Figure 8.7. Language Analysis Framework for Writing

Language Analysis Framework for Writing				
Content Knowledge and Register	**Text Organization and Structure**	**Grammatical Structures**	**Vocabulary**	**Spelling and Punctuation**
Is the overall meaning clear? Are the big ideas there and are they accurate? Is the text type (e.g., opinion, narrative, explanation) appropriate for conveying the content knowledge? Does the register of the writing match the audience?	Is the purpose (e.g., entertaining, persuading, explaining) getting across? Is the overall text organization appropriate for the text type? Are text connectives used effectively to create cohesion? Are pronouns and other language resources used for referring the reader backward or forward?	Are the verb types and tenses appropriate for the text type? Are noun phrases expanded appropriately in order to enrich the meaning of ideas? Are sentences expanded with adverbials (e.g., adverbs, prepositional phrases) in order to provide details (e.g., time, manner, place, cause)? Are clauses combined and condensed appropriately to join ideas, show relationships between ideas, and create conciseness and precision?	Are general academic and domain-specific words used, and are they used accurately? Are a variety of words used (e.g., a range of words for "small": little, tiny, miniscule, microscopic)?	Are words spelled correctly? Is punctuation used appropriately?

Sources

From

Spycher, Pamela, and Karin Linn-Nieves. 2014. Reconstructing, Deconstructing, and Constructing Complex Texts. In *The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K–5*, edited by Pamela Spycher. Alexandria, Virginia: TESOL Press.

As adapted from

Derewianka, Beverly. 2011. *A New Grammar Companion for Teachers*. Sydney, NSW: Primary English. Teaching Association.

Gibbons, Pauline. 2009. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.

Spycher, Pamela. 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" *Journal of Second Language Writing* 14 (4):238–254.