
Text and Task Analysis Inquiry

Team Tool 5.12 from *Leading for Literacy*

Purpose

When teachers know how to identify the demands a text makes on the reader, and in relation to a particular task, they are able to select appropriate texts for classroom use, plan appropriate tasks, and anticipate necessary supports.

Procedure

Note: Many teams use step 1 this inquiry with texts at an adult level before using it with student texts.

1. Read the text you plan to have students read, paying close attention to your own reading process. What strategies are you using to make sense of the text that students will need to learn or remember to apply? What knowledge are you drawing on to make meaning of the text? Use the Text and Task Analysis Notetaker below to record your thinking.
 - What schema challenges may this text present for readers?
 - Specific content knowledge that readers may not yet know?
 - Specific content knowledge that readers have studied previously but will need to review or need help to recall?
 - Vocabulary that is unfamiliar?
 - Familiar words used in subject-specific ways?
 - Unfamiliar forms of texts or new text structures and features?
 - Difficult or unfamiliar sentence structures?
 - What learning opportunities may this text present for readers?
 - Opportunities to encounter key curriculum ideas or concepts?
 - Opportunities to explore discourse conventions of the discipline?
2. Try the task you plan to have students do with this text, paying close attention to the work you are doing to complete the task.
 - What challenges does the task present?
 - What kinds of discipline-specific thinking are required?
 - What experiences have students had with tasks like this previously?
 - What new skills and strategies are demanded?

Text and Task Analysis Notetaker

What's involved in reading this text? What reading strategies are helpful? What knowledge is necessary (including personal experience)? What teaching and learning opportunities does this text offer?

Knowledge of Content and the World A learned and lived knowledge base	Knowledge of Texts Text genres and text structures; visuals and formatting features	Knowledge of Language Words and morphology; syntax and text signals	Knowledge of Disciplinary Discourse and Practices The particular ways members of a subject area community communicate and think
Reading Strategies Teaching and Learning Opportunities (Tasks and Supports)			