

PBLA Pilot

Socializing with Friends

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CLB levels: 3 and 4

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Introducing the PBLA Multi-level Module Pilot¹

Thank you for joining the second round of this pilot project.

The module package is based on the template introduced in PBLA and includes:

- A module plan adjusted for two levels (developed and piloted by a classroom teacher)
- Assessment tasks and tools adjusted for two levels
- A list of classroom activities and suggested resources.²

As you plan for using this module in your classroom, please note any adjustments you make. Did you use the suggestions for classroom activities to help learners develop their skills and prepare for the assessment tasks? Did you use additional resources or skill-using activities? If so, please note them. Did you modify the assessment tasks in any way (e.g. use them as skill-using activities)? **After you have piloted the module, please complete the feedback form at**

<https://www.surveymonkey.com/r/multilevel2>

BEFORE YOU BEGIN!

Please take a few minutes to develop a **class profile** for each of the four skills. This is an important step to ensure that the level adjustments in the module are appropriate for your class. A quick and easy way to do this is with a class profile chart like the one below, showing a profile for a CLB 3 class of 20. Instructors who have started using these class profiles have found them very informative.

CLB 3 class of 20 learners: 2 levels assessed

INTAKE LEVELS:	LISTENING	SPEAKING	READING	WRITING
Completed CLB Level 1	1 learner	0 learners	2 learners	5 learners
Completed CLB Level 2	12	14	10	13
Completed CLB Level 3	5	6	7	2
Completed CLB Level 4	2	0	1	0
Completed CLB Level 5	0	0	0	0
CLB levels to assess.	3 & 4	3 & 4	3 & 4	3 & 2

To create a class profile:

1. Enter the range of CLB levels in the left hand column.
2. Enter the total number of learners at each level for each skill.
3. Identify assessment levels:
 - a. Identify the CLB level in each skill with the largest cluster of learners (the core level you will assess).
 - b. Identify the adjacent CLB level in each skill with the second largest cluster of learners (the additional level you will assess).
- C. Record the level(s) to assess in the bottom row.

¹ To learn more about how multi-level modules can be developed and used in an ESL classroom, see the following two chapters from the newly revised *Integrating CLB Assessment*: Ch.5: Adapting Assessment for Multi-level Classrooms, and Classroom 2: Developing Speaking, Listening, Reading and Writing Skills in a Community-based LINC Program.

² Skill-building and skill-using activities are specific to the needs of learners in individual classrooms so have not been included in this package.

Module Plan:

Theme: Community or Education

Module Topic: Socializing with Friends - Small Talk including invitations and thank-yous.

	Listening CLB Level: 3/4	Speaking CLB Level: 3/4	Reading CLB Level: 3/4	Writing CLB Level: 3/4
Real-World Task Goals	Listen and understand casual small talk with friends & acquaintances.	Make casual small talk with friends & acquaintances with a casual invitation included.	Read short personal social messages (e.g. Thank you notes, invitations, etc.) for purpose and detail.	Write a short note thank you note.
Context/ Background Information	Appropriate small talk topics (weather, family, classes, work...). Small Talk Techniques. Awareness of use of body language within Canadian culture. Pragmatics around issuing, accepting and turning down invitations.			
Competency Areas and Statements	<p>INTERACTING WITH OTHERS</p> <p>CLB 3 & 4: Understand short social exchanges containing greetings, introductions, casual small talk and leave-taking. (CLB 3 – about 5 turns & CLB 4 – about 6 turns).</p>	<p>INTERACTING WITH OTHERS</p> <p>CLB 3 & 4 Use a range of courtesy formulas and greetings in (CLB 3 – very) short, casual, face-to-face interactions.</p>	<p>INTERACTING WITH OTHERS</p> <p>CLB 3 & 4: Understand simple (CLB 3 – short) personal social messages.</p>	<p>INTERACTING WITH OTHERS</p> <p>CLB 3 & 4: Write a simple, personal and informal social message in a few sentences. (CLB 4 -up to 1 paragraph)</p>
Language Focus:	<p>Recognition of formal/informal language. Recognize tone and politeness. Pragmatics around issuing, accepting and turning down invitations. Adjectives for feelings (positive & negative)</p> <p>Vocabulary relevant to small talk (e.g. greetings, intros and leave-taking) Recognizing and using conversation starters and finishers, tone & intonation to identify feelings. Recognizing and using small talk techniques (e.g. Echo words</p>		<p>Recognizing and using Canadian conventions for emails and/or notes.</p> <p>Using appropriate informal language and expressions for social messages.</p>	

	<p><i>A: I have five dogs.</i> <i>B: Five dogs?</i> Attention and agreement <i>Really? How interesting!</i></p> <p>Using appropriate tone and intonation for feelings.</p>			
Language and Learning Strategies	Recognizing requests for repetition or clarification.	Extending conversations: Ask, Answer, Add Using strategies to indicate problems in understanding (such as asking for repetition, repeating back, and asking for clarification)	Using background knowledge for comprehension. Scanning for details	Using a checklist to ensure appropriateness and accuracy.
Considerations for ESL for ALL			Demonstrate and model instructions. Use clear visuals. Have a pre-reading discussion to activate knowledge. Texts should have lots of white space and it should be easy to read (font size 12-14)	Give instructions orally prior to task. Support writing process through discussions, models, brainstorming, planning, guiding revision and editing. Support with word banks, sentence stems, picture and learner dictionaries.
Assessment Task	Listen to a casual conversation between two people to identify common small talk expressions, level of formality, specific information and relationship between speakers.	Role play meeting a friend or class mate and participating a short casual conversation.	Read and understand an informal (email) invitation to a party.	Write a short personal note to thank a classmate for the dinner party.

Note: This module could be adapted to work in many different settings (parent at play ground, co-worker at the water fountain....)

Samples of Activities and Some Suggested Resources:

	Samples of Activities SB = skill building SU = skill using	Samples of Planned Assessment for Learning Strategies
Vocab	<p>SB – introducing small talk safe topics, phrases & expressions, and techniques.</p> <p>SB – Reviewing everyday vocabulary around small talk topics.</p>	<p>General strategy: self or peer corrections. Teacher observation</p>
Speaking	<p>SU – short daily dialogues with a partner -each day focusing on a different technique and topic (e.g. weather, music, TV shows, etc.)</p> <p>SU -visit other classroom to practice introductions and/or small talk</p>	<p>General strategy: Instructor observation checklists and peer feedback forms (sample included in package)</p> <p>A variety of groupings can be used to facilitate the dialogues (e.g. Pairs, small groups, rotation of partners – “speed dating”)</p>
Listening	<p>SB – dialogues to identify expressions used for small talk openings and closings, relationship between speakers and level of formality.</p> <p>SB – listen to invitations specific vs the ever vague “let’s get together sometime”; incl. accepting and declining invitations</p> <p>SU – cloze activity (listen and fill in the blanks)</p>	<p>General strategy: Correct (self, partner or teacher). Discussion of answers in pairs and small groups. Anecdotal notes identifying problem areas.</p>
Reading	<p>SB – Practice identifying common expressions used to open and close thank you notes and invitations.</p> <p>SU 1 –Reading thank you notes and invitations to practice identifying purpose, and specific information (eg. sender, recipient, phrases & expressions to open and close short informal social messages).</p> <p>SU 2 – Read a poster advertising an event at school or in the community. (possible portfolio entry)</p>	<p>General Strategy: Discussion of answers in small groups. Comparison of results and confirmation of information. Readers share strategies for identifying information. Teacher circulates and records anecdotal information.</p> <p>SU 2 – if used as a portfolio entry the teacher collects marked tasks to review and notes areas that may require further teaching.</p>
Writing	<p>SB – In pairs, order the sentences in an invitation/thank you note.</p> <p>SB - Recognize the odd detail in a note. Format and common expressions for thank you notes and invitations.</p> <p>SU – Write thank you notes for a variety of situations except the assessment task.</p>	<p>General strategy: Peer and small group review and debrief using key criteria.</p> <p>SU - Anecdotal Teacher checklist</p>

A Few Resources:

Castro, O & Kimbrough, V. (1993). *In Touch Student Book 2 – A Beginning Communicative Course*. Longman publishing group.

McClure, K & Vargo, M. *Q: Skills for Success Listening and Speaking; Intro*. Published by Oxford University Press.

Davis, R. S. *Class Reunion*. Retrieved from Randall's ESL Cyber Listening Lab (www.esl-lab.com): <http://www.esl-lab.com/classreunion/classreunionsc1.htm>

ESL Dialogues for Socializing and Small Talk www.eslflow.com

Listening and Speaking Tasks

Item	Additional Comments
*Listening Task	<p>Additional Activity: When the task is complete, write the following question on the board. <i>Do you think Maria will call Ahmed? Why? Why not?</i> Have learners share their opinion. Play the dialogue again and have them listen for the clues that support their opinion. There is no correct answer to this question. The purpose is to discuss the speakers tone and cultural background.</p> <p>Learner Reflection: Have learners circle the questions they are not sure about before marking. After correcting, in small groups give them the listening text and have them identify what they didn't hear. Discuss. Listen to the audio again. Think about (or write a reflection) how to improve listening skills.</p>
Listening Text	
Listening Text Audio	The audio version is in the module folder
Listening Task Answer Key	
*Speaking Task and Tool	
Scenarios for Speaking Task	These are some suggestions. Adapt them to fit your teaching situation.
Speaking Self-Assessment and Peer Assessment	A variety of forms to use as suits your classroom. File it with the Speaking tool when added to the portfolio. It is not a separate entry. The peer assessment form could be used as a self-assessment form.
Speaking Checklist for Instructors	Teacher Informal feedback form. This checklist is intended to be used during the module to record observations as learners complete a variety of skill using activities.

*Before marking learner's work, determine which CLB level you are assessing. All criteria are assessed at that level.

Listening Assessment Task CLB 3 & 4: Listen to a short casual conversation.
Competency Area: Interacting with others
Assessment Criteria: Speakers' relationships; formal and casual style; openings and closings; details; inferences

Name _____ Date _____

DIRECTIONS: Listen to a small talk conversation between two people and answer the following questions. Spelling and grammar will not be scored. You will hear the conversation twice.

PART ONE: CLB 3 and 4 answer the questions

A. Answer the following questions to determine relationships, opening and closings and formality.

Circle the correct answer

1. *What is the relationship between the speakers?
 - a. new friends
 - b. old friends
 - c. co-workers
2. What kind of conversation is it? a. formal b. casual

B. Ahmed and Maria use these expressions during their conversation. Listen and write O (opening) or C (closing).

3. _____ Nice talking to you.
4. _____ Long time no see.
5. _____ What's new?
6. _____ I'm sorry, but I've gotta go

C. Identify Details. Write Y (yes), N (no), or NL (not in the listening).

7. _____ Maria works part-time.
8. _____ Ahmed is studying Math at school.
9. _____ Ahmed wants to work at the bank.
10. _____ Maria's job pays good money.

PART TWO – CLB 4 answer the questions.

D. Making Inferences: Answer the questions.

11. Why is Ahmed worried about money? (1 point)

12. Why does Maria enjoy working at the bank? (1 point)

13. Do you think a job at a bank would be a good idea for Ahmed? Why? Why not? (2 points)

TASK SUCCESS:

- CLB 3 task not achieved
- CLB 3 task achieved (Part 1 = 7/10 must include #1)
- CLB 4 task not achieved
- CLB 4 task achieved (Part 1 = 8/10 must include #1 and Part 2 = 3/4)

Listening Assessment Task CLB 3 & 4: Listen to a short casual conversation.
Competency Area: Interacting with others

LISTENING TEXT: Nice to see you again!

Ahmed: Hi Maria. Long time no see!

Maria: Hi Ahmed. How are you? What's new?

Ahmed: I am doing well. I am still at school studying biology. How about you?

Maria: Biology? That's interesting. I am working full time at the Bank of Montreal now.

Ahmed: Wow, a bank? Do you like it?

Maria: Yes, I learn new things all the time and the job pays well.

Ahmed: It must feel good working full time. It is difficult to pay all the bills when you are a student.

Maria: Yes. You should think about working at the bank when you finish school.

Ahmed: Hmm ...maybe. I hope to work in a health care lab though.

Maria: That sounds interesting. We should get together sometime.

Ahmed: Sure. I'm free after next week.

Maria: Ok. I'll call you sometime. I'm sorry, but I've gotta go. I have an appointment in 30 minutes.

Ahmed: Ok. Nice talking to you. Bye.

Maria: Bye.

Listening Assessment Task CLB 3 & 4: Listen to a short casual conversation.
Competency Area: Interacting with others

Learner Reflection:

What did you do well on?

- Part 1 A – relationship between speakers
- Part 1 B – starting and ending a conversation
- Part 1 C – listening for details
- Part 2 – making inferences – connecting ideas

What do you need to do next time?

- Read the questions before listening to the conversation.
- Pay attention to specific words.
- Listen for the end of sentences.
- Learn some common small talk phrases and questions.
- Other _____

Listening Assessment Task CLB 3 & 4: Listen to a short casual conversation.
Competency Area: Interacting with others
Assessment Criteria: Speakers' relationships; formal and casual style; openings and closings; details; inferences

ANSWER KEY

DIRECTIONS: Listen to a small talk conversation between two people and answer the following questions. Spelling and grammar will not be scored. You will hear the conversation twice.

PART ONE: CLB 3 and 4 answer the questions

A. Answer the following questions to determine relationships, opening and closings and formality.

Circle the correct answer

1. *What is the relationship between the speakers?
 - a. new friends
 - b. old friends**
 - c. co-workers
2. What kind of conversation is it? a. formal **b. casual**

B. Ahmed and Maria use these expressions during their conversation. Listen and write O (opening) or C (closing).

3. C Nice talking to you.
4. O Long time no see.
5. O What's new?
6. C I'm sorry, but I've gotta go

C. Identify Details. Write Y (yes), N (no), or NL (not in the listening).

7. F Maria works part-time.
8. F Ahmed is studying Math at school.
9. F Ahmed wants to work at the bank.
10. T Maria's job pays good money.

PART TWO – CLB 4 answer the questions.

D. Making Inferences: Some possible answers. Don't count grammar.

11. Why is Ahmed worried about money? (1 point)

School is expensive. Or

He isn't working full time and he has to pay bills...

12. Why does Maria enjoy working at the bank? (1 point)

She is learning new things. Or

The job pays well

13. Do you think a job at a bank would be a good idea for Ahmed? Why? Why not? (2 points)

Yes – It pays well. He may have bills or debt that needs to be paid off. Or maybe he has family obligations. Or

No – He should pursue his goal to be a lab technician. Or it is a good field in which to find a job.

Speaking Task CLB 3 & 4: Role play meeting a friend and participating a short casual conversation

Competency Area: Interacting with Others

Name: _____ Date: _____

DIRECTIONS: Your teacher gave you a scenario. Participate in a short, casual conversation with a classmate.

The student ...	Not yet	Achieved
Makes or responds to greeting appropriately.		
Helps maintain a conversation by asking simple personal questions. CLB 3: 3 questions CLB 4: 4-5 questions		
*Answers questions CLB 3: in simple sentences CLB 4: in simple sentences and some connected sentences		
*Closes or responds to closings appropriately.		
Uses body language to show interest (eye contact, nodding, etc)		
*CLB 4 only: Uses expressions to show interest/attention.		

TASK SUCCESS

- CLB 3 task not achieved (Less than 4/5, including starred items)
- CLB 3 task achieved (4/5, including starred items)
- CLB 4 task achieved (5/6, including starred items)

Teacher comments

Continue:	Next time:

Scenarios for Speaking Assessment Task

Instructions for use: Cut these scenarios into strips. Partners are given one of these scenarios when it is their turn to present. Tell the learner which role they are playing and who is starting the conversation. Give them a few minutes to think (without talking to their partner) about what they want to say. Learners should not be preparing scripts to present.

You are at Superstore grocery store on a Sunday afternoon. While you are shopping, you see one of your classmates. Start a conversation.

It is a cold day and you are waiting for the bus. It is now 10 minutes late. A classmate walks by. Start a conversation.

You are doing your homework at the library. Someone sits beside you. You know this person from school. Start a conversation.

You are having coffee and doing your homework at Tim Hortons when you see a classmate. Start a conversation.

It is Friday afternoon and classes are over for the week. While you are ready to leave, have a conversation with a classmate.

Speaking Task CLB 3 & 4: Role play meeting a friend and participating a short casual conversation

Competency Area: Interacting with Others

Name: _____ Date: _____

Student Self-Assessment: to be completed after the students review their recording.

	I can do this	I need more practice
I asked and answered questions.		
I helped open and maintain a short conversation.		
I used strategies that showed my interest in what my partner was saying.		
I closed the conversation in a friendly way.		
I used body language (eyes, head, hand movement) to show interest in the conversation		

Reflection:

What do you need to do next time?

- Listen carefully to my classmate's questions
- Remember to use small talk expressions and strategies to keep the conversation going
- Ask more questions
- Other _____

Speaking Task CLB 3 & 4: Role play meeting a friend and participating a short casual conversation

Competency Area: Interacting with Others

Peer Feedback Form

DIRECTIONS: Listen to your classmate interact with another classmate and comment on their performance for each of the following items. You will probably need to listen more than one time to the recording.

Name of speaker: _____

Name of peer assessor: _____

The speaker...	Yes	No	Not Sure
Correctly opened the conversation in a friendly way			
Responded in a friendly way to a classmate's introduction			
Asked simple questions about the person			
Answered simple questions			
Used at least one strategy to keep the conversation going			
Closed the conversation in a friendly way			
Looked at the person when talking			
Smiled			
Spoke loudly enough			

Speaking Task CLB 3 & 4: Role play meeting a friend and participating a short casual conversation
 Competency Area: Interacting with Others

Observation Check List for Instructors

Student's name	Openings	Closings	Questions – type and number	Small talk expressions	Small talk techniques	Eye contact	Voice volume	Comments (optional)

Reading and Writing Tasks

Item	Additional Comments
*Reading Task	
Reading Text	
Reading Task Answer Key	
*Writing Task and Tool	This tool could be used for a variety of “thank you note” prompts. E.g. Your friend listened to you practice for a class presentation and made good suggestions. You got a good grade on your presentation. Send an email thanking them for the help.
Writing Task Self-Assessment	<p>Another alternative:</p> <ol style="list-style-type: none"> 1. Give the student the teacher’s assessment tool. They evaluate their task before handing it in. They initial how they did on each of the criteria. Teacher uses the same tool and initials each criteria. Students and teachers can talk about where they agree and disagree. 2. Focus on 2 or 3 criteria for the student to review. Write them on the board. Have learners copy the criteria at the bottom of their completed task and comment.
Writing Task Learner Reflection	

*Before marking learner’s work, determine which CLB level you are assessing. All criteria are assessed at that level.

Reading Task CLB 3 and 4: Read and informal invitation for information
Competency Area: Interacting with others
Assessment Criteria: Main idea, details, inference, word meaning, opinion

Name: _____ CLB 3 or CLB 4 Date: _____

DIRECTIONS: read the email and answer the questions below.

PART ONE - CLB 3 and 4 answer the questions:

Main Idea: Circle the correct answer.

1. What is the purpose of the note?
 - A. To give information about how to celebrate a birthday
 - B. To invite someone to a birthday party
 - C. To thank someone for the invitation to a birthday party.

Details: Write short answer. Grammar doesn't count.

2. When does Samson need to let Paco know if he can come? _____
3. How should Samson let Paco know? _____
4. Where will the party be? _____
5. How long will the party last? _____
6. Who will look after the children? _____

Inference: Circle the correct answer.

7. What is the relationship between the Paco and Samson?
 - A. classmate
 - B. co-worker
 - C. relative
8. What kind of person is Paco?
 - A. quiet
 - B. friendly
 - C. serious
9. Who is invited to the party?
 - A. Samson
 - B. Samson and his wife
 - C. Samson and his family

10. How old is Samson’s son?
 A. 6 – 12 years old
 B. 8 – 11 years old
 C. 3 – 6 years old

PART TWO - CLB 4 answer the questions:

Word meaning. Circle the correct answer.

11. What is the meaning of thrilled in the sentence *I am **thrilled** my birthday is in the summer*
 A. nervous,
 B. very happy
 C. anxious

Giving an opinion. Answer the following questions. Grammar doesn’t count. (2 points each)

12. What should Samson wear to the party?

13. Is it a good idea to have Samson use Google Maps for directions? Why or why not?

14. Why is it a good idea for Paco to give his phone number in the invitation?

TASK SUCCESS

	CLB 3	Yes	Not yet
Part 1	7/10 , must include #1		/10

	CLB 4	Yes	Not yet
Part 1	8/10 ; must include #1.		/10
Part 2	5/7		/7

May 10, 2017

FROM: Paco Desuno pacomd@gmail.com

Birthday celebration

TO: Samson Chu samsonabc@gmail.com

Hi Samson,

I am so excited! My birthday is coming up and we have decided to have a party to celebrate. I know that many people don't like to get older but I work hard so I like to celebrate once a year. We are planning a backyard picnic at our house for family and friends. The party will be on Sunday June 4 from 3:00 pm to 8:00 pm.

I am thrilled my birthday is in the summer. I love being outside when it is warm because it reminds me of my home. We will be serving tacos, enchiladas and sopas as well as hamburgers and potato chips.

Before we eat dinner, we want to play a family game of soccer. There will be enough people to have two complete teams! As well, there is a playground next to the soccer field for the little children to play. My four year old daughter loves the swings. As you know my mother lives with us and she has volunteered to watch the little children so everyone can play soccer if they want. Your son will love my mother. Working with you in class has been fun so I would love it if you could come. I think your wife would like meeting my wife. I think they enjoy many of the same things and our kids are the same age.

Please RSVP by email by May 19 if you can come. My address is 16 Anderson Road. Use Google maps for directions from your house. My phone number is 587 – 777 -7766.

Hope you can come.

Paco

Reading Task CLB 3 and 4: Read and informal invitation for information
Competency Area: Interacting with others
Assessment Criteria: Main idea, details, inference, word meaning, opinion

Answer key

Name: _____ CLB 3 or CLB 4 Date: _____

DIRECTIONS: read the email and answer the questions below.

PART ONE - CLB 3 and 4 answer the questions:

Main Idea: Circle the correct answer.

1. What is the purpose of the note?
 - A. To give information about how to celebrate a birthday
 - B. To invite someone to a birthday party**
 - C. To thank someone for the invitation to a birthday party.

Details: Write short answer. Grammar doesn't count.

2. When does Samson need to let Paco know if he can come? **By May 19**
3. How should Samson let Paco know? **By email**
4. Where will the party be? **At Paco's house**
5. How long will the party last? **3-8 pm or 5 hours**
6. Who will look after the children? **Paco's mother**

Inference: Circle the correct answer.

7. What is the relationship between the Paco and Samson?
 - A. classmate**
 - B. co-worker
 - C. relative
8. What kind of person is Paco?
 - A. quiet
 - B. friendly**
 - C. serious
9. Who is invited to the party?
 - A. Samson
 - B. Samson and his wife
 - C. Samson and his family**

10. How old is Samson's son?
- A. 6 – 12 years old
 - B. 8 – 11 years old
 - C. 3 – 6 years old

PART TWO - CLB 4 answer the questions:

Word meaning. Circle the correct answer.

11. What is the meaning of thrilled in the sentence *I am **thrilled** my birthday is in the summer*
- A. nervous,
 - B. very happy
 - C. anxious

Giving an opinion. Some possible answers. Don't mark grammar. (2 points each)

12. What should Samson wear to the party?

Casual clothes; clothes to play soccer in; track suit, shorts and a t-shirt... etc.

13. Is it a good idea to have Samson use Google Maps for directions? Why or why not?

Yes - Paco doesn't know where Samson lives. Directions will be accurate.... etc.

No - Samson may not have a smart phone or a computer

14. Why is it a good idea for Paco to give his phone number in the invitation?

In case he has questions about the party or in case he gets lost finding the house

Writing Task: CLB 3 & 4 – Send a thank you note to a friend
Competency Area: Interacting with Others

Name: _____

Date: _____

CIRCLE YOUR CURRENT LEVEL: CLB 3 CLB 4

DIRECTIONS: You went to a friend’s house for a dinner party. Write an email note to your friend thanking them.

Criteria Assessed	Not yet	Achieved
*Content: Explains the reason for the thank you note and feelings: CLB 3: uses a few connected sentences CLB 4: writes a short paragraph		
*Format: CLB 3 & 4 – Note has an opening and closing		
Sentence structure: CLB 3: Uses simple sentences with some word order errors CLB 4: Uses mostly correct simple sentences and some compound sentences.		
Vocabulary: CLB 3: uses language learned in class with some errors CLB 4: uses language learned in class correctly		
Capitalization / Punctuation CLB 3: developing control/ has errors but reader can mostly understand. CLB 4: has very few errors.		

TASK SUCCESS:

- CLB 3 task not achieved (Less than 4/5)
- CLB 3 task achieved (4/5 achieved, must include * items)
- CLB 4 task achieved (4/5 achieved, must include * items)

Teacher comments

Continue:	Next time:
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Writing Task: CLB 3 & 4 Send a thankyou email to a friend.
Competency Area: Interacting with Others

Student's Self-Assessment.

Please complete this checklist before you hand in your assignment.

	I did this	I'm not sure
I clearly thanked the person.		
I tried to use words we studied.		
I described my feelings.		
My sentences are complete.		
I included an opening and a closing.		

Writing Task: CLB 3 & 4 – Send a thank you note to a friend
Competency Area: Interacting with Others

Student Learning Reflection:

Review your work and your teacher’s comments. What do you need to do next time to improve?

- Think about what I need to write before starting the note
- Check my work carefully to make sure all the needed information is included
- Read my note to make sure the note is clear and friendly
- Check my grammar
- Try to use new vocabulary
- Other _____

What did you learn from this module or assignment?

When could you use this type of email in your personal life?