

CLB 2L

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. Have learners write the note.
3. Support learners as needed and encourage use of strategies such as using the word bank.
4. Guide learners through the reflection.
5. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB 2L Writing

Competency Area: Getting Things Done

Task: Write a very simple note to buy several items

Indicators of success for this task:

- Learner filled in greeting, closing, and the date in the right sections of the template.
- Learner copied 6–8 items.
- Learner wrote legibly.
- Learner copied accurately.
- Learner had some help or worked independently.

Note:

















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

Write a Note about Food

Write a note to someone in your family.

Ask him or her to buy 8 things at the store.

Use these words to help you.

<p>milk</p>  <p>image ©Thinkstock</p>	<p>chicken</p>  <p>image ©Thinkstock</p>
<p>eggs</p>  <p>image ©Thinkstock</p>	<p>beef</p>  <p>image ©Google</p>
<p>butter</p>  <p>image ©Google</p>	<p>pork</p>  <p>image ©Google</p>
<p>cheese</p>  <p>image ©Google</p>	<p>duck</p>  <p>image ©Google</p>
<p>rice</p>  <p>image ©Thinkstock</p>	<p>apples</p>  <p>image ©Google</p>
<p>potatoes</p>  <p>image ©Google</p>	<p>lettuce</p>  <p>image ©Google</p>
<p>noodles</p>  <p>image ©Thinkstock</p>	<p>carrots</p>  <p>image ©Google</p>
<p>bread</p>  <p>image ©Thinkstock</p>	<p>broccoli</p>  <p>image ©Google</p>

Date: _____

Hi _____,

Please go to the store for me. Can you buy:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Thanks,

Learning Reflection:

Writing the words: hard so-so easy

Writing the date: hard so-so easy

Instructor's feedback (discuss with learner):

Note has greeting and closing:	good start	almost	successful
Note has the date:	good start	almost	successful
Note has 6–8 food items:	good start	almost	successful
Written legibly:	good start	almost	successful
Copied accurately:	good start	almost	successful

Learner's results based on instructor's feedback:

Good start ✓	Almost ✓ ✓	Successful ✓ ✓ ✓
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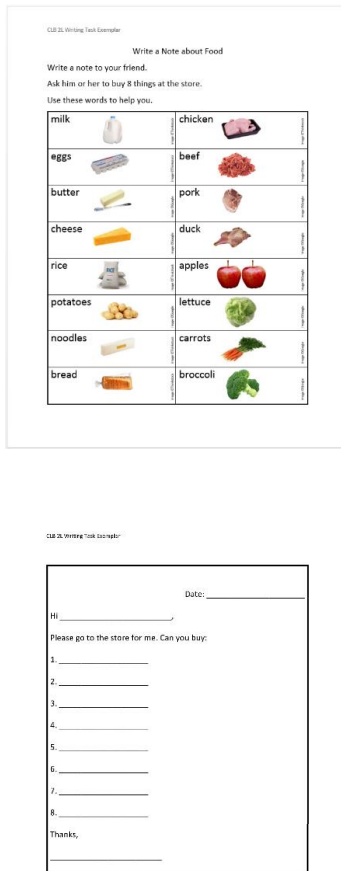
How much help did the learner need?

Lots of help ✓	Some help ✓ ✓	On my own ✓ ✓ ✓
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Instructor's comments:

Work on:

Continue:

CLB 2L Getting Things Done: Note about Food			
Task: Write a very simple note to buy several items			
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		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>- build food vocabulary using pocket charts, matching cards, small whiteboards, and chants- elicit relevant food vocabulary to add to learners' list- practise writing dates and lists- model a note on the board- write a note as a class- create a language experience story about food or a class trip to a grocery store
	Developing oral language <ul style="list-style-type: none">- food words- dates- greetings and closings of notes		During the task: scaffolding and support <ul style="list-style-type: none">- encourage learners to refer to the word bank- encourage strategies such as highlighting the words to copy in the word bank- 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 sight words and decoding skills to read word bank- use visual discrimination to recognize photographs in the word bank- use visual and motor skills to form words and track from word bank to note- use visual and motor skills to write on the lines- use knowledge of format to fill in note template- use encoding skills to write		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: as a class, read a recipe for a fruit salad and have learners write a note with a list
	Numeracy skills <ul style="list-style-type: none">- counting to 16- quantities to 16- writing dates		
Presentation of the task <ul style="list-style-type: none">- all language is concrete, relevant to learners, and familiar- task can be paper-based but is highly adapted- font of the word bank uses a typed "a" and "g" and no serifs- font size of source text is very large (16+ 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 aspects: food vocabulary, decoding, recognizing photographs, understanding the format of the template, writing on the lines, and encoding text; all aspects of the task should be familiar to learners- task has several familiar pieces of information to fill into the template- 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 and supported by physical modelling- learners are given opportunities for success through repetition- learners can only be assessed on completely familiar tasks	
How does this task support ESL Literacy learners?			