

Written Text Analysis Form

Created by Fortune & Tedick. Sources: Chamot & O'Malley, (1994); Gibbons, (2002); Kucer et al. (1995); National Standards in Foreign Language Education Project, (1999), Wiggins & McTighe (2005).

Unit Theme:

Text Title:

Grade Level:

Language Proficiency Level:

Content

Facts

Key related concepts

Generalizations/Enduring Understandings

Culture

Unfamiliar cultural concepts

Products (unfamiliar or familiar but used in a new way)

Practices (unfamiliar or familiar but used in a new way)

Perspectives

Genre

Text Organization

Purpose (e.g., present information, teach a moral, entertain, etc.)

Text Structure and Discourse Features (e.g., introduce setting/character, events, problem/resolution, etc.)

Linguistic Features related to Genre [connectives, (e.g., adverbs of time, conjunctions), verb type (action vs. saying verbs), verb tense, use of dialogue, etc.]

Possible Instructional Activities and Learning Strategies

Before Reading

During Reading

After Reading

Language

Vocabulary (Words, Phrases, Idioms, “chunks”)

Essential vocabulary for learning the content (CO)

Select vocabulary to review or preview (material or activity related) (CC)

Communicative/Academic Functions and Grammatical Structures

Essential language structures and functions for learning the content (CO)

Select language structures and functions to review or preview (material or activity related) (CC)