

CLB 4L

Writing Task Exemplar

Note about Food

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Elicit language for food and notes and write on the board as a word bank.
3. Have learners write the note.
4. Support learners as needed and encourage use of strategies.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB 4L Writing

Competency Area: Getting Things Done

Task: Write a note to buy a number of items and include amounts and a food restriction

Indicators of success for this task:

- Learner included the required information: a greeting and closing, the date, 8–10 items, and a food restriction.
- Learner used amounts, quantities, or containers appropriately.
- Learner had adequate control of punctuation and capitalization.
- Learner spelled most words correctly.
- Learner had some help or worked independently.

Note:

- Learner may use invented spelling.
- Learner may have difficulty with word order or word forms.

Write a Note about Food

Write a note to a friend. Ask him or her to buy 10 things at the store. Write which things to buy. Write the amount that you need of each thing, for example, **2 loaves of bread**.













Tell your friend that your son is allergic to strawberries.

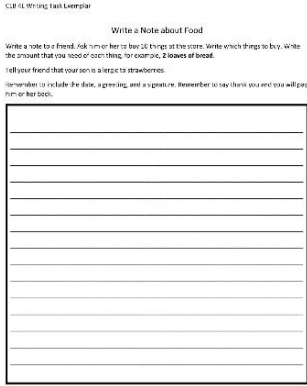
Remember to include the date, a greeting, and a signature. Remember to say thank you and you will pay him or her back.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a larger margin at the top, likely for a header or title. The paper is otherwise blank, with no text or other markings.

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Learning reflection:			
Using vocabulary:	hard	so-so	easy
Spelling:	hard	so-so	easy
Writing sentences:	hard	so-so	easy
Writing the date:	hard	so-so	easy
Writing amounts:	hard	so-so	easy

Instructor's feedback (discuss with learner):			
Note has date, greeting, and closing:	good start	almost	successful
Note has 8–10 food items:	good start	almost	successful
Note includes restriction:	good start	almost	successful
Note includes amounts:	good start	almost	successful
Uses periods and capitals:	good start	almost	successful
Most words are spelled correctly:	good start	almost	successful
Learner's results based on instructor's feedback:			
Good start 	Almost  	Successful   	
How much help did the learner need?			
Lots of help 	Some help  	On my own   	
Instructor's comments:			
Work on:		Continue:	

CLB 4L Getting Things Done: Note about Food				
Task: Write a note to buy several items and include amounts and a food restriction				
What skills do learners need to complete the task?	Building conceptual knowledge <ul style="list-style-type: none"> - notes can convey messages and get something done - notes have a predictable format - notes are generally informal - people can have food allergies - food can be purchased in different amounts 		Before the task: skill-building activities <ul style="list-style-type: none"> - bring in actual food packages to handle and discuss - discuss notes: <i>What is the purpose? What is included?</i> - elicit food vocabulary and build using matching cards, games, and finding images - discuss allergies and other food restrictions - develop language of amounts and packages - model a note on the board - write a note as a class 	How do I support this task?
	Developing oral language <ul style="list-style-type: none"> - food words - dates - greetings and closings of notes - allergies - language of amounts and packages 		During the task: scaffolding and support <ul style="list-style-type: none"> - elicit a word bank for writing notes and write on the board - brainstorm food items together as a class on the board - encourage pre-writing strategies, such as making a list of food items first - allow learners to follow a model - give learners extra time - let learners work with help 	
	Writing skills and strategies <ul style="list-style-type: none"> - use encoding skills to write words - use knowledge of format to fill in date, greeting, and closing - use word order and sentence patterns to write sentences - use vocabulary and phrases to convey meaning - write with a purpose 		After the task: reflection and next steps <ul style="list-style-type: none"> - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - next activity: write a note based on a recipe you like 	
	Numeracy skills <ul style="list-style-type: none"> - counting to 10 - quantities to 10 - writing dates - writing amounts 			
Presentation of the task <ul style="list-style-type: none"> - language is relevant to learners and familiar - task can be paper-based and is close to authentic - font of the instructions uses a typed "a" and "g" and no serifs - font size of instructions is authentic (11 point) - page has authentic use of white space 		Cognitive requirements of the task <ul style="list-style-type: none"> - task has several layers of complexity: food vocabulary, language of notes, language of amounts and packages, understanding the format of a note, encoding text, and writing with purpose; only one layer of complexity can be new to learners at one time - task requires knowledge of language, simple sentence structure, and format to write note - task should be familiar and consistent with routines and activities in class 	Conditions for completing the task <ul style="list-style-type: none"> - instructions for the task are read and given orally - learners are given opportunities for success through repetition - learners should be assessed on familiar tasks 	
How does this task support ESL Literacy learners?				