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.)
<table>
<thead>
<tr>
<th>Points</th>
<th>Part One* Reading Comprehension</th>
<th>Part Two Performance</th>
</tr>
</thead>
</table>
| 5      | • Answered all of the questions correctly | • 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      | • Answered some of the questions correctly | • 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      | • Answered few of the questions correctly | • 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.
Question 1
The boy who wrote the letter has a problem. What is the problem?

The problem is that Sam, Dave’s partner, doesn’t want to work with him. So, Dave doesn’t know 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.

Hi Dave,

I read your letter and I think you need to talk with your friend before you talk with the teacher because friendship is very important if it doesn’t help you can go to the teacher, but...

Hope I helped.
Ask Lucy

Score

<table>
<thead>
<tr>
<th>Good start</th>
<th>Well done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part One:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Part Two:</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Question 1

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

*is problem is that is friend som not working with 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.

*Dear Dave, I think you need to tell your friend that if he don’t work you both fail. I hope I help you.*
### Question 1

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

**Part One:**

- Score: 5
- Lucy's comment: "Good start!"

**Part Two:**

- Score: 1
- Lucy's comment: "Ask Lucy"

**Translation:**

- العربية: "لدى الولد الذي كتب الرسالة مشكلة. ما هي مشكلته؟"
- English: "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.

**Part One:**

- Score: 5
- Lucy's comment: "Well done!"

**Part Two:**

- Score: 1
- Lucy's comment: "Ask Lucy"

**Translation:**

- العربية: "للمشيئي تطلب من القراء أن يردو على رسالة ديف. أكتب رسالة إلى ديف كيف، حسب رأيك، يستطيع أن يعالج مشكلته. أكتب ثلاث جمل على الأقل. تذكر، أن تفتتح رسالةك بالتحية، وفي نهاية الرسالة أكتب اسمك."

**Your Response:**

Dave am I Rehem. To ask his father a mother for help. From...