

Goal Path Task-Tracking Sheets

LEARNER: _____ **GOAL:** _____

Competency B:
Communicate Ideas and Information

Task Group B2:
Write continuous text

Level 1

SELECTED TASK:

Embedded Skills & Knowledge	Notes
<p><i>Building Readiness for B2.1 Tasks</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Forms the letters of the alphabet legibly (upper and lower case) <input type="checkbox"/> Writes own name, names of family members and home address <input type="checkbox"/> Copies from printed materials <input type="checkbox"/> Leaves spaces between words <input type="checkbox"/> Uses appropriate letter size <input type="checkbox"/> Writes on the line when provided <input type="checkbox"/> Writes common, simple words from memory <input type="checkbox"/> Forms the plural of one-syllable words (e.g., <i>car/cars, book/books</i>) <input type="checkbox"/> Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun, I <input type="checkbox"/> Knows the difference between vowels and consonants <input type="checkbox"/> Uses proper punctuation at end of sentence <input type="checkbox"/> Identifies nouns and pronouns <input type="checkbox"/> Identifies verbs 	

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Purpose and Form – Write for Various Purposes

- Writes brief texts to convey simple ideas and factual information
- Begins to write for specific purposes using a few different forms; i.e., instructional, descriptive, narrative, and brief informational texts
- Writes simple texts to request, remind, or inform
- Writes simple notes and short, simple personal letters
- Writes emails
- Writes instructions and directions
- Writes to describe experiences
- Texts messages

Organization – Visual Presentation

- Prints and writes legibly
- Demonstrates some understanding of sequence
- Identifies purpose and intention for writing

Style – Voice, Vocabulary and Sentence Variety

- Writes for a familiar audience
- Writes on familiar, day-to day topics
- Uses words from everyday, oral vocabulary
- Introduces some less familiar words
- Writes simple but complete sentences
- Avoids writing sentences that are sentence fragments and run-on sentences

Mechanics – Punctuation, Spelling and Grammar

Punctuation

- Uses proper punctuation including: periods, exclamation marks, question marks and commas

Spelling

- Writes word endings (“ed” “ing” “s”) from knowledge of spoken English
- Uses basic phonics to spell unfamiliar words

Grammar

- Uses proper word form and word order to convey complete thoughts
- Uses connecting words to link simple sentences

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| <ul style="list-style-type: none"><input type="checkbox"/> Uses common adjectives and adverbs to add description<input type="checkbox"/> Writes sentences in the negative (e.g., <i>I will not do that/I cannot do that/ He does not do that</i>)<input type="checkbox"/> Uses correct verb tenses for simple present, simple past, future, present continuous, past continuous and future continuous<input type="checkbox"/> Uses proper subject/verb agreement<input type="checkbox"/> Uses regular and irregular plural correctly | |
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