

## Common Core Writing: Text Types

This table was adapted from Appendix A of the Common Core State Standards document by Dr. Diane Staehr Fenner. It originally appeared on Colorín Colorado's Common Core and ELLs blog in the 5/17/13 blog post, Writing with the Common Core: Considerations for ELLs (Part 1).

<http://blog.colorincolorado.org/2013/05/17/writing-with-the-common-core-considerations-for-ells/>

Type of Text	Features
Narrative	<ul style="list-style-type: none"> <li>• Conveys experience, either real or imaginary, uses time as its deep structure.</li> <li>• Can inform instruct, persuade, or entertain.</li> <li>• Can take the form of creative fictional stories, memoirs, anecdotes, autobiographies, etc.</li> <li>• Over time, writers provide visual details of scenes, objects, or people; depict specific actions; use dialogue and interior monologue that provide insight into narrator's and characters' personalities and motives; manipulate pace to highlight significance of events and create tension and suspense</li> </ul>
Informational/Explanatory	<ul style="list-style-type: none"> <li>• Conveys information accurately to increase reader's knowledge of a subject</li> <li>• Students draw from what they know and from primary and secondary sources</li> <li>• Addresses matters such as types, components, size, function, behavior, how things work, why things happen</li> <li>• Must use techniques to convey information, e.g., naming, defining, describing, differentiating, comparing, contrasting, and citing.</li> <li>• Genres include literary analyses, scientific and historical reports, summaries, workplace and functional writing (e.g., instructions, manuals, memos, reports, and resumes)</li> </ul>
Argument	<ul style="list-style-type: none"> <li>• Purpose is to change the reader's point of view, bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.</li> <li>• A reasoned, logical way of demonstrating the writer's position, belief, or conclusion is valid.</li> <li>• In ELA – writers make claims, defend interpretations or judgments with evidence from text(s) they are writing about</li> <li>• In history/social studies – writers analyze evidence from multiple primary and secondary sources to advance a claim supported by evidence</li> <li>• In science – writers make claims through statements or conclusions that answer questions or address problems</li> <li>• Young children provide examples, offer reasons for assertions, explain cause and effect.</li> </ul>