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.

CLB 3L Writing Task Exemplar

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.

	I	Date:	
Ні	/		
Thanks,			

CLB 3L Writing Task Exemplar

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

uss with lear d closing:	good start good start	almost	successful			
	good start					
		almost	successful			
	good start	almost	successful			
Note includes restriction: Mostly used periods and capitals:		almost	successful			
Most words are spelled correctly:		almost	successful			
Learner's results based on instructor's feedback:						
Almost		Successful				
How much help did the learner need?						
Some help		On my own				
Instructor's comments:						
	Continue:					
i	rectly: nstructor's Alm	pitals: good start rectly: good start nstructor's feedback: Almost rner need? Some help	pitals: good start almost rectly: good start almost nstructor's feedback: Almost Succ rner need? Some help On m			

CLB 3L Getting Things Done: Note about Food							
Task: Write a simple note to buy several items and include a food restriction							
دې	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	Cut as whiting task benefits Write a Note about Food Write a note to a friend. Ask him on her to buy? bitings the store. Write which things to buy. Tell your finde that your son is altergist to pranuls. Your note should have dates, agreeting, and a ging ture. Remember to say thank you and you will pay him or her back. It is that you and you will pay him or her back. It is that you and you will pay him or her back.	Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss notes: What is the purpose? What is included? - elicit food vocabulary and build using matching cards, games, and finding images				
complete the tasl	Developing oral language - food words - dates - greetings and closings of notes - allergies		 discuss allergies and other food restrictions practise writing dates read model notes and 				
What skills do learners need to complete the task?	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	CB 31 Writing Tail Sempler Learning reflection: Using vocabulary: hand so-so easy Spelling: hand so-so easy Writing similaris: hand so-so easy Writing it in date: hand so-so easy Writing it in date: hand so-so easy Writing it in date: hand so-so easy Writing it is date: hand so so easy writing it is date: hand so bo easy writing it	During the task: scaffolding and support - elicit a word bank for writing notes and write on the board - brainstorm food items together as a class on the board - support 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				
	Numeracy skills - counting to 10 - quantities to 10 - writing dates	Good start Almost Successful How much help did the learner need? Its of help On my own Instructor's comments: On dirace	After the task: reflection and next steps - reflect orally: <i>How was it</i> ? <i>What strategies did you use</i> ? - guide learners through the learning reflection and discuss instructor feedback - next activity: read food labels				
Presentation of the taskCognitive requirements of the task- all language is concrete, relevant to learners, and familiar- 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 (a" and "g" and no serifs - font size of instructions is large (14+ point)- task has several layers 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?