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SEC 300

Task Analysis:

Section 1:

Taken from Common Core Standards, Grades 9-10, English Language Arts Common Core Standards

*RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)*

Prerequisite Skills: basic reading and comprehension skills

Step 1: Determine meanings of words

* Understanding vocabulary
* Using context clues
* Study different ways a word can be used in a text

Step 2: Understanding the text as a whole

* Full reading comprehension
* Finding and understanding themes

Step 3: Understanding the development of an author’s ideas

* Why the author chose to write in a certain way
* Establish purpose and Point of View

Step 4: Effective language use

* Learning how language can drastically change a text
* Word choice
* Tone

Section 2:

Goal: Students will understand how word choice affects a text.

Objective 1: When given a text, the student will identify three different words from the text that they believe affect the text and give the definitions of those words.

Objective 2: When analyzing a text, students will identify the audience and give a written explanation of how they believe the author’s text will change if directed to a different audience.

Section 3 and 4:

Knowledge:

Which pronoun is used in first person point-of-view? (multiple choice)

1. you
2. they
3. **I**

Comprehension: What is word choice? (short answer)

**Word choice is the language used within a text. It can change the meaning of the text depending on audience, tone, or connotation.**

Application: Do you know of another instance where an author’s word choice has influenced how you read the text? Explain.

**Answers will vary depending on students’ reading. What I am looking for is to have them thoroughly explain how they would view a text differently if the audience was changed, or if the author used different language.**

Analysis: Find examples of different types of literature (poems, journals, novels, short stories, etc.) and examine their word choice. Compare and contrast the different word choice and tone, and explain why they would need to be different for different types of literature.

**Answers will vary. What I am looking for is for the students to understand that different mediums of texts, such as journal entries, poems, and novels, all use different types of language.**

Evaluation: Do you believe that the author was justified in using this word choice? Why or why not? What would you change? (Essay)

**Answers will depend on author. I am looking for a clear explanation of why the student believes this particular word choice is appropriate.**

Creating: Create your own short story. Identify your audience. How would you change your word choice if your audience changed? Choose a section of your story and rewrite it to match a new audience.

**Answers will vary due to short stories.**

(Knowledge question taken from testdesigner.com)