

CLB 3L
Reading Task Exemplar
Food Labels

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Have learners read the label.
3. Have learners answer the questions.
4. Discuss *Thinking about the reading* questions to connect the reading with what they know.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.
7. Note that *Thinking about the reading* questions are not assessed.

Assessment information

Level: CLB 3L Reading

Competency Area: Getting Things Done

Task: Read a simplified food label to identify and interpret information

Indicators of success for this task:

- Learner got the gist of the label.
- Learner scanned the label to find specific information.
- Learner made inferences based on the label.
- Learner answered 6–8 questions (which include literal and interpretive questions).
- Learner had some help or worked independently.

Note:

- Learner may answer orally, in several words, or in a complete sentence.
- Learner may use invented spelling.

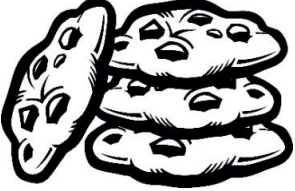
Assessment for further learning:

- Learner answered literal question (questions 1–5): _____ /5
- Learner answered interpretive questions (questions 6–8): _____ /3

Food Labels

Read the label. Answer the questions.

Brown's Chocolate Chip Cookies



500 g

Only 15 g of sugar per serving!
1 serving is 2 cookies

May contain nuts
Best Before: MA 8 2017

Ingredients: flour, sugar, butter, eggs, chocolate chips, baking powder, spices

image ©Thinkstock

Understanding the reading:

1. What kind of cookies are in the package?
2. Are there eggs in these cookies?
3. How many cookies are there in one serving?
4. How much sugar is in one serving of cookies?
5. What is the last ingredient?
6. How big is the package (how many grams)?
7. Would you eat these cookies on December 8, 2017? Why or why not?
8. Your friend is allergic to nuts. Can she eat these cookies? Why or why not?













Thinking about the reading:

Do you think these cookies are healthy? Why or why not?

Do you use spices? Name a spice you like.

CLB 3L Reading Task Exemplar

Learning reflection:			
Reading the words:	hard	so-so	easy
Understanding the numbers:	hard	so-so	easy
Answering the questions:	hard	so-so	easy
Thinking about the reading:	hard	so-so	easy

Instructor's feedback (discuss with learner):		
Good start 0–3 correct answers 	Almost 4–5 correct answers  	Successful 6–8 correct answers   
How much help did the learner need?		
Lots of help 	Some help  	On my own   
Instructor's comments:		
Work on:	Continue:	

CLB 3L Getting Things Done: Reading Food Labels

Task: Read a simplified food label to identify and interpret information

What skills do learners need to complete the task?

Building conceptual knowledge
 - food labels tell you about contents and nutrition, but need to be interpreted
 - best before dates tell you when food is too old and it may make you sick
 - food can be measured in grams
 - people can have food allergies
 - ingredients are listed in decreasing order of amount

Developing oral language
 - food words
 - months
 - label words: best before, may contain, ingredients, serving, grams

Reading skills and strategies
 - use decoding skills and sight words
 - scan for information to answer literal questions
 - read with comprehension to answer interpretive questions
 - use knowledge of format to read label in chunks
 - use picture discrimination to recognize stylized drawing

Numeracy skills
 - dates and format of dates
 - ordering dates (months and numbers)
 - reading numbers to 500
 - quantities to 500
 - measuring in grams


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Instructor's feedback (discuss with learner):

Good start 0-3 correct answers ✓	Almost 4-5 correct answers ✓✓	Successful 6-8 correct answers ✓✓✓
How much help did the learner need?		
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Instructor's comments:
 Work on: _____ Continue: _____

Before the task: skill-building activities
 - bring in a package of cookies to handle and discuss
 - discuss food labels: *What information do they give us? What is the format?*
 - discuss ingredients, quantities, and best before dates
 - discuss nutritional information such as allergy warnings and sugar per serving
 - elicit food vocabulary and build using matching cards, games, and finding images
 - scan for and point to information on labels
 - practise reading dates and two-letter month abbreviations

During the task: scaffolding and support
 - give learners a word bank
 - read questions out loud
 - encourage reading strategies, such as using context clues to understand "serving"
 - give learners extra time
 - let learners work with help
 - prompt on two-part questions (*Did you answer why?*)

After the task: reflection and next steps
 - reflect orally: *How was it? What strategies did you use?*
 - guide learners through the learning reflection and discuss instructor feedback
 - consider how learners did on literal and interpretive questions
 - next activity: write a note to a friend to buy food

How do I support this task?

Presentation of the task
 - all language is concrete, relevant to learners, and familiar
 - task can be paper-based but is adapted
 - font uses a typed "a" and "g" and no serifs
 - font size is large (14+ point)
 - page has plenty of white space
 - visual literacy: images are stylized drawings

Cognitive requirements of the task
 - task has many layers of complexity: food vocabulary, decoding, recognizing drawings, recognizing food packages, reading amounts, reading dates, recognizing two-letter abbreviations for months, and navigating formats; only one layer of complexity can be new to learners at one time
 - label contains many pieces of information

Conditions for completing the task
 - instructions for the task are read and given orally
 - learners are given opportunities for success through repetition
 - learners can only be assessed on familiar tasks
 - reading comprehension is demonstrated orally or in writing

How does this task support ESL Literacy learners?