

**Reading a Mentor Text like a Writer /Developing “insider” knowledge of text type**

<b>Domain</b>	<b>Questions to ask/Item to Notice</b>	<b>Understandings/Why?</b>	<b>Notes/Examples/Similar texts I've seen</b>
<i>Context and purpose</i>	What is the purpose of the text?  Who is the audience?		
<i>Ideas/ Content</i>	What is the topic?  How long is the text?  What ideas/detail are included?  What support is given?		
<i>Organization/ Moves</i>	How does the piece begin?  How does it end?  How does it unfold? What different moves/strategies do you notice? (general/specific; sequential; chronological; compare/contrast; cause/effect; question/answer)		

<p><i>Language</i></p>	<p>How long are the sentences? How are they structured? (Clause types)</p> <p>How do sentences begin?</p> <p>How do the sentences connect with each other? (Cohesion patterns)</p> <p>How is detail provided?</p> <p>What –if any-- specialized vocabulary is used?</p> <p>What different punctuation marks are used?</p> <p>Any unconventional punctuation choices?</p>		
<p><i>Access Features/ Presentation</i></p>	<p>Pictures? Graphics? Sidebars? Captions?</p>		

Based on ideas from Zhihui Fan and Zhijun Wang, “Beyond Rubrics: Using functional language analysis to evaluate student writing,” *Australian Journal of Language and Literacy* 34.2, 2011; Thomas Newkirk, *The Art of Slow Reading*, 2012.