

## Foundation L Writing Task Exemplar Shopping List

Directions for the task:

1. Cut out the food cards.
2. Explain the task to learners and make sure they understand the indicators of success.
3. Have learners choose 4 cards for food they would like to buy.
4. Have learners copy the food words onto their shopping lists.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.

### Assessment information

**Level:** CLB Foundation L Writing

**Competency Area:** Reproducing Information

**Task:** Copy familiar food words to make a very simple shopping list

#### Indicators of success for this task:

- Learner copied 3–4 words.
- Learner formed most letters clearly.
- Learner mostly wrote on the line.
- Learner had some help or worked independently.

#### Note:

- Learner may use invented spelling.
- Some letters or numbers may be difficult to decode.

milk



image © Thinkstock

eggs



image © Thinkstock

bread



image © Thinkstock



noodles

image ©Thinkstock



rice

image ©Thinkstock



chicken

image ©Thinkstock

# Shopping List

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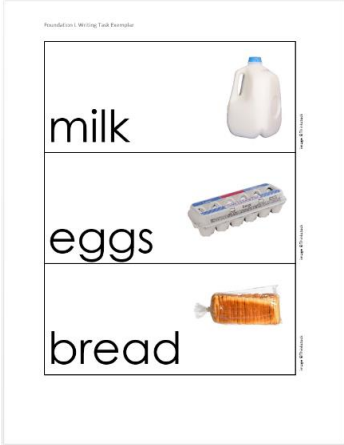
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Foundation L Writing Task Exemplar

Instructor's feedback (discuss with learner):			
Copied 3–4 words:	good start	almost	successful
Formed letters:	good start	almost	successful
Wrote on the line:	good start	almost	successful
Learner's results based on instructor's feedback:			
<p>Good start</p> <p>✓</p>	<p>Almost</p> <p>✓ ✓</p>	<p>Successful</p> <p>✓ ✓ ✓</p>	
How much help did the learner need?			
<p>Lots of help</p> <p>✓</p>	<p>Some help</p> <p>✓ ✓</p>	<p>On my own</p> <p>✓ ✓ ✓</p>	
Instructor's comments:			
Work on:		Continue:	

<b>Foundation L Reproducing Information: Shopping List</b>				
<b>Task: Copy familiar food words to make a very simple shopping list</b>				
<b>What skills do learners need to complete the task?</b>	<p><b>Building conceptual knowledge</b></p> <ul style="list-style-type: none"> <li>- food packages can look different</li> <li>- lists can help you remember</li> </ul>		<b>How do I support this task?</b>	
	<p><b>Developing oral language</b></p> <ul style="list-style-type: none"> <li>- food words</li> </ul>			<p><b>Before the task: skill-building activities</b></p> <ul style="list-style-type: none"> <li>- bring in actual food packages to handle and discuss</li> <li>- discuss food: <i>What do you eat? Where do you shop? How do you plan what to buy?</i></li> <li>- build food vocabulary orally, using pocket charts, picture cards, and chants</li> <li>- use same cards for many different activities: matching, listening and pointing, sorting</li> <li>- build decoding skills by looking at word shapes &amp; first letter, and by counting letters</li> <li>- “write” a shopping list by organizing cards in a vertical list</li> <li>- create a language experience story about food or a class trip to a grocery store</li> </ul>
	<p><b>Writing skills and strategies</b></p> <ul style="list-style-type: none"> <li>- use sight words and decoding skills (first letter recognition) to read food cards</li> <li>- use visual discrimination to recognize photographs</li> <li>- use visual and motor skills to hold a pencil, form letters, and track from source to list</li> <li>- use visual and motor skills to write on the lines</li> <li>- use encoding skills to write</li> </ul>			<p><b>During the task: scaffolding and support</b></p> <ul style="list-style-type: none"> <li>- model task for learners using a larger version on the board</li> <li>- help learners select the right number of cards</li> <li>- reduce the number of cards to copy</li> <li>- give learners extra time</li> <li>- let learners work with help</li> </ul>
	<p><b>Numeracy skills</b></p> <ul style="list-style-type: none"> <li>- counting to 6</li> <li>- quantities to 6</li> </ul>			<p><b>After the task: reflection and next steps</b></p> <ul style="list-style-type: none"> <li>- reflect orally: <i>How was it?</i></li> <li>- discuss instructor feedback</li> <li>- next activity: elicit two favorite foods and make personal food cards to read and copy</li> </ul>
<p><b>Presentation of the task</b></p> <ul style="list-style-type: none"> <li>- all language is concrete, relevant to learners, and highly familiar</li> <li>- task includes manipulatives</li> <li>- font of source text uses a hand-printed “a” and “g” and no serifs</li> <li>- font size of source text is very large (20+ point)</li> <li>- page has plenty of white space</li> <li>- visual literacy: images are clear, simple photographs</li> </ul>	<p><b>Cognitive requirements of the task</b></p> <ul style="list-style-type: none"> <li>- task has several aspects: food vocabulary, decoding, recognizing photographs, recognizing food packages, holding a pencil, forming letters, and writing on the lines; all aspects of the task should be familiar to learners</li> <li>- task has four familiar words to copy</li> <li>- task should be familiar and consistent with routines and activities in class</li> </ul>	<p><b>Conditions for completing the task</b></p> <ul style="list-style-type: none"> <li>- instructions for the task are given orally, repeated, and supported by physical modelling</li> <li>- learners are given many opportunities for success through repetition</li> <li>- learners can only be assessed on completely familiar tasks</li> </ul>		
<b>How does this task support ESL Literacy learners?</b>				