LEARNER PLAN: Building Capacity for Successful Task Completion

Goal Path Task-Tracking Sheets

LEARNER: __________________  GOAL: __________________

Competency B: Communicate Ideas and Information

Task Group B2: Write continuous text

SELECTED TASK:

<table>
<thead>
<tr>
<th>Embedded Skills &amp; Knowledge</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Building Readiness for B2.1 Tasks</strong></td>
<td></td>
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<tr>
<td>☐ Forms the letters of the alphabet legibly (upper and lower case)</td>
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<tr>
<td>☐ Writes own name, names of family members and home address</td>
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<tr>
<td>☐ Copies from printed materials</td>
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<tr>
<td>☐ Leaves spaces between words</td>
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<tr>
<td>☐ Uses appropriate letter size</td>
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<tr>
<td>☐ Writes on the line when provided</td>
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<tr>
<td>☐ Writes common, simple words from memory</td>
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<tr>
<td>☐ Forms the plural of one-syllable words (e.g., car/cars, book/books)</td>
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<tr>
<td>☐ Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun, I</td>
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<tr>
<td>☐ Knows the difference between vowels and consonants</td>
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<tr>
<td>☐ Uses proper punctuation at end of sentence</td>
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<tr>
<td>☐ Identifies nouns and pronouns</td>
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<tr>
<td>☐ Identifies verbs</td>
<td></td>
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</table>
### 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
Goal Path Task-Tracking Sheets

- Uses common adjectives and adverbs to add description
- Writes sentences in the negative (e.g., *I will not do that*/ *I cannot do that*/ *He does not do that*)
- Uses correct verb tenses for simple present, simple past, future, present continuous, past continuous and future continuous
- Uses proper subject/verb agreement
- Uses regular and irregular plural correctly