

## TASK ANALYSIS TOOL

<b>QUESTIONS TO ASK:</b>	
<ul style="list-style-type: none"> <li>What linguistic challenges will the lesson/text present? <b>(Function and/or Form)</b></li> <li>What vocabulary/language structure <b>(Form)</b> need pre-teaching so students can comprehend and participate?</li> <li>What level of differentiation (scaffolds) must be done so that students can participate independently (listening, speaking, reading, writing)?</li> </ul>	
<b>KEEP IN MIND:</b>	
<ul style="list-style-type: none"> <li>English Learners may appear proficient as they talk about personal topics, but will develop difficulty when they are required to listen, speak, read and write in academic content areas.</li> <li>We can help ELs develop academic proficiency by teaching the language they need to complete a required task.</li> <li>Attempt to <u>increase</u> academic demands while <u>decreasing</u> language demands.</li> </ul>	
<b>LANGUAGE DEMANDS (OBJECTIVE):</b>	
<b>Receptive-</b> language students <b>must understand</b> in order to complete tasks <b>Interactive-</b> productive demands that involves <b>Two-way</b> interactive <b>communication</b> and negotiation of meaning	<b>Productive</b> language students <b>must use</b> to complete tasks
<ol style="list-style-type: none"> <li>What is the <b>content knowledge</b> (objective) being presented in the Lesson?</li> <li>What is the purpose for which the language is being used? <b>(Function)</b></li> <li>What grammar or language structure <b>(Form)</b> could be addressed in lesson or student will need to complete task?</li> </ol>	
<b>Examples of Language Functions:</b> express needs/likes describe retell predict compare/contrast	<b>Examples of Language Forms:</b> forming questions nouns pronouns adjectives adverbs
<ol style="list-style-type: none"> <li>What vocabulary/concepts are essential for students to engage in the lesson?</li> <li>What is the content-area vocabulary that students need to use, produce, process or understand?</li> </ol>	
<ol style="list-style-type: none"> <li>What activity/assignment will the student be responsible for?</li> <li>What supports will the student need to independently complete task?</li> </ol>	
<b>Examples of scaffolds/supports:</b> graphic organizers, pictures, sentence/paragraph frames, manipulatives, book on tape, native English peer, etc.	