letters correctly
- only spelling mistake is “stuned”; added ending correctly for “giving”

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.1	writes simple texts to request, remind or inform			
	conveys simple ideas and factual information			
	demonstrates a limited understanding of sequence			
	uses sentence structure, upper and lower case and basic punctuation			
	uses highly familiar vocabulary			
E.2	monitors progress towards achieving goals			
	identifies barriers to achieving goals			
	monitors own learning			
	evaluates own performance using established criteria and tools (e.g. checklist, rubrics)			
	begins to identify ways to improve performance			

This task: Was successfully completed ☐ Needs to be tried again ☐

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Learner Comments:

Instructor (print):

Learner (print):