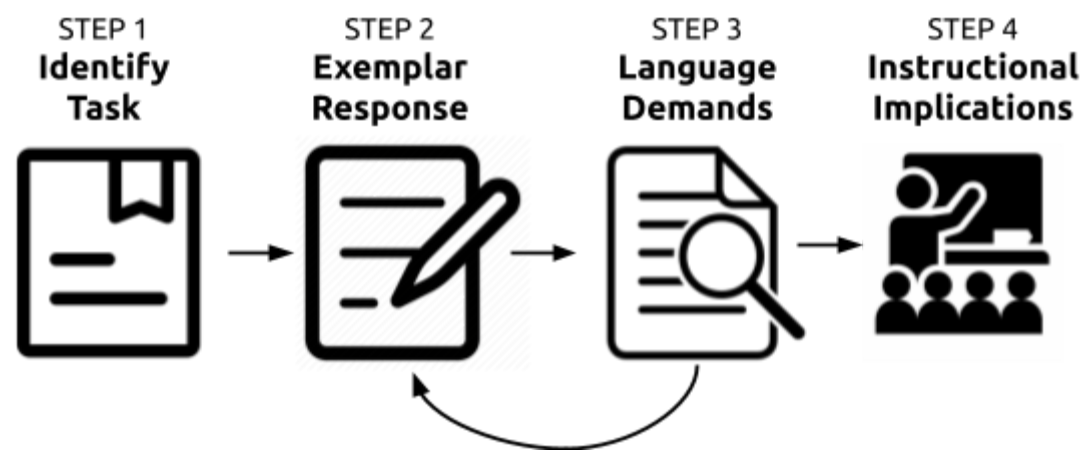


TASK ANALYSIS: UNPACKING LANGUAGE DEMANDS AND OPPORTUNITIES

While planning with language in mind is not always linear, we offer these four steps as a way to lift up the language demands of an upcoming lesson-level or unit-level task.

Planning in this way takes time in the beginning but once you build your language muscle, it will become second nature.



[See here for a blank template.](#)

STEP 1: IDENTIFY TASK	
What will students learn and how will they demonstrate this learning (through writing and/or speaking)?	
<u>Unit level example task types:</u> Socratic Seminar, argumentative essay, oral presentation, policy brief, debate. Use tasks and prompts from our adopted curricula. <u>Daily/weekly level example task types:</u> - History: Argue what events contributed the most to a given outcome. - Science: Describe the steps you took today in the lab work you did. - Math: Explain your thinking in the problem you solved today. - ELA: Compare the points of view of 2 characters.  Before going to Step 2, be sure the task in question: 1. Is standards aligned 2. Requires student speaking or writing (in response to a text) 3. Asks students to practice using the language of the discipline 4. Can be assessed	Copy/ Paste or write your task here:

STEP 2: EXEMPLAR STUDENT RESPONSE

What would an ideal student response for this task look or sound like (aligned to grade level standards)?

This is a teacher-facing exemplar response which guides content and language planning. It is not necessarily designed to show to students, but could be.

This very powerful step allows you to:

- Put yourself in the shoes of your students and authentically grapple with the task and surface any confusing or particularly difficult elements.
- Clarify exactly what grade-level performance is expected and looks like in the task
- See the language demands and opportunities inherent in the task (see below)
- Create a “mentor text” for students to unpack

Write down what you want students to say or write themselves.

STEP 3: LANGUAGE & CONTENT DEMANDS OF TASK

What do students need to know and be able to do at the **message, sentence and word levels**?

Revisit your exemplar student response above (or a mentor text) and consider language features embedded in what you wrote. Consider annotating the text for yourself. What language demands may be invisible to us but significant for students?

Check out: [Content Specific Language Lens Resources](#) and [ELD standards](#).

Message Level (TOP)

- T:** What [TYPE \(genre\) of text](#) or speaking are students producing (argumentative, explanatory, narrative)?
- O:** How is this text type kind or speaking generally **ORGANIZED**?
- P:** What is the **PURPOSE** or message the student is going to convey?

Sentence/Phrase Level

- What signal words or [connectives](#) (*as, because, although, consequently*) will students need to use to communicate their thinking?
- What type of complex sentences do you hope students will produce (expanding or combining ideas)?

Word Level:

- What general academic vocabulary (Tier II) and content-specific vocabulary (Tier III) will students be expected to use?



Before going to Step 4, ask yourself:
Did I identify academic language connected to my discipline or genre of task?

*If not, you may need to revisit your task and/or student response.

Knowledge & Content Demands of Task: What content knowledge is required to complete the task? (link standards)

STEP 4: LANGUAGE INSTRUCTION IMPLICATIONS

Selecting Key Language

Consider the language demands and select a few that are **critical** for student learning and for the purpose of the task, **transferable** to other contexts, and **manageable** for you to teach. Make sure you go beyond vocabulary!

Hint: use this language to develop your Content Language Objective(s)

Introducing / modeling new language

How you will introduce language at the message, sentence, or word level

Ex: Deconstructing a paragraph with new language; Introducing new vocabulary terms - frayer model, building on students' home language (multilingual connections)

Talk Opportunities / Moving along the Mode Continuum

- What [talk](#) and or discussion strategies will support students to move to more complex ideas and language?
- What academic language do you expect students to use in their talk?
- What can you do to support students and assess student talk? (scribing, asking probing questions, tracking participation)

Application / scaffolds: Think about your language learners. Given the language demands, what language supports and scaffolds (sentence frames, writing outline, word banks, etc.) will support:

- Your newcomers / emerging ELLs?
- Your developing ELLs?
- Your bridging ELLs and Academic Language Learners?

STEP 5: CREATE CONTENT LANGUAGE OBJECTIVE(S)

Use Analysis in Step 4 for creation of CLO.

For each level of language you may create one or more language objective. See [here](#) for example template.

I can _____ using _____.
content language resource

See [here](#) for tips about unit level vs daily level CLOs.

For less guidance and more planning space, use this template.

STEP 1: IDENTIFY TASK

What will students learn and how will they demonstrate this learning (through writing and/or speaking)?

STEP 2: EXEMPLAR STUDENT RESPONSE

What would an ideal student response for this task look or sound like (aligned to grade level standards)?

STEP 3: LANGUAGE & CONTENT DEMANDS OF TASK

What do students need to know and be able to do at the **message, sentence and word levels**?

Revisit your exemplar student response above (or a mentor text) and consider language features embedded in what you wrote. Consider annotating the text for yourself. What language demands may be invisible to us but significant for students?

Check out: [Content Specific Language Lens Resources](#) and [ELD standards](#).

Message Level (TOP: Text type, Organization, Purpose)

Sentence/Phrase Level (connectives, sentence structure)

Word Level (Tier II & III vocabulary)

Knowledge & Content Demands of Task: What content knowledge is required to complete the task? (link standards)

STEP 4: LANGUAGE INSTRUCTION IMPLICATIONS

Selecting Key Language

Introducing / modeling new language

Practicing / rehearsing language before applying (talk before writing)	
Application / scaffolds for: • Your newcomers / emerging ELLs? • Your developing ELLs? • Your bridging ELLs and Academic Language Learners?	
STEP 5: CREATE CONTENT LANGUAGE OBJECTIVE(S)	
Use Analysis in Step 4 for creation of CLO. For each level of language you may create one or more language objective. See here for example template. <i>I can _____ using _____.</i> <i>content language resource</i>	