


Task Analysis


Sample I: Leisure Time Activities Task

Level: Low-intermediate/Intermediate (CCR Level B)

 <p>If this is our ultimate target:</p>	<p>What thinking skills do ELs need to employ to complete the task? Are we moving beyond levels 1 and 2 of Webb's DOK?</p>	<p>What language functions, forms (grammar and vocabulary) do learners need to complete this task successfully?</p>
<p>Reading CCR Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Speaking and Listening CCR Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Levels 1, 2, and 3 of Webb's Depth of Knowledge</p> <ul style="list-style-type: none"> Identify Report Infer Classify Interpret Compare Interpret Draw conclusions Formulate opinions Cite evidence 	<p>Students read and comprehend the text and discuss it with others.</p> <p>Here are just a few language functions:</p> <ul style="list-style-type: none"> Expressing and supporting opinions and drawing conclusions about how healthy leisure time practices are in the United States; Comparing and contrasting activities (time spent alone or with others); Speculating about how and where people take part in activities. <p>Here are some language forms, too:</p> <ul style="list-style-type: none"> Comparatives and superlatives; Use of simple present tense to describe routines; Modals of possibility (e.g., people can/could spend time outdoors____; people could ____ alone or with others); Gerunds used as nouns to name the activities (e.g., relaxing, thinking, socializing); and "Wh-question" forms (e.g., how much time...?).
<p>Let's use the ELPs to guide instruction. How are each of these addressed in the sample lesson?</p> <p>ELP 1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> <p>ELP 3: Speak and write about level-appropriate complex literary and informational texts and topics.</p> <p>ELP 10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p>		
<p>What scaffolds were used to support language development?</p>		


Sample 2: Writing a Report about Class Learning Strategies

Level: High-beginning/low-intermediate (CCR Level A/B)

 <p>If this is our ultimate target:</p>	<p>What thinking skills do ELs need to employ to complete the tasks in this lesson? Are we moving beyond levels 1 and 2 of Webb's DOK?</p>	<p>What language functions, forms (grammar and vocabulary) do learners need to complete the tasks successfully?</p>
<p>Speaking and Listening CCR Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Writing CCR Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
<p>Which ELPs are we addressing in this lesson?</p>		
<p>What scaffolds were used to support language development?</p>		


Sample 3: Using a Text Set on Personality and Birth-order Theory

Level: Basic Skills Intermediate or Advanced ESL (CCR Level D)

 <p>If this is our ultimate target:</p>	<p>What thinking skills do ELs need to employ to complete the task? Are we moving beyond levels 1 and 2 of Webb's DOK?</p>	<p>What language functions, forms (grammar and vocabulary) do learners need to complete this task successfully?</p>
<p>CCR Reading Anchor 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.</p> <p>CCR Writing Anchor 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR Writing Anchor 7 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject matter.</p>		
<p>Which ELPs are we addressing in this lesson?</p>		
<p>What scaffolds were used to support language development?</p>		

Sample 4: Applying the principles to published materials you encounter.

This time, let's work with some published material and see if we need to anything to make the task more rigorous. Think about which ELPs we could address through this task? What steps and scaffolds could we use to make the very most of this activity?

 <p>If this is your ultimate target:</p>	What thinking skills do ELs need to employ to complete the task?	What language functions, forms (grammar and vocabulary) do learners need to complete this task successfully?
<p>Now choose from the ELP standards</p>		
<p>What scaffolds would you use to support language development?</p>		