**TASK EXAMPLE 1: BRAINSTORMING AND CATEGORIZING**

**Task Goal:** Learners create and present vocabulary charts that list terms related to the topic they’ve chosen.

**Skill Area:** Speaking (vocabulary)

**CCRS Link:** Determine or clarify the meaning of unknown and multiple-meaning words by consulting general and specialized reference materials, as appropriate. Conduct short-term research, gather relevant information from various sources, analyze and rank ideas.

**ELPS Link:** Determine the meaning of words and phrases in oral presentations and literary and informational text.

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**Preparation:** Post different topics (linked thematically) around the room. (For example, for the theme of career awareness, I might put up signs with different workplaces: a restaurant, school, office, [local] factory, etc.) If learners have access to the Internet via cell phones, tablets or computers, they will be able to do their research online. Otherwise, bring in materials that learners will be able to use for their in-class research, (e.g., for the workplaces theme, O*Net and the Occupational Outlook Handbook are two excellent resources.)

**Task Summary:** Learners select the topic of interest to them and form a team with like-minded classmates. Teams brainstorm and chart the vocabulary associated with the topic. Ideally the vocabulary can be organized into at least two categories. (Pulling from the workplace theme mentioned above, learners might categorize: workers, duties, and tools for each workplace.) Teams decide how to chart the information based on the model or examples and their own ideas. Teams then research their topic to find additional vocabulary using Internet searches or teacher-provided printouts. Learners can report out with a gallery walk/poster session or by making a presentation to the class on their process and what they learned.

**Differentiation:**

**Scaffolds:** Provide learners with the chart format. Ask for fewer categories (e.g. workers and jobs, or workers only). Seed the chart with partially completed terms (s_rv_r, h_st_ss) and require learners to brainstorm two or three additional items and/or research two or three additional items in a picture dictionary.

**Increased challenge:** Have learners collaborate on writing sentences based on their chart. (E.g., *Servers often take orders using a notepad. School office managers supervise office staff and support teachers and administrators.*) Add on categories and research for the task (e.g. hourly wage/salary and educational requirements.)
TASK EXAMPLE 2: DICTOCOMP

Task Goal: Learners collaborate to recreate the key elements of a conversation they’ve heard three times and then act out their scripted version of the conversation for other pairs or teams.

Skill Areas: Listening, Speaking

CCRS Link: Determine the main ideas and supporting details of a text presented in diverse formats. Adapt speech to different contexts. Evaluate a speaker’s point of view.

ELPS Link: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing

Preparation: Select a recorded conversation from your text or other source, (e.g., video clip from a situation comedy or commercial, NPR or Voice of America interview segment, etc.) Provide learners with a model or worksheet for taking notes on the main idea(s) and key details of the conversation. You may want to provide some guiding questions for the learners to use in their pair and group work, such as Who is speaking? What is the topic of their conversation? How do the speakers feel? How do you know? How did the conversation begin? What questions did the speaker(s) ask? How did the speaker(s) answer the questions? How did the conversation end?

Task Summary: Have learners listen to the recording (or view the video) with the goal of listening for the main idea(s) of the conversation. Ask them to note down words or phrases to help them remember the main idea. (Don’t discuss their responses, and remind learners that they will hear the conversation again.) Play the recording again and have them note key details from the conversation. Pair or group learners into teams and have them pool their knowledge and create a skeleton conversation. Play the recording a third time for learners to have time to make any additions to their skeleton script. Give learners time to finalize their script, then set a time limit for learners to rehearse the conversation. Have learners act out their conversation for each other and compare their versions.

Differentiation

Scaffolds: If the class is multilevel, use an intermediate level conversation, but have lower level learners work on the first or last part of the conversation only. Depending on the proficiency level, treat the development of the conversation as a language experience activity, taking learners ideas and recording them. (Learners should still work on rehearsing their conversation once the script is developed.

Increased Challenge: Have higher-level learners expand the conversation with at least three new exchanges (minimum six lines). Have higher-level learners use their cellphones’ video feature to record their roleplays and assess the quality of their work.
TASK EXAMPLE 3: PROBLEM SOLVING

Task goal: Learners read and discuss a problem scenario, coming up with possible solutions and consequences, then collaborate on crafting a response to the problem.

Skill Areas: Speaking, Writing

CCRS Link: Evaluate an argument and its specific claims. Construct arguments to support claims. Write texts to convey complex ideas and information clearly and accurately.

ELPS Link: Construct level-appropriate oral and written claims and support them with reasoning and evidence.

Preparation: Select a problem scenario from your text or other source (e.g., Ask Amy or other newspaper advice columns).

Task Summary: Provide learners with the problem scenario text. Have teams read the text and clarify their understanding of the problem. Teams then generate a chart of solutions and the consequences for their proposed solutions. After reviewing their chart, they rank their solutions and determine a solution they want to propose. The team plans how they will present their response to the problem; options include writing a letter, roleplaying, or creating a poster illustrating the process for solving the problem.

Differentiation Scaffolds: Provide an image or images to illustrate the problem. Present the problem text as a pre-task step: read the scenario aloud to the learners while they read along. Ask comprehension questions to confirm learners understanding of the text and the problem. Then have learners begin the task with the solution/consequence chart, but provide a selection of solutions for learners to work from. (Learners can still come up with their own solutions.) Provide a language frame for the response.

Increased Challenge: Use a scenario with level-appropriate text complexity and more details for learners to consider when proposing solutions. Have teams choose different solutions and construct an argument about what makes theirs the best solution and the other solutions not. Teams can simply present their arguments or there can be a class debate.