

TASK ANALYSIS: UNPACKING LANGUAGE DEMANDS AND OPPORTUNITIES

Abridged version



As you plan for standards aligned instruction, keep in mind that you will need to be explicit about the language they need to demonstrate their learning. Use the table below to lift up the language of your task and to plan out how you will teach that language. ([Click here](#) for the unabridged version of this tool.)

See an overview of the [what and the why of the four steps here](#).

STEP 1: IDENTIFY TASK

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

Daily/weekly level example task types:

- *History: Argue what events contributed the most to a given outcome.*
- *Science: Describe the steps you might take to perform this experiment.*
- *Math: Explain your thinking in the problem you solved today.*
- *ELA: Compare the points of view of 2 characters.*

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?

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

STEP 3: LANGUAGE AND CONTENT DEMANDS OF TASK

What language do students need to know to be able to complete this task? Check out: [Content Specific Language Lens Resources](#)

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

STEP 4: LANGUAGE INSTRUCTION IMPLICATIONS

How will you teach that language and content? ([talk](#) strategies, [language supports](#) such as sentence frames, graphic organizers, vocabulary instruction, and multilingual connections, [Before, During, After support](#) for complex text and [lesson design](#))

