Foundation L 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 4 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 Foundation L Writing
Competency Area: Reproducing Information
Task: Copy familiar food words to make a very simple shopping list

Indicators of success for this task:
- Learner copied 3–4 words.
- Learner formed most letters clearly.
- Learner mostly wrote on the line.
- Learner had some help or worked independently.

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

eggs

bread
noodles
rice
chicken
Shopping List

________________________________

________________________________

________________________________

________________________________
**Instructor’s feedback (discuss with learner):**

<table>
<thead>
<tr>
<th>Copied 3–4 words:</th>
<th>good start</th>
<th>almost</th>
<th>successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formed letters:</td>
<td>good start</td>
<td>almost</td>
<td>successful</td>
</tr>
<tr>
<td>Wrote on the line:</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>
### Foundation L Reproducing Information: Shopping List

**Task:** Copy familiar food words to make a very simple shopping list

<table>
<thead>
<tr>
<th>Building conceptual knowledge</th>
<th>Developing oral language</th>
<th>Writing skills and strategies</th>
<th>Numeracy skills</th>
<th>Presentation of the task</th>
<th>Cognitive requirements of the task</th>
<th>Conditions for completing the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>- food packages can look different</td>
<td>- food words</td>
<td>- use sight words and decoding skills (first letter recognition) to read food cards</td>
<td>- counting to 6</td>
<td>- all language is concrete, relevant to learners, and highly familiar</td>
<td>- task has several 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</td>
<td>- instructions for the task are given orally, repeated, and supported by physical modelling</td>
</tr>
<tr>
<td>- lists can help you remember</td>
<td></td>
<td>- use visual discrimination to recognize photographs</td>
<td>- quantities to 6</td>
<td>- task includes manipulatives</td>
<td>- task should have four familiar words to copy</td>
<td>- learners are given many opportunities for success through repetition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- use visual and motor skills to hold a pencil, form letters, and track from source to list</td>
<td></td>
<td>- font of source text uses a hand-printed “a” and “g” and no serifs</td>
<td>- task should be familiar and consistent with routines and activities in class</td>
<td>- learners can only be assessed on completely familiar tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- use visual and motor skills to write on the lines</td>
<td></td>
<td>- font size of source text is very large (20+ point)</td>
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<tr>
<td></td>
<td></td>
<td>- use encoding skills to write</td>
<td></td>
<td>- page has plenty of white space</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- visual literacy: images are clear, simple photographs</td>
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</tbody>
</table>

**Before the task: skill-building activities**
- bring in actual food packages to handle and discuss
- discuss food: What do you eat? Where do you shop? How do you plan what to buy?
- build food vocabulary orally, using pocket charts, picture cards, 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

**During the task: scaffolding and support**
- 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

**After the task: reflection and next steps**
- reflect orally: How was it?
- discuss instructor feedback
- next activity: elicit two favorite foods and make personal food cards to read and copy

**How does this task support ESL Literacy learners?**