

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.

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

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   	
How much help did the learner need?			
Lots of help 	Some help  	On my own   	
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	<div><p>CLB 2L Writing Task Exemplar</p><p>Write a Note about Food</p><p>Write a note to your friend.</p><p>Ask him or her to buy 8 things at the store.</p><p>Use these words to help you.</p></div> <div><table><tr><td>milk</td><td>chicken</td></tr><tr><td>eggs</td><td>beef</td></tr><tr><td>butter</td><td>pork</td></tr><tr><td>cheese</td><td>duck</td></tr><tr><td>rice</td><td>apples</td></tr><tr><td>potatoes</td><td>lettuce</td></tr><tr><td>noodles</td><td>carrots</td></tr><tr><td>bread</td><td>broccoli</td></tr></table></div> <div><p>CLB 2L Writing Task Exemplar</p><div><p>Date: _____</p><p>Hi _____,</p><p>Please go to the store for me. Can you buy:</p><p>1. _____</p><p>2. _____</p><p>3. _____</p><p>4. _____</p><p>5. _____</p><p>6. _____</p><p>7. _____</p><p>8. _____</p><p>Thanks,</p><p>_____</p></div></div>	milk	chicken	eggs	beef	butter	pork	cheese	duck	rice	apples	potatoes	lettuce	noodles	carrots	bread	broccoli	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	How do I support this task?
	milk		chicken																	
	eggs		beef																	
	butter		pork																	
	cheese		duck																	
rice	apples																			
potatoes	lettuce																			
noodles	carrots																			
bread	broccoli																			
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?																				