

CLB 1L

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 8 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 1L Writing

Competency Area: Reproducing Information

Task: Copy familiar food words to make a shopping list

Indicators of success for this task:

- Learner copied 6-8 words.
- Learner formed most letters clearly.
- Learner wrote on the line.
- Learner copied mostly accurately.
- Learner had some help or worked independently.

Note:

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











<p>milk</p> 	<p>rice</p> 
<p>eggs</p> 	<p>chicken</p> 
<p>bread</p> 	<p>apples</p> 
<p>noodles</p> 	<p>carrots</p> 
<p>potatoes</p> 	<p>broccoli</p> 

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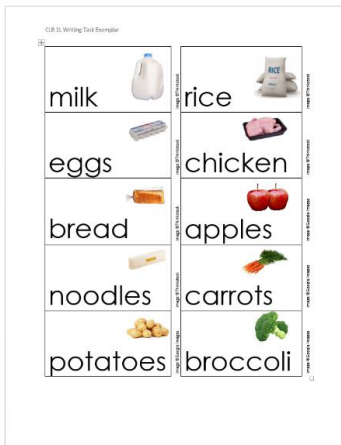
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My Shopping List:

Learning reflection:			
Writing:	hard	so-so	easy

Instructor's feedback (discuss with learner):			
Copied 6–8 food words:	good start	almost	successful
Formed letters:	good start	almost	successful
Wrote on the lines:	good start	almost	successful
Copied accurately:	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 1L Reproducing Information: Shopping List					
Task: Copy familiar food words to make a shopping list					
What skills do learners need to complete the task?	Building conceptual knowledge <ul style="list-style-type: none">- food packages can look different- lists can help you remember		How do I support this task?		
	Developing oral language <ul style="list-style-type: none">- food words			Before the task: skill-building activities <ul style="list-style-type: none">- bring in actual food packages to handle and discuss- discuss food shopping: <i>How do you plan what to buy?</i>- build food vocabulary using pocket charts, matching cards, small whiteboards, and chants- use same cards for many different activities: matching, listening and pointing, sorting- build decoding skills by looking at word shapes & first letter, and by counting letters- “write” a shopping list by organizing cards in a vertical list- create a language experience story about food or a class trip to a grocery store	
	Writing skills and strategies <ul style="list-style-type: none">- use sight words and decoding skills to read food cards- use visual discrimination to recognize photographs- use visual and motor skills to hold a pencil, form letters, and track from source to list- use visual and motor skills to write on the lines- use encoding skills to write- use knowledge of format to write a list				During the task: scaffolding and support <ul style="list-style-type: none">- model task for learners using a larger version on the board- help learners select the right number of cards- reduce the number of cards to copy- give learners extra time- let learners work with help
	Numeracy skills <ul style="list-style-type: none">- counting to 10- quantities to 10				After the task: reflection and next steps <ul style="list-style-type: none">- reflect orally: <i>How was it?</i>- guide learners through the learning reflection and discuss instructor feedback- next activity: use cards to make lists of food we like and dislike, or eat and don’t eat
Presentation of the task <ul style="list-style-type: none">- all language is concrete, relevant to learners, and highly familiar- task includes manipulatives- font of source text uses a hand-printed “a” and “g” and no serifs- font size of source text is very large (18+ point)- page has plenty of white space- visual literacy: images are clear, simple photographs		Cognitive requirements of the task <ul style="list-style-type: none">- task has several different 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- task has six familiar words to copy- 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 given orally, repeated, and supported by physical modelling- learners are given many opportunities for success through repetition- learners can only be assessed on completely familiar tasks		How does this task support ESL Literacy learners?			