CLB 3L 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 3L Writing  
**Competency Area:** Getting Things Done  
**Task:** Write a simple note to buy a number of items and include a food restriction

**Indicators of success for this task:**
- Learner included the required information: a greeting and closing, the date, 6–8 items, and a food restriction.
- Learner mostly used periods and capitals correctly.
- 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 8 things at the store. Write which things to buy.

Tell your friend that your son is allergic to peanuts.

Your note should have the date, a greeting, and a signature.

Remember to say thank you and you will pay him or her back.

Date: ______________________

Hi ______________________,

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Thanks,

________________________
CLB 3L Writing Task Exemplar

Learning reflection:

<table>
<thead>
<tr>
<th>Using vocabulary:</th>
<th>hard</th>
<th>so-so</th>
<th>easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling:</td>
<td>hard</td>
<td>so-so</td>
<td>easy</td>
</tr>
<tr>
<td>Writing sentences:</td>
<td>hard</td>
<td>so-so</td>
<td>easy</td>
</tr>
<tr>
<td>Writing the date:</td>
<td>hard</td>
<td>so-so</td>
<td>easy</td>
</tr>
</tbody>
</table>

Instructor’s feedback (discuss with learner):

<table>
<thead>
<tr>
<th>Note has date, greeting, and closing:</th>
<th>good start</th>
<th>almost</th>
<th>successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note has 6–8 food items:</td>
<td>good start</td>
<td>almost</td>
<td>successful</td>
</tr>
<tr>
<td>Note includes restriction:</td>
<td>good start</td>
<td>almost</td>
<td>successful</td>
</tr>
<tr>
<td>Mostly used periods and capitals:</td>
<td>good start</td>
<td>almost</td>
<td>successful</td>
</tr>
<tr>
<td>Most words are spelled correctly:</td>
<td>good start</td>
<td>almost</td>
<td>successful</td>
</tr>
</tbody>
</table>

Learner’s results based on instructor’s feedback:

<table>
<thead>
<tr>
<th>Good start</th>
<th>Almost</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>✔️ ✔️</td>
<td>✔️ ✔️ ✔️</td>
</tr>
</tbody>
</table>

How much help did the learner need?

<table>
<thead>
<tr>
<th>Lots of help</th>
<th>Some help</th>
<th>On my own</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>✔️ ✔️</td>
<td>✔️ ✔️ ✔️</td>
</tr>
</tbody>
</table>

Instructor’s comments:

<table>
<thead>
<tr>
<th>Work on:</th>
<th>Continue:</th>
</tr>
</thead>
</table>
CLB 3L Getting Things Done: Note about Food

Task: Write a simple note to buy several items and include a food restriction

What skills do learners need to complete the task?

Building conceptual knowledge
- notes can convey messages and get something done
- notes have a predictable format
- notes are generally informal
- people can have food allergies

Developing oral language
- food words
- dates
- greetings and closings of notes
- allergies

Writing skills and strategies
- 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

Numeracy skills
- counting to 10
- quantities to 10
- writing dates

Presentation of the task
- all language is concrete, relevant to learners, and familiar
- task can be paper-based but is adapted
- font of the instructions uses a typed “a” and “g” and no serifs
- font size of instructions is large (14+ point)
- page has plenty of white space
- space is given for the greeting, closing, and date

Cognitive requirements of the task
- task has several layers of complexity: food vocabulary, language of notes, 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
- instructions for the task are read and given orally
- learners are given opportunities for success through repetition
- learners can only be assessed on familiar tasks

How does this task support ESL Literacy learners?