



Domains:

Access to information from written texts

Written presentation

Benchmarks:

Understand the general meaning, main ideas, and sequence of events in a text and use this knowledge as needed

Produce a short piece of coherent writing that conveys personal experiences

Description:

In this task, pupils read a letter published in the advice column of a youth magazine and then respond to it. In the first part of the task, pupils answer questions about the letter in order to demonstrate reading comprehension. In the second part, each pupil is asked to identify the problem presented in the letter and write his or her own response.

Rationale for choice of topic:

The task presents pupils with a situation they are likely to have encountered themselves: pupils in elementary school are often assigned projects in which they have to work in pairs or small groups. The task also addresses the issue of conflict resolution. Children often find it difficult to deal with conflicts and let their friends know how they feel. The task gives pupils an opportunity to consider these issues and contemplate ways of resolving them.

Suggestions for implementation (prior to and/or during):

Have a general class discussion about collaborative school projects. Ask pupils what expectations they have of partners in such projects. Discuss how they can deal with situations in which those expectations are not met. Have the pupils talk about group assignments they have completed in the past and about the division of labor. Discuss the advantages and disadvantages of working with a close friend.

Please do not translate the letter that is contained in the task itself (either before or during implementation).

Note: It is very important to teach pupils how to use a checklist before they are given this performance task.

Suggested time allotment:

One lesson

Prerequisites:

- ◆ Familiarity with letter form
- ◆ Familiarity with the vocabulary of emotions (anger, sadness, frustration, etc.)



Points	Part One* Reading Comprehension	Part Two Performance
5	<ul style="list-style-type: none"> ◆ Answered all of the questions correctly 	<ul style="list-style-type: none"> ◆ Identified problem correctly ◆ Letter suggests a solution to the problem ◆ Wrote at least three sentences ◆ Letter includes greeting and closing ◆ Writing is well organized ◆ Vocabulary is varied ◆ Skillful use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)
4		
3	<ul style="list-style-type: none"> ◆ Answered some of the questions correctly 	<ul style="list-style-type: none"> ◆ Identified problem partially ◆ Letter addresses the problem to some extent ◆ Wrote two sentences ◆ Letter includes either greeting or closing ◆ Writing is fairly organized ◆ Vocabulary is basic ◆ Adequate use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)
2		
1	<ul style="list-style-type: none"> ◆ Answered few of the questions correctly 	<ul style="list-style-type: none"> ◆ Did not identify problem correctly ◆ Letter does not address the problem ◆ Wrote one sentence ◆ Letter includes neither greeting nor closing ◆ Writing is not well organized ◆ Vocabulary is limited ◆ Limited use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)

* Do not take off points for spelling and grammar in Part One.



		Good start → → → → → → → Well done!				
Score	Part One:	1	2	3	4	5
	Part Two:	1	2	3	4	5

Question 1

The boy who wrote the letter has a problem. What is the problem?

לילד שכתב את המכתב יש בעיה. מה הבעיה שלו?

The problem is that sam, Dave partner doesn't want to work with him, so Dave doesn't now what to do; to tell the teacher or not.

Question 2

Lucy asks readers to respond to Dave's letter. Write a letter to Dave about how you think he can solve his problem. Write at least three sentences. Make sure you begin your letter with a greeting and sign your name at the end.

לוסי מזמינה קוראים להגיב על מכתבו של דייב. כתבו לדייב איך, לדעתכם, הוא יכול לפתור את הבעיה שלו. כתבו לפחות שלושה משפטים. זכרו לפתוח בברכת שלום, ובסיום כתבו את שמכם.

Hi Dave!

I read your letter and I think you need to talk with your friend before you talk with the teacher because friend-ship is very imported if it dosn't help you can go to the teacher. but hope I helpt



		Good start → → → → → → → → Well done!				
Score	Part One:	1	2	3	4	5
	Part Two:	1	2	3	4	5

Question 1

The boy who wrote the letter has a problem. What is the problem?

לילד שכתב את המכתב יש בעיה.
מה הבעיה שלו?

is problem is that is
friend soon not working
wif him in the project

Question 2

Lucy asks readers to respond to Dave's letter. Write a letter to Dave about how you think he can solve his problem. Write at least three sentences. Make sure you begin your letter with a greeting and sign your name at the end.

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Dear Dave
i think you need to tell
your friend that if he
dont work you both
fauld
i hope i help you



		Good start → → → → → → → Well done!				
Score	Part One:	1	2	3	4	5
	Part Two:	1	2	3	4	5

Question 1

The boy who wrote the letter has a problem. What is the problem?

لدى الولد الذي كتب الرسالة مشكلة.
ما هي مشكلته؟

my partner is my friend
He does not want to do any of the
work on the project

Question 2

Lucy asks readers to respond to Dave's letter. Write a letter to Dave about how you think he can solve his problem. Write at least three sentences. Make sure you begin your letter with a greeting and sign your name at the end.

لوسي تطلب من القراء أن يردوا على رسالة ديف. أكتب رسالة إلى ديف كيف، حسب رأيك، يستطيع أن يحل مشكلته. أكتب ثلاث جمل على الأقل. تذكر أن تفتتح رسالتك بالتحية، وفي نهاية الرسالة اكتب اسمك.

Dave am I Br hemm To ask his father
am other for help. Flom