



III. Getting things done

- Get information from simple formatted texts (such as forms, tables, charts, schedules and directories).

Task Read a produce chart to identify the availability of the locally grown fruits and vegetables in different months of the year.

Tool Survey and a single-point rubric

Reading tasks with numeracy elements may be challenging at the ESL Literacy level. Ss will benefit from the tasks that are based on the familiar vocabulary and contexts.

1. Distribute the flashcards to cut out. With a partner, Ss review the target vocabulary (sight words). As a whole class, name a few fruits and vegetables and instruct Ss to raise the corresponding flashcards.
 2. Distribute the charts and the picture dictionary. As a whole class, preview and identify different parts of each chart. Elicit the purpose/meaning of the charts. Model the task with one or two questions (e.g., What fruit is available in July? What vegetable is available in March?).
 3. Ask a variety of questions based on the charts (e.g., What two fruits are available during the same months? What vegetable is available the longest?). Ss scan the graph and raise the corresponding flashcards. Encourage Ss to use the picture dictionary as needed. Once all the Ss show their answers, invite them to read/say the words.
 4. As you go through each question, observe the Ss. Are they all answering correctly? Are they hesitating? Do they change their answer once they see the answers of other Ss? Are some easier for them to answer than others? This is a very visual type of assessment. It will provide immediate information to you as to whether more practice needs to be done, or if you can move on. Use the back side of the rubric to make specific notes.
 5. As a follow up, distribute the list of questions for Ss to perform the task individually in writing. Fill in the single-point rubric for each S. Provide whole class or individual feedback. Ask Ss how they felt about the activity. Encourage self-assessment (Ss attach stickers or color the stars on their worksheets/rubrics).
- ★ This task requires some knowledge of data concepts. For more information on numeracy, consult *CLB: ESL for ALL*, pp. 19-22.
 - ★ All of the Literacy Skills on the single point rubric should be practiced and consistently reinforced in the classroom prior to the assessment.
 - ★ Use colour-coding consistently to aid comprehension and facilitate feedback.
 - ★ Modify/create your own rubric using the rubric template and the *CLB: ESL for ALL*, pp. 108-123.



Single point rubric example:

Name: Christina M.

Date: March 12, 2015



CLB 2L-III Getting Things Done

Task Read a produce chart to identify the availability of the locally grown fruits and vegetables in different months of the year.

Yes – green Yes with help – yellow Not yet – red	
Observation (color-coded)	
	Demonstrated the use of oral vocabulary to support reading.
	Located where to find specific information on a simple chart.
	Used columns to locate and understand information.
	Used the bank of sight words to support reading.
	Used picture dictionary to complete the task.
	Demonstrated strengths and limitations of decoding text and recognizing spelling patterns characteristic of a CLB 3L learner.
	Demonstrated understanding of the task.
Next Steps:	
<ul style="list-style-type: none"><i>Use the picture dictionary for unfamiliar words.</i>	
Self-assessment:	

Achieved 75% (Green)

Achieved with help (Yellow)

Not Achieved (Red)

Name: _____

Date: _____



CLB 3L-III Getting Things Done

Task Read a produce chart to identify the availability of the locally grown fruits and vegetables in different months of the year.



Yes – green



Yes with help – yellow



Not yet – red

Observation color-coded

Demonstrated the use of oral vocabulary to support reading.

Located where to find specific information on a simple chart.

Used columns to locate and understand information.

Used the bank of sight words to support reading.

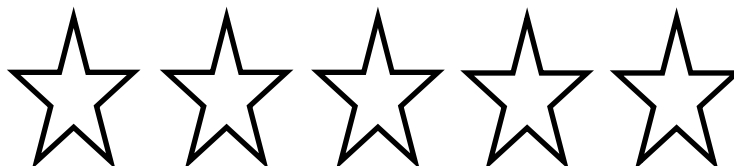
Used picture dictionary to complete the task.

Demonstrated strengths and limitations of decoding text and recognizing spelling patterns characteristic of a CLB 3L learner.

Demonstrated understanding of the task.

Next Steps:

Self-assessment:



Achieved 75% (Green)

Achieved with help (Yellow)

Not Achieved (Red)

LINC: _____

Name: _____



Read and understand a simple chart

Fruits

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
apples												
blueberries												
cherries												
grapes												
watermelon												

Vegetables


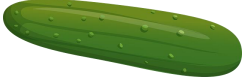
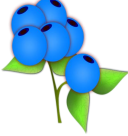


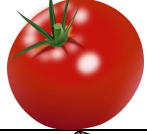

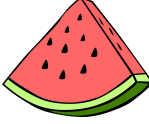


	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
broccoli												
carrots												
cucumber												
tomatoes												
zucchini												

LINC: _____

Name: _____



Picture dictionary

	apples		cucumbers
	blueberries		grapes
	broccoli		tomatoes
	carrots		watermelon
	cherries		zucchini

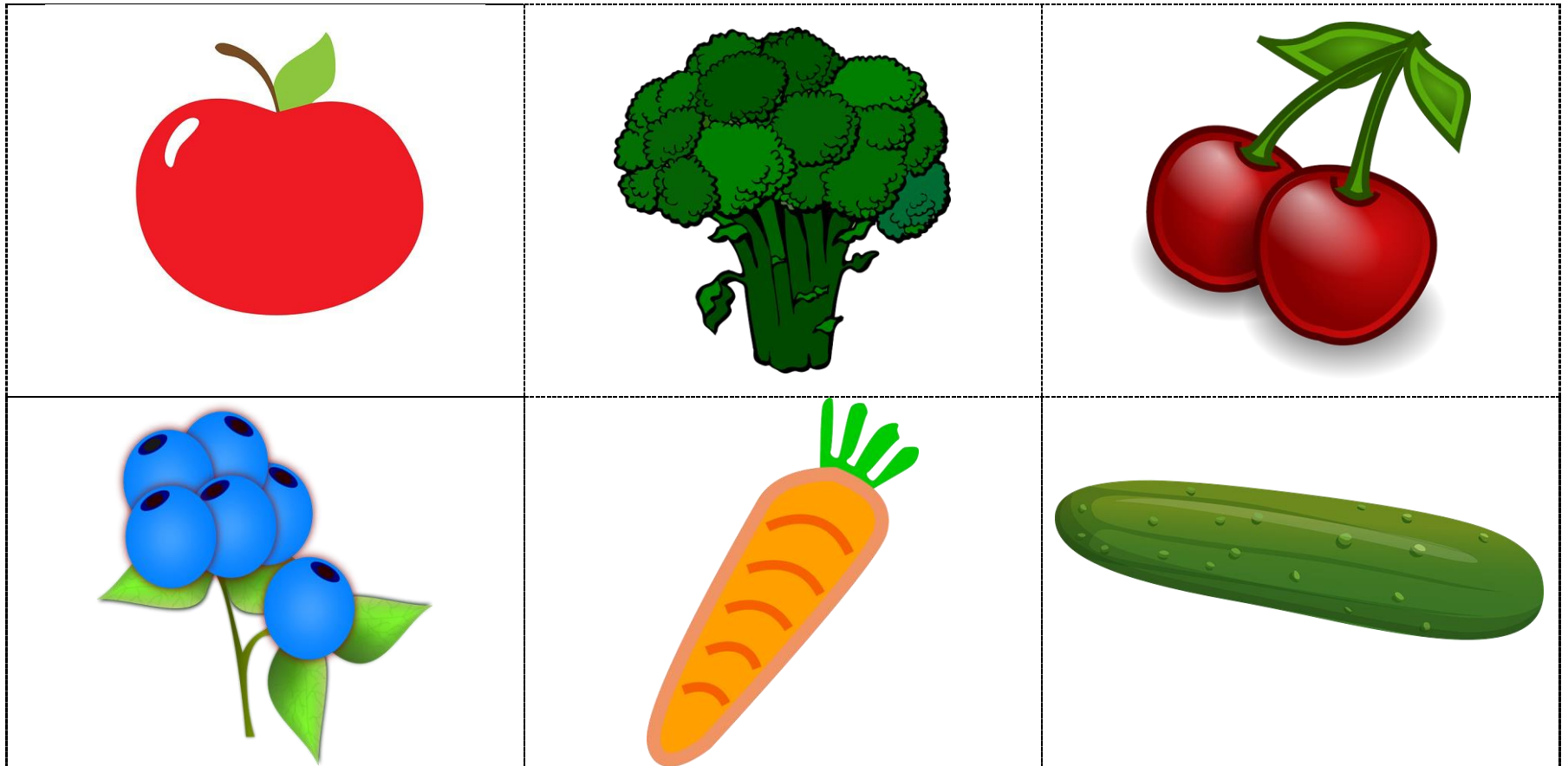
Pictures courtesy of pixabay.com and openclipart.org

LINC: _____

Name: _____



Flashcards



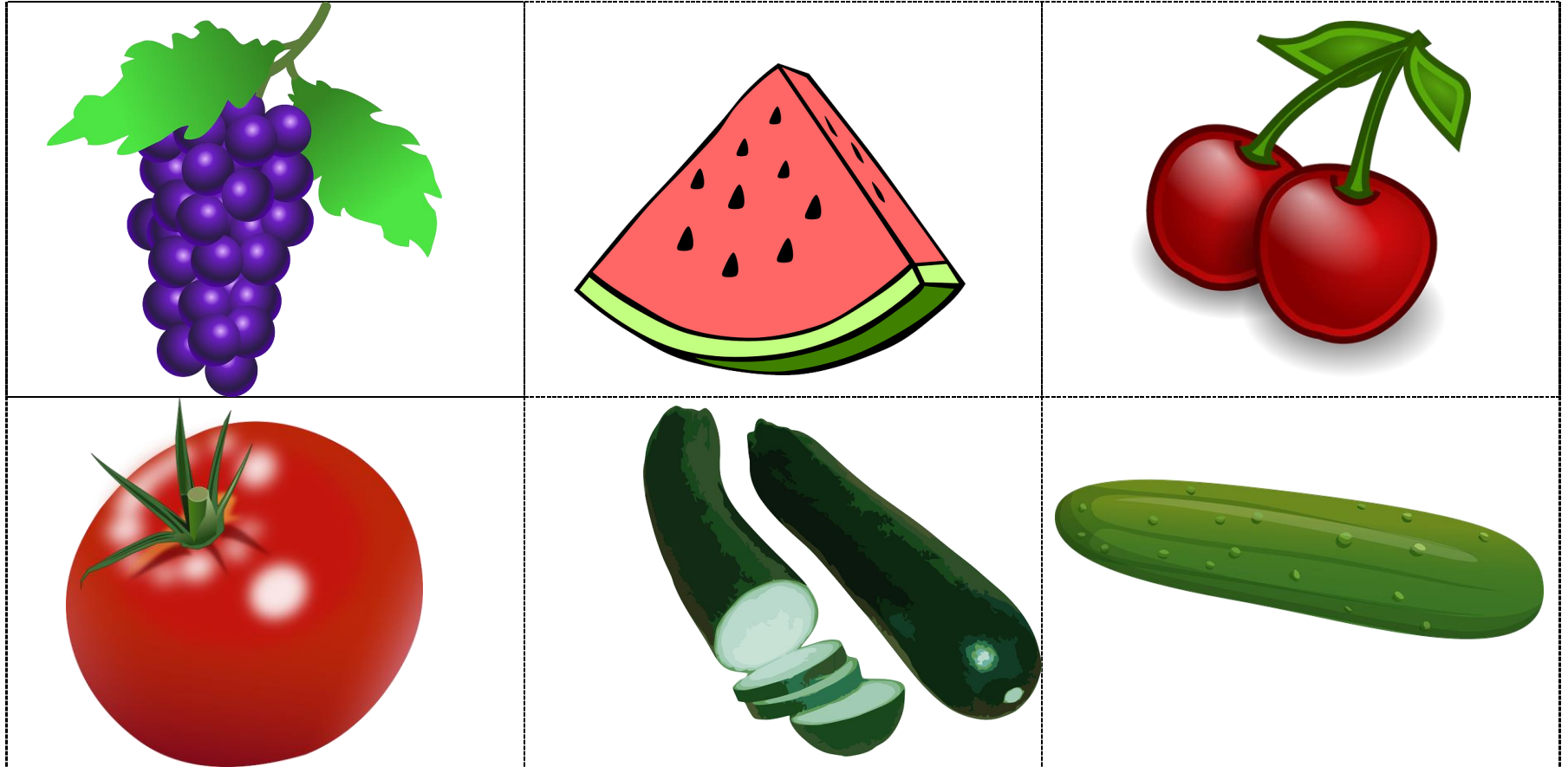
Pictures courtesy of pixabay.com and openclipart.org

LINC: _____

Name: _____



Flashcards



Pictures courtesy of pixabay.com and openclipart.org