CLB 2L

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 2L Reading
Competency Area: Getting Things Done
Task: Read a simplified food label to identify information

Indicators of success for this task:
- Learner got the gist of the label.
- Learner located key information on the label.
- Learner answered 5–6 questions (which include literal and interpretive questions).
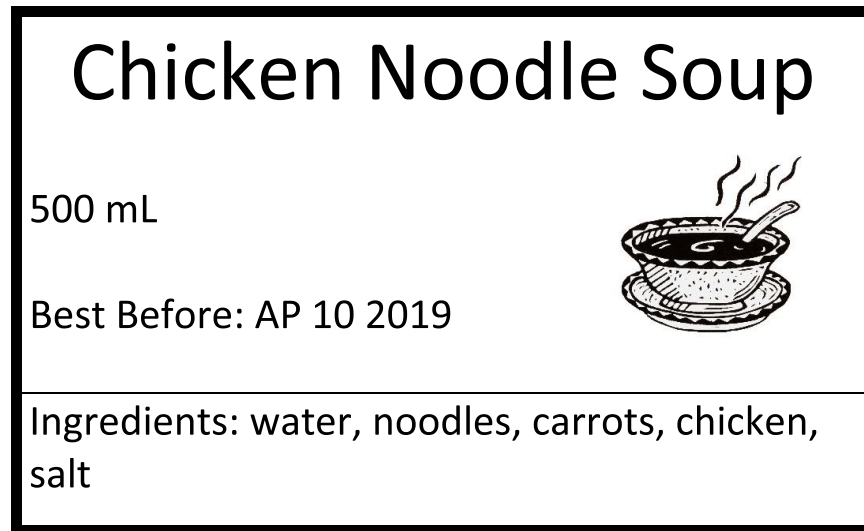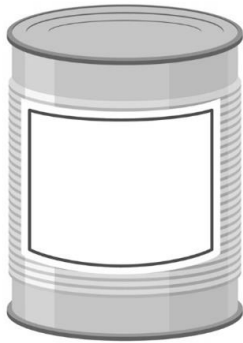- Learner had some help or worked independently.

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 questions (questions 1–4):   _____ /4
- Learner answered interpretive questions (questions 5–6):   _____ /2

Food Labels

Read the label. Answer the questions.

Chicken Noodle Soup

500 mL

Best Before: AP 10 2019

Ingredients: water, noodles, carrots, chicken, salt

images ©Thinkstock

Understanding the reading:

1. What is in the can?

2. What is the best before date?

3. Does the soup have carrots?

4. How many mL are in the can?

5. Does the soup have meat?

6. My friend does not eat salt. Can he eat this soup?

Thinking about the reading:

Do you eat soup?

Do you buy soup in a can?

Do you make soup at home?

Learning reflection:

Reading words: hard   so-so   easy

Reading numbers: hard   so-so   easy

Instructor's feedback (discuss with learner):		
Good start 0–2 correct answers ✔	**Almost** 3–4 correct answers ✔ ✔	**Successful** 5–6 correct answers ✔ ✔ ✔
How much help did the learner need?		
Lots of help ✔	**Some help** ✔ ✔	**On my own** ✔ ✔ ✔
Instructor's comments:		
Work on:	Continue:	
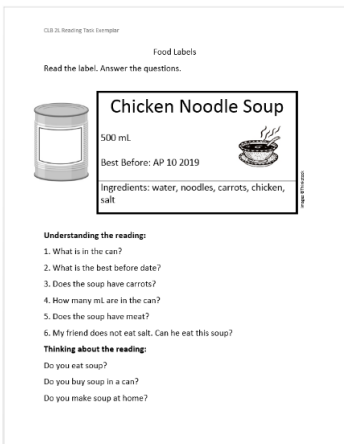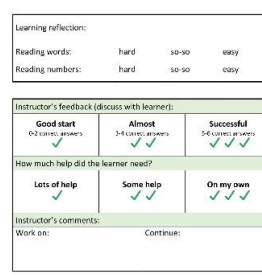
CLB 2L Getting Things Done: Reading Food Labels

Task: Read a simplified food label to identify information

<table>
<tr>
<td rowspan="5">What skills do learners need to complete the task?</td>
<td>

Building conceptual knowledge
- food labels tell you about contents and nutrition
- soup can come in a can
- best before dates tell you when food is too old and it may make you sick
- dates can have different formats
- food can be measured in mL

Developing oral language
- food words
- months
- label words: ingredients, best before dates

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 (not left to right, top to bottom)
- use picture discrimination to recognize line drawing

Numeracy skills
- dates and format of dates
- ordering dates (months and numbers at the same time)
- reading numbers to 500
- quantities to 500
- reading measurements in mL

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Thinking about the reading:
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Learning reflection:

Reading words: hard   so-so   easy
Reading numbers: hard   so-so   easy

Instructor's feedback (discuss with learner):

Good start	Almost	Successful
0-2 correct answers	3-4 correct answers	5-6 correct answers
✓	✓✓	✓✓✓

How much help did the learner need?

| Lots of help | Some help | On my own |
| ✓ | ✓✓ | ✓✓✓ |

Instructor's comments:
Work on: Continue:

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Before the task: skill-building activities
- bring in actual food packages to handle and discuss
- discuss food labels: *What information do they give us? What is the format?*
- discuss ingredients, quantities, and best before dates
- build food vocabulary using pocket charts, matching cards, small whiteboards, and chants
- practise reading dates and two-letter month abbreviations

During the task: scaffolding and support
- give learners a word bank or vocabulary cards to help with food words
- read questions out loud
- encourage reading strategies for the learners, such as getting information from the drawings
- give learners extra time
- let learners work with help

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: create language experience story about food or a class trip to a grocery store

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<td rowspan="5">How do I support this task?</td>
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Presentation of the task	Cognitive requirements of the task	Conditions for completing the task
- all language is concrete, relevant to learners, and familiar - task can be paper-based but is highly adapted - font uses a typed "a" and "g" and no serifs - font size is large (16+ point) - page has plenty of white space - visual literacy: images are clear line drawings	- task has many different aspects: food vocabulary, decoding, recognizing line drawings, recognizing food packages, reading amounts, reading dates, recognizing two-letter abbreviations for months, and navigating formats; all aspects of the task should be familiar to learners - label contains four pieces of information - task should be familiar and consistent with routines and activities in class	- instructions for the task are given orally and supported by physical modelling - learners are given opportunities for success through repetition - learners can only be assessed on completely familiar tasks - reading comprehension is demonstrated orally or in writing

How does this task support ESL Literacy learners?