

Michigan's Genre Project Clarifying "Genre Study" and Identifying Teaching Points for ELA GLCE Genre

Michigan's Genre Project

Grade Level Content Expectations (GLCE) v.12.05 Companion Document

"By Educators, For Educators"

Introduction

The Michigan Department of Education developed the English Language Arts Grade Level Content Expectations (GLCE, 2004) to help teachers and schools assess the literacy levels of their students. The K-8 Expectations, for the first time, specifically identified genres to be assessed, taught and learned by the end of each grade. This Companion Document is a reference for teachers to use as they differentiate texts and instruction for students. It provides tools to help educators understand and teach Michigan's reading and writing genre K-8.

Best Practices in Michigan

Recognizing the benefits of connecting reading and writing, the GLCE suggest comprehension and composing follow a recursive (moving backwards and forwards among the parts) pattern. This allows students to increasingly develop more sophisticated interpretations, analyses, insights and inferences for understanding and conveying meaning. Once students have learned to read, the curriculum expands to help students learn to use their minds well. Our educational goals, among others, should be to guide the processing of text at deep levels, to help students detect shades of meaning, and to come to credible judgments and conclusions. We want students to use their knowledge in new situations, to relate their thinking to other situations, and to connect textual messages with their own background knowledge.

The grade level sequence of genres in Michigan's GLCE provides opportunities for developing deep understanding of narrative and informational works. These "cornerstone" understandings will help prepare students for the high school experience, postsecondary education, Information Age careers, and their civic futures.

Organizational Charts to Guide Use of the Document

Within this document the **Table of Contents** provides information about the grade levels for assessed genre, the page numbers for finding specific genre within the Expectations, as well as, the GLCE codes for identifying where the genre requirements are presented.

In the appendices, an **Overview of the Challenges and Benefits of Genre Study** (Appendix A) explains why it is important to teach literary understanding using rigorous instruction based upon narrative and informational texts.

Students will gain significantly from teaching that incorporates best practices and components listed therein. **Factors in Choosing Texts** (Appendix) focuses on considerations for selecting texts for classroom use.

Two matrices - **Grade Level Reading Genre Sequence** (Appendix B) and **Grade Level Writing Genre Sequence** (Appendix C), display where each of the genre appears in Michigan's GLCE. The vertical charts show assessable genre at each grade level and the horizontal chart tracks assessable content addressed across the grades.

Appendix D organizes genre by each of the Michigan Curriculum Framework grade clusters: **Early Elementary, Later Elementary, and Middle School**. The charts are organized alphabetically for ease of use in designing instruction. **References** are provided in Appendix E at the end of the document.

Process of Development

The committee, Michigan K-8 educators, used research and professional judgment to make decisions about accuracy and clarity of the genre descriptions. We hope the document provides information that will be helpful at the district, school, and classroom levels.

Table of Contents

Narrative Genre

<i>NARRATIVE TEXT</i> <i>Preface</i>	<i>All</i>	<i>GLCE v. 12.05</i>	
NARRATIVE READING:	GRADES	PAGES	GRADE LEVEL CONTENT EXPECTATIONS
Action	6	8-10	R.NT.06.02
Adventure	4, 6	11-13	R.NT.04.02, R.NT.06.02
Drama	2, 7	14-16	R.NT.02.02, R.NT.07.02
Fable	3	18-20	R.NT.03.02
Fantasy	1, 2, 4, 5, 6	22-25	R.NT.01.02, R.NT.02.02, R.NT.04.02 R.NT.05.02, R.NT.06.02
Folktale	1, 3, 6	27-30	R.NT.01.02, R.NT.03.02, R.NT.06.02
Historical Fiction	5, 8	32-34	R.NT.05.02, R.NT.08.02
Legend	2, 4, 7	36-38	R.NT.02.02, R.NT.04.02, R.NT.07.02
Memoir	7	40-41	R.NT.07.02
Mystery	5, 7	43-45	R.NT.05.02, R.NT.07.02
Myth	4, 7	47-49	R.NT.04.02, R.NT.07.02
Nursery Rhyme	K	51-52	R.NT.00.02
Poetry	K, 2, 4, 7	55-57	R.NT.00.02, R.NT.02.02, R.NT.04.02, R.NT.07.02
Realistic Fiction	1, 3, 8	59-61	R.NT.01.02, R.NT.03.02, R.NT.08.02
Science Fiction	5, 8	63-66	R.NT.05.02, R.NT.08.02
Song	K	68-69	R.NT.00.02
Story	K	70-71	R.NT.00.02
Tall Tale	5	72-74	R.NT.05.02
NARRATIVE WRITING:	GRADES	PAGES	GRADE LEVEL CONTENT EXPECTATIONS
Adventure	4, 6	13	W.GN.04.01, W.GN.06.01
Drama	7	17	W.GN.07.01
Fable	3	21	W.GN.03.01
Fantasy	2, 4, 6	26	W.GN.02.01, W.GN.04.01, W.GN.06.01
Folktale	3, 6	31	W.GN.03.01, W.GN.06.01
Historical Fiction	5, 8	35	W.GN.05.01, W.GN.08.01
Legend	4, 7	39	W.GN.04.01, W.GN.07.01
Memoir	7	42	W.GN.07.01
Mystery	5, 7	46	W.GN.05.01, W.GN.07.01
Myth	4, 7	50	W.GN.04.01, W.GN.07.01
Personal Narrative	K, 1, 2, 6	53-54	W.GN.00.01, W.GN.01.01, W.GN.02.01, W.GN.06.01
Poetry	K-8	58	W.GN.00.02, W.GN.01.02, W.GN.02.02, W.GN.03.02, W.GN.04.02, W.GN.05.02, W.GN.06.01, W.GN.07.01, W.GN.08.01
Realistic Fiction	2, 3, 8	62	W.GN.02.01, W.GN.03.01, W.GN.08.01
Science Fiction	8	67	W.GN.08.01
Tall Tale	5, 6	74	W.GN.05.01, W.GN.06.01

Informational Genre

<i>INFORMATIONAL TEXT</i>		<i>All</i>		<i>GLCE v. 12.05</i>	
<i>Preface</i>					
INFORMATIONAL READING:	GRADES	PAGES	GRADE LEVEL CONTENT EXPECTATIONS		
Advertisement	5	82-84	R.IT.05.01		
Almanac	4	85-86	R.IT.04.01		
Atlas	5	87-88	R.IT.05.01		
Autobiography	4, 7	89-91	R.IT.04.01, R.IT.07.01		
Biography	4, 7	92-95	R.IT.04.01, R.IT.07.01		
Brochure	7	97-98	R.IT.07.01		
Comparative Essay	8	99-100	R.IT.08.01		
Concept Book	K	101-102	R.IT.00.01		
Editorial	5	103-104	R.IT.05.01		
Encyclopedia	3	105-106	R.IT.03.01		
Environmental Text	K	107	R.IT.00.01		
Essay	6	108-109	R.IT.06.01		
Experiment	5	110-111	R.IT.05.01		
How-to Article	6	116-117	R.IT.06.01		
How-to Book	1, 2	118-119	R.IT.01.01, R.IT.02.01		
Magazine	1, 2, 3	124-126	R.IT.01.01, R.IT.02.01, R.IT.03.01		
Newspaper (writings)	4, 8	127-128	R.IT.04.01, R.IT.08.01		
Personal Correspondence	2, 7	129-130	R.IT.02.01, R.IT.07.01		
Personal Essay	4	131-132	R.IT.04.01		
Persuasive Essay	7, 8	133-134	R.IT.07.01, R.IT.08.01		
Picture Book	K	136-137	R.IT.00.01		
Research Report	6, 7	145-146	R.IT.06.01, R.IT.07.01		
Technical Writing	8	150-151	R.IT.08.01		
Textbook	3	152-153	R.IT.03.01		
INFORMATIONAL WRITING:	GRADES	PAGES	GRADE LEVEL CONTENT EXPECTATIONS		
Biography	8	96	W.GN.08.02		
Comparative Essay	4, 6	100	W.GN.04.02, W.GN.06.02		
Feature Article (Magazine)	2	112-113	W.GN.02.03		
Historical Expository Piece	8	114-115	W.GN.08.02		
Informational Piece	K	120	W.GN.00.03		
Informational Piece w/ Focus Question	1	121	W.GN.01.03		
Journal	8	122-123	W.GN.08.02		
Personal Essay	6	132	W.GN.06.02		
Persuasive Essay: Position/Evidence	5, 6	135	W.GN.05.03, W.GN.06.02		
Report	3	138-139	W.GN.03.03		
Research Project	K, 1, 2, 3, 4 5, 6, 7, 8	140-144	W.GN.00.04, W.GN.01.04, W.GN.02.04, W.GN.03.04, W.GN.04.04, W.GN.05.04, W.GN.06.03, W.GN.07.03, W.GN.08.03		
Research Report	3, 7	147	W.GN.03.03, W.GN.07.02		
Simulated Memoir	8	148-149	W.GN.08.02		

<i>APPENDICES</i>	<i>Title</i>	<i>Pages</i>
Appendix A	The Challenges and Benefits of Genre Study Factors in Choosing Texts	155-156
Appendix B	Grade Level Genre Sequence: Reading	157-158
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Appendix D	Reading and Writing Genre v.12.05 Organized By ELA MCF Grade Clusters: Early Elementary, Later Elementary, and Middle School	160-162
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Narrative Text

Narrative Text Genre Pages

The **Narrative Definitions** are arranged and presented alphabetically. The first section gives a multi-grade definition and describes the elements of each genre type. Grade level teaching points aligned to the GLCE are identified in the second section and present instructional points, skills and processes for reading and writing specific genre. Other points listed represent instructional points extracted from research. Educators might choose to address these as they develop related curriculum, assessment, and instruction.

The format for this descriptive section includes specific information organized by the following subheadings:

- **Definition**
- **Purposes**
- **Characteristics**
- **Grade Level Instructional Scope for Reading (Comprehending)**
- **Grade Level Instructional Scope for Writing (Composing)**

Readers should also note that the “characteristics” are subdivided into **theme, characters, setting, plot, and author’s craft**. In a few cases where the expected pattern (e.g., poetry) did not hold, subheadings needed to be changed or eliminated.

These genre pages are designed to build the knowledge base and serve as a resource without prescribing a course of study. Knowing genre will help English language arts educators align curriculum, instruction and assessment specific to learning and comprehension expectations.

Typical characteristics from across narrative text types are identified in Part II of the preface. These suggest best practices that may not be provided in the genre description. Genre generalizations should be chosen and differentiated to meet the needs of students. They are designed to be used in conjunction with each of the definitional pages provided for specific text types that follow.

This document provides a reference tool for teachers, who should assess the readiness, maturity, interests and reading levels of students when determining how to teach the genre. Teachers might consider students’ strengths and weaknesses when presenting this work to determine an ideal match between texts and readers or writers.

Typical Characteristics of Narrative Text

GENRE: Narrative Genre

DEFINITION:

Narration is the act of telling a sequence of events, often, but not always, in chronological order. It is a story, whether in prose or verse, involving events, characters, and what the characters say and do. Narration can be fact or fiction. Some narrations report or are historical while others are creative and imaginative. Imaginary narratives typically impart some sort of truth to the reader. Whether factual or imaginary, the narrative can begin from the start and work its way to the conclusion, or it can begin in the middle of the action, then recount earlier events through the character's dialogue, memories, or flashbacks. Poetry, which is categorized as a narrative genre, is an exception to the expected story form of narrative text.

PURPOSES:

Traditional Story Form:

- To convey a plot
- To impart universal truths
- To tell a story
- To give an account describing a sequence of events and experiences

Poetry:

- To engage the reader in the poet's emotional expression
- To create mental/visual and sensory images
- To engage the reader in thinking beyond the literal/superficial
- To illuminate the art, mystery and novelty of language
- To appreciate the sound of language
- To understand self and world in new ways
- To capture the essence of meaning in the sparest of language
- To express thoughts and feelings through lyrical language
- To engage the reader/listener in reflection
- To focus attention on and reconsider an object, thought, observation or experience
- To broaden or intensify the reader's experiences and understandings

CHARACTERISTICS:

Common Formats:

- Picture book
- Chapter book or novel
- Illustrated chapter book
- Short story
- Play
- Short text (e.g., article, essay, brochure, internet pieces, etc.)
- Poetic structures (see additional information under the genre descriptions of poetry)

Most Common Features:

- Story grammar or plot structure with beginning, middle, and end
- Setting
- Theme
- Integrated plot and character development
- Story's turning point
- Conflicts: person vs. self, another person, nature, or society
- Points of view
- Voice and style
- Author's tone
- Figurative language (similes and metaphors)
- Logical, coherent organization
- Rich, precise vocabulary and word choice for building background knowledge and conveying the text's message
- Purpose and audience
- Relevant details and specificity
- Effective sentence, paragraph, plot and text structures
- Specific genre structures, elements, and conventions
- Imagery
- Setting (time and place)
- Effective dialogue
- Effective leads, introductions, conclusions
- Picture-word correspondence and detail of illustration for meaning-making through complimentary visuals
- Mood/tone
- Intended message

Best Practices and Teaching Opportunities for COMPREHENDING the Genre and Text of Narrative Pieces

<p align="center">Grades K-8</p>	<p align="center">Grades K-8</p>
<p align="center">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Literary terminology • Features, characteristics, and elements • Understanding typical stylistic conventions (explicit to implicit) for conveying author’s message • Purpose and audience • Interpreting meanings through complimentary visuals • Conventional storylines or themes associated with specific genre types • Expected character types, roles and levels of development • Specific language conventions • Level of realism • Techniques (author’s artistry of language use) • Consider and compare elements, within and across texts 	<p align="center">Opportunities to teach:</p> <p>Understanding the text</p> <ul style="list-style-type: none"> • Comprehension skills • Metacognitive strategies for reflection • Specific and purposeful use of literary devices • Intended message, universal truth, moral, or theme • Variations in plot or poetic structures • Character development • Concept development • Making personal, world-related, and text-to-text connections • Appreciating aesthetics of message and language • Before, during and after reading strategies • Concluding • Inferring • Summarizing and synthesizing • Literal, nuance, figurative and multiple meanings • Drawing parallels across time and culture • Predicting • Interpreting meanings through analysis and reflection of complimentary visuals • Viewing comprehension • Academic vocabulary and general vocabulary development • Fluency • Word study • Imagery • Exaggeration, overstatement, and understatement • Symbolism • Critical and creative thinking • Finding evidence and shaping opinions • Interpretation including personal meaning and response • Developing and explaining perspectives • Questioning the author and text • Constructing mental images • Representing ideas in text • Rereading when meaning breaks down • Understanding the use of figurative language • Listening to learn, comprehend, understand, and appreciate • Writing-to-learn strategies

Grades K-8	Grades K-8
	<ul style="list-style-type: none"> • Graphic and advanced organizers • Self-monitoring of strategy use for comprehending text • Effective discussion skills: asking questions, critiquing, comparing, contributing to collective knowledge, extending ideas, explaining and clarifying, acknowledging and appreciating others' views, requesting specific information from others, providing examples, consolidating thoughts, refining thinking, etc. • Using appropriate electronic technologies and resources

Best Practices and Teaching Opportunities for COMPOSING the Genre and Text of Narrative Pieces

GRADES K-8	Grades K-8
<p align="center">Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • Student, class, and expert created rubrics • Setting purpose • Choosing an appropriate genre type • Applying knowledge of genre conventions • Self assessing the quality, accuracy and relevance of work • Writing from personal experience • Writing from genre-specific prompts • Using the writing process • Using effective plot and text structures • Understanding author's styles and patterns and replicating them • Using defining characteristics (patterned language, character's roles, etc.) of a specific genre type to compose own work 	<p align="center">Opportunities to teach:</p> <p>Composing the text</p> <ul style="list-style-type: none"> • Using the writing process: prewriting, drafting, revising, editing, publishing, presenting • Choosing, analyzing and replicating models • Peer editing with questions • Effective strategies for composing dialogues • Descriptive language, strong vivid verbs, precise nouns, interesting adjective choices, using sharp and memorable details, and specificity of word choice • Alliteration and other types of "sound devices" • Writing with emotion and passion • Purposeful and varied sentence beginnings • Specific and purposeful use of literary devices • Sentence variety, fluency and rhythm • Establishing moods and tones • Playing with figurative language • Trying out and conveying different points of view and perspectives, and imitating authentic voice • Satisfying conclusions • Sequencing, pacing and transitioning • Using models, themes, concepts, purposes and titles to drive writing • Linking conclusions to introductions • Understanding and using grammar, punctuation and terminology to effectively develop and convey ideas

GRADES K-8	Grades K-8
	<ul style="list-style-type: none"> • Analyzing problems and posing solutions • Developing leads, introductions, or thesis statements that “hook” the reader • Defining and considering the audience • Structuring and organizing ideas to thread the meaning • Replicating author’s styles and patterns • Applying a variety of strategies to generate text at the whole text, paragraph, and sentence level • Illustrating • Level of formality • Use of first and third person • Developing the narrator • Determining gaps and adding needed information • Writing to help the reader infer the intended message • Determining/developing main versus supporting ideas • Coherence of plot • Word study and origins including specific vocabulary and concepts • Exhibiting and developing a singular style and voice that enhances the written message through effective word choices, punctuation and grammar • Accurately using simple and compound sentences, humor, element of surprise, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs • Slowing down and speeding up the text • Conventions and when, how and why to break them • Using appropriate resources, critical standards and rubrics, and grade level checklists to proofread and edit • Doing substantial writing on their own • Using appropriate electronic technologies and resources

Narrative Text

GENRE: Action

DEFINITION:

Class of creative works characterized by a greater emphasis on exciting action sequences than on character development or storytelling.

PURPOSES:

- To experience accomplishment, attainment, triumph, or victory through the character's actions
- To induce excitement
- To appeal to conscience
- To understand the psychological forces behind the hero's actions

CHARACTERISTICS:

- Typical forms: short story, narrative poem, novel, video, play (script), graphic novel
- Subgenres: action drama, action comedy, action thriller, caper/heist, science fiction action, action horror
- Dialogue, psychological tension, and sequence of action descriptions combine to make the scenes click
- Sequencing that takes into account happenings before, what is taking place now and what could/should happen next
- Every action brings about a subsequent opposite reaction
- Contains section breaks to help pace scenes
- Frequently contains a "physical male" in contrast to stereotyped female
- Serious themes, character insight and/or emotional power
- Violence as an agent of change or vehicle for expression
- Elements of adventure (e.g., car chases, shootouts, explosions)
- Elements of the thriller (e.g., plot twists, suspense, hero in jeopardy)
- Often combines with other genres, such as mystery, horror, science-fiction, and romance

Themes:

- Realization of destiny to achieve the common good
- The individual can make a difference
- Often "critiques" the status quo and/or use of violence

Characters:

- Action heroes and their physical struggle
- Isolation of the hero (e.g., unable to assimilate to the status quo)
- Action protagonist reacts to express discontent with an unacceptable world
- Realistic monologue/dialogue (or narration) that reveals the character's thoughts
- Realistic morals, motivations and responses that glorify the action hero through intensity of experience and out of the ordinary abilities (e.g., private investigator who rises above betrayals and conspiracies; the detective hero)
- Villains
- Victimized characters provide motivation for action and reasons to resist, be revenged or be rescued
- Focus on psychological forces behind the major characters' actions

Setting:

- A "space" or "spaces" in which the action takes place (e.g., the city, the prairie, a combat zone)
- Essential to the narrative, mood and revealing of character
- Often serves as a metaphor for "the loner" (e.g., wilderness, Arctic Circle, desert)
- May take place in a single location (e.g., building or vehicle under threat by enemies)
- May have a science fiction setting
- Any time period

Plot:

- Fast-paced (real or fictionalized)
- Progressive development understood through interrelated "episodes"
- Physical/emotional struggle related to the hero's internal condition of isolation
- Progressive development through character's engagement with events
- Suspenseful climax (turning point)
- Exciting (white knuckle) moments
- A roller coaster ride of chills and excitement end, but not always happily
- Often "critiques" acceptability of the status quo and characters' use of aggression or violence

Author's craft:

- Developing the hook: asking questions, posing problems, economy and clarity of language, crystal clear imagery, establishing mood, using "one-liners" (e.g., *This is what happened.*)
- Summarizing history/background
- Stage or scene setups (sketching settings, introducing characters, an event in progress)

- Developing “complications”
- Building tension and suspense
- Characterization of the hero through the plot
- Developing the climax and “turning point”
- Logical resolution
- Developing psychological tension (e.g., the way the characters feel and think, their emotions of panic, surprise, satisfaction or dismay, and their responses to sights, sounds and smells)
- Believably describing mechanics of movement
- Interconnections (“threading” the episode)
- Technical detail (researching strategies)
- Action verbs in opening sentences
- Purposeful dialogue that integrates into the action scene with natural flow
- Terse, lean sentences introducing new twists or turns

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Action

Grade 6
Opportunities to teach:
<ul style="list-style-type: none"> • Purpose • “The Hook” • Setting/place: essential to the story • Use of believable description (the mechanics of action) • Plot and genre structures • Author’s voice • Truths, themes, and principles • Terse, lean sentences introducing new twists or turns • Realism/high emotion/internal dialogue or monologue revealing character’s response • Evaluation of internal consistency of character’s traits • Use of purposeful dialogue • Appropriate use of foreshadowing and/or flashback • Use of vivid verbs and modifiers • When to slow down and elaborate • When to pick up the pace to move on • Plot: events, actions, clues to character traits through fast-paced action • Resolution of cumulative episodes, motive, effective ending • Summarize, connect, conclude, infer, synthesize • Visualization strategies

Narrative Text

Genre: Adventure

DEFINITION:

Narrative (usually fiction) in which the main character engages in a difficult, risky or unexpected venture in an exotic setting culminating in a hazardous chase, a decisive struggle, or a suspenseful or dangerous experience.

PURPOSES:

- To entertain
- To appreciate shared human experience
- To identify with characters in adverse situations
- To provide a life lesson

CHARACTERISTICS:

- Descriptive series
- Characters experience events and conflict when striving to overcome obstacles
- Engages readers in life's big ideas, lessons and themes
- Variations include historical fiction: specific time and place (setting); mixture of real and fictional events, or historical context with fictional characters

Themes:

- Individuals can overcome obstacles
- Adversity fosters growth

Characters:

- Exhibit realistic actions
- Plot carries characters toward adventure
- Self actualization occurs through adversity
- Triumph over adversity

Setting:

- Vital to the plot
- Realistic qualities
- Often involves natural phenomena

Plot:

- Action and excitement lead to climax
- Events focus around out-of-doors, survival, exciting journeys to interesting places
- Utilizes extremes (e.g., plagues, natural disasters accidents)
- Strong plot includes reactions to crisis which leads to the climax and resolution
- Tension between forces in the character's life

Author's craft:

- Description and connectedness of setting with plot
- Laying the groundwork for crisis
- Emphasis on important points in crisis
- Elements of danger, risk, excitement and surprise
- Personalizes and brings characters to life (spirit and individuality)
- Relays character's thoughts to give the reader an insider's view
- Effectively uses psychological and historical research to develop story
- Speeding up and slowing down pace
- Reflection or insight
- Elaborated, relevant details

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Adventure

Grade 4	Grade 6
Opportunities to teach:	Opportunities to teach:
<ul style="list-style-type: none"> • Shared human experience • Strong plot, conflict and resolution • Setting manipulations (flash forward, flashback) to enhance plot and suspense • Explain cross-text relationships 	<ul style="list-style-type: none"> • Importance of setting (e.g., metaphor for the conflict) • Events and their relationships within plot structure • Authenticity of high emotion/internal dialogue or monologue revealing character’s response • Analyzing purpose(s) of dialogue • Use of foreshadowing and/or flashback • Resolution of events

Grade level Instructional Scope for COMPOSING the Genre and Text of Adventure

Grade 4	Grade 6
Opportunities to teach:	Opportunities to teach:
<ul style="list-style-type: none"> • Shared human experience • Characterization through thoughts and emotions • Dialogue to reveal motivations, contrast characters, and write about conflict or crisis • Word choice (helping the reader see as the writer sees) • Developing conflict (person against self, another person, nature or society) • Realistic resolution 	<ul style="list-style-type: none"> • Writing process • Using dialogue to reveal character • Developing specific scenes, characters and actions • Could include planning and developing multiple settings, flashbacks, flash forwards, scenes/episodes • Description refined through research • Characters’ development and opinions • Developing empathetic connections for identifying with the main character: Realism/high emotion/internal dialogue or monologue revealing character’s response • Use of active, visual verbs and sensory modifiers • Plot: events, actions, clues to character • Cumulative episodes, motive, ending, sequential order of events

Narrative Text

GENRE: Drama

DEFINITION:

Literature written for performance.

PURPOSES:

- To entertain
- To reflect on life
- To enlighten or inform

CHARACTERISTICS:

- Exposition (explanation of the story line told by a narrator, announcer, or one of the characters)
- Scripts
- Dramatic monologue (composition in which the speaker reveals his or her character in relation to a critical situation or even-addressed to a reader or presumed listener)
- Stage directions
- Scenery, sound effects and lighting
- Narrative structure and elements

Themes:

- Dependent on content, purpose and genre type (dramas can be built around all types of narrative genres)

Characters:

- Often contrasted (e.g., hero versus villain)
- Purposeful dialogue reveals traits

Setting:

- Context helps the viewer understand the attitudes revealed in the play
- May have been written in a different time period, or be historical in nature

Plot:

- Opposition/conflict are often exaggerated
- Climax, decisive moment, and/or turning point are critical

Author's craft:

- Story expressed through dialogue or pantomime
- Writing effective stage directions
- Emphasis on conflict/climax
- Protagonist vs. antagonist
- Developing the turning point
- Developing subgenres (e.g., monologues, choral reading, musicals, skits, pantomimes, comedy, tragedy, audience participation, melodrama, one-act plays, reader's theater)
- Effectively conveying insight or information
- Detailing stage directions
- Coherent organization
- Presentation of performance cues
- Effective language
- Sound effects
- Symbolism
- Archetypes (characters developed following a pattern or prototype) and stereotypes (conventional, oversimplified, or lacking individuality)

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Drama

Grade 2	Grade 7
<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Basic elements • Purpose • Oral reading fluency • Expression • Reading stage directions • Assuming character's role • Critical listening • Problem/solution • Characterization through actions and words • Inferring motivations • Time and place • Sequence of events in plot • Sense of story (beginning, middle, end) • Theme • Story grammar 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Identification with characters • Tensions among characters within communities • Abstract theme or universal truth • Structure • Elements • Style • Purpose • Characterization • Issues and tensions between characters and communities • Reading stage directions • Dialogue/monologue • Antagonists/protagonists • Internal/external conflict • Theme • Context (setting) • Overstatement • Exaggeration • Performance

Grade Level Instructional Scope for COMPOSING the Genre and Text of Drama

Grade 7

Opportunities to teach:

- Writing process
- Script format
- Exposition (provides background information to the reader)
- Narration
- Characterization through movements and action
- Character development and roles
- Creating tensions
- Structure of storyline
- Developing context/time/place/episodes
- Active voice
- Pacing the action
- Purposeful dialogue
- Stage directions

Narrative Text

GENRE: Fable

DEFINITION:

Brief fictitious narratives (prose or verse) which provide an explicit moral understood through one or two telling event(s) whose message is usually conveyed through personified animal characters representing human faults. This traditional form of story, related to proverbs and folklore, takes abstract ideas of good or bad, and/or wise or foolish behavior, and attempts to make them concrete and striking enough to be understood and remembered.

PURPOSES:

- To entertain
- To convey a moral lesson
- To make a cautionary point

CHARACTERISTICS:

- Typically written as a short story
- Classic (archaic) form and language use
- Three main collections: Aesop's Fables (Greek), The Panchatantra (Indian), and fables of La Fontaine (French)

Themes:

- Instructive messages about human faults
- Explicit moral based upon cultural point of view

Characters:

- Assigning human characteristics to animals, plants or objects (anthroporphism)
- Presented stereotypically (e.g., wise owl/innocent sheep)
- Exhibit one dominant trait of human nature
- Characters are in conflict
- Chief actor/main character is an animal or inanimate object (e.g., fox and grapes, crow and water in pitcher)
- Usually 1-3 characters
- Tricksters alternate between cleverness and stupidity or kindness and cruelty
- Have impersonal names (e.g., Fox, Owl, Frog, Boy)
- Flat development (lacking depth)

Setting:

- Time and setting are vague
- Setting exists only as a backdrop (unimportant)

Plot:

- Usually one incident
- Characters are in conflict
- Trickery is the turning point
- Problem resolution is accomplished through one or two events leading to a life lesson (universal truth) at the tale's end
- Moral explicitly conveyed through few words
- Complex, abstract concepts (e.g., perseverance, ingenuity)

Author's craft:

- Point of view
- Patterned responses (repeated for effect)
- Assigning human characteristics to animals, plants or objects (anthropomorphism)
- Personification (a figure of speech in which animals, ideas, or things are represented as having human qualities)
- Dialogue
- Abstract truths conveyed concisely (in few words)
- Instructive (providing direction or useful information) voice
- Evidence of human insight

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Fables

Grade 3

Opportunities to teach:

- Purpose
- Response to the text
- Style/Conventions
- Worth and relevance
- Story grammar
- Asking questions
- Quotation marks and capitalization in dialogue
- Making connections
- Taking a position
- Demonstrating understanding through discussion
- Prediction
- Connections/insights
- Point of view
- Characterization: personification, attitudes, thoughts and actions
- Story level theme
- Main idea
- Lesson or moral
- Character's use of language
- Comprehension skills and strategies

Grade Level Instructional Scope for COMPOSING the Genre and Text of Fables

Grade 3

Opportunities to teach:

- Writing process
- Personification
- Setting
- Story grammar/plot structure
- Actions and thoughts
- Style
- Voice
- Cohesion
- Theme
- Characterization: attitudes, thoughts, actions, etc.
- Point of view
- Setting
- Writing skills and strategies
- Conventions
- Use of a writing rubric

Narrative Text

GENRE: Fantasy

DEFINITION:

Fiction contains unrealistic or unworldly elements and magical adventure. Six basic motifs are covered: magic, secondary worlds, good versus evil, heroism, special character types, and fantastic objects.

PURPOSES:

- To transport the reader into an imaginary world
- To entertain and provide enjoyment
- To encourage thinking about reality and possibility
- To present a satirical view of an event or system
- To teach a life lesson
- To critically reflect upon actions, values and morals
- To extend the reader's horizons

CHARACTERISTICS:

- Highly imaginative narrative fiction in which any or all narrative elements are fictionalized
- High fantasy is characterized by conflict between good and evil
- Six basic motifs are covered: magic, secondary worlds, "perfect" worlds, good versus evil, heroism, special character types, and fantastic objects
- Involves imaginary characters in places, events and problems that may seem real
- Overlapping characteristics with the genres of science fiction and adventure
- Magic plays a key role
- Often realistic main characters experience fantastic places, events, time periods, and problems
- Example subcategories include:
 - Sword/sorcery or *Bestiary* (e.g. fairy, dragon or unicorn)
 - Saga, myth, legend, fairy tales
 - Humorous fantasy
 - Contemporary, alternate and/or parallel worlds
 - Time travel or paranormal powers
 - Dark or romantic fantasy

Themes:

- Provides perspectives related to a moral, life lesson, or universal truth
- Insight into enduring human struggles and values

Characters:

- Fictionalized
- Magical/supernatural powers
- Represent stereotypes of good/evil or extraterrestrial qualities
- Animals talk, feel, and act like people (anthropomorphism)
- Physical or character transformation
- Preposterous characters have some realistic characteristics but could not be real

Setting:

- Opening literary language such as “Once upon a time” sets the stage
- Imaginary, “enchanted” or other-worldly
- Often characterized in terms of possible future worlds
- Set in past, present or future
- May include ideal elements of political/societal systems

Plot:

- Narrative elements
- High levels of action that depend on magic, the supernatural, or imaginary circumstances
- Progressive plot
- May push science/physics principles
- Real world problem or conflict is solved in an unreal way
- Limited explanations for strange behaviors/events
- Happy endings (often, but not always)

Author's craft:

- Illustrations to match imaginary mood
- Characteristics specific to subgenres: fairy tales, folk tales, science fiction (e.g., fairytales begin with "Once upon a time" and end with "happily ever after")
- Developing imaginary settings, characters and events
- Developing manipulations to setting (e.g., flash forward, flashback), character, or time
- Fictionalizing and developing one or more fantastic elements
- Consistent/logical story despite elements of magic and supernatural
- Utilizing high levels of action in plot development
- Developing motif (a unifying idea that is a recurrent element in a literary work)
- Personification (metaphorical figure of speech in which animals, ideas, or things are represented as having human qualities) of characters
- Developing humor and using imagery
- Voice and style
- Depth of idea development, reflection and/or insight
- Details (elaborated, relevant, pertinent, engaging)

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Fantasy

Grade 1	Grade 2	Grade 4	Grade 5	Grade 6
<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Form • Purpose • Theme • Connecting and extending ideas in text • Story grammar • Character development • How illustrations support the understanding of setting and characters • Personification 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Form • Purpose • Theme • Connecting and extending ideas in text • Plot development: problem/solution and similarities of plot • Character actions, motivations, similarities • Setting • Personification 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Purpose • Theme • Shared human experience • Plot development • Character development: thoughts, motivation • Roles of hero/anti-hero, narrator • How characters/communities reflect life 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Purpose • Style • Global theme • Plot development: define plot, climax, role of dialogue and problem resolution • Character development: traits, exaggeration, and metaphors for roles 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Purpose • Style • Global theme • Plot development • Character development: role of dialogue for major/ minor characters and climax • Metaphorical setting • Climax • Resolution

<ul style="list-style-type: none"> • Comprehension skills and strategies • Key ideas and details • Asking questions • Picture books • Response • Retell 	<ul style="list-style-type: none"> • Illustrations • Titles • Asking questions • Metaphor/ simile in understanding characters' thoughts and actions • Comprehension skills/strategies (Connect, active prior knowledge, use context for word meaning, discuss strategy use, summarize/retell, compare/contrast characters, events, important ideas and details) • Short chapter books • Personal response 	<ul style="list-style-type: none"> • 1st person pt of view • Flash forward/flashback • Asking questions • Comparing/ contrasting characters, ideas, events, texts • Personification • Comprehension skills/strategies (interpretive discussions, categorizing/ classifying, comparing/ contrasting, drawing parallels across time/culture) • Motif • Short chapter books • Personal response 	<ul style="list-style-type: none"> • How characters/ communities reflect life • Manipulating setting to produce suspense • Resolution • Comprehension skills/strategies (analyze themes, conclude, infer, synthesize, connect/relate to perspectives/ themes, summarize) • Motif • Novels • Personal response 	<ul style="list-style-type: none"> • Motifs of high fantasy • Character opinions (fair/unfair) • Complexity of character relationships • Dialogue, imagery mood, under statement • Comprehension skills/strategies (connect/relate, summarize, analyze themes/ perspectives/ universal truths, conclude, infer, synthesize) • Sequels • Novels • Personal response
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Grade Level Instructional Scope for COMPOSING the Genre and Text of Fantasy

Grade 2	Grade 4	Grade 6
<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Narrative structure and traits • Animals contribute to the story telling • Illustrations to match mood and containing setting, problem/ solution and (sequenced) major events • Integral setting: seeing, hearing, touching and smelling • Initiating event • Conflict • Plot development • Resolution • Character development (main) 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Narrative structure and traits • Integral (bizarre), detailed setting: seeing, hearing, touching and smelling • Initiating event • Conflict • Plot development • Resolution • Character development (main and supporting) • Writing effective dialogue • Backwards planning from the moral or lesson to be conveyed 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Narrative structure and traits • Moving from real to fantasy world • Bizarre but consistent setting: seeing, hearing, touching and smelling • Initiating event • Conflict • “Showing” rather than “telling” character traits and relationships (writing which requires the reader to infer) • Plot development • Action scenes • Resolution: Good overcoming evil • Believability in character development • Humor • Backwards planning from the moral or lesson to be conveyed • Author “asides” that provide insights for the reader • Development of motifs • Researching scientific principles upon which to build a plausible storyline

Narrative Text

GENRE: Folktale

DEFINITION:

Ancient stories originally composed and told for all age groups that have been passed down orally from generation to generation to explain the natural and spiritual worlds, as well as to entertain and to indoctrinate their members. Folktales express relationships among human beings and their fears and desires, reflecting the values and cultural patterns of the particular group from which they come. Folktales, also known as folklore, encompass fables, myth, legend, tall tales and fairy tales.

PURPOSES:

- To tell an entertaining story
- To reveal human nature
- To kindle imagination
- To understand universal qualities of humankind (how humans are alike)
- To convey morals and values
- To instill cultural beliefs, values and practices

CHARACTERISTICS:

- Short, predictable narratives
- Express deep, universal emotions such as joy, grief, fear, jealousy, and awe
- Intrigue developed through repetition of phrases
- Repetitive language and events often occur with additional or changed details
- Identical themes found in tales across cultures
- Multiple forms:
 - Cumulative, “pourquoi”, beast, noodlehead, numbskull, wonder, and trickster tales
 - Fables, fairytales, tall tales
 - Ghost stories, ballads, myths, legends, and epics

Themes:

- Reflective of the cultural values from which the tale originated
- Good (e.g., industrious, kind, patient, clever) triumphs over evil (e.g., selfish, greedy, lazy)
- Wishes come true after tests or struggles
- Values of humility, kindness, patience, sympathy, hard work, and courage are rewarded
- “Justice” themes
- Motifs: wishes, magical powers, transformations, magical objects, trickery, magical numbers (e.g., 3,7,12, etc.)

Characters:

- Underdeveloped
- Magical characters (e.g., fairies, elves, ogres, giants) and events
- Underdog triumphs
- Main character changes at conclusion
- Tricksters make up for physical weakness through cleverness or stupidity
- Incorporates colloquial and/or daily speech
- Stereotypical: entirely good, evil, obedient, lazy, and so on
- Duality that represents extremes in characters’ traits and appearance
- May be physically attractive with unattractive character traits and vice versa

Setting:

- Patterned beginnings and endings
- Setting in the distant past
- Setting may be make-believe, incorporating amazing places and things
- Often emphasizes a culture or country

Plot:

- Cumulative or linear plot structures
- Problem “tests” the main character (e.g., endurance, cleverness, survival)
- May include irony (e.g., the youngest is successful, the trickster is tricked)
- Characters, setting and problem revealed early
- Characters often engaged in outwitting one another
- Simple, direct, strong, linear plot
- Problem-solution pattern (including trickery and deception)
- “Quick”, magical transformation at resolution point
- Satisfying, definite conclusion

Author's craft:

- Short or split into episodes
- Patterned beginnings
- Replication of simple sentence structure and concrete expressions
- Brisk, action-filled beginnings
- Humor
- Predictable ending
- Rhyme
- Using repetitions based upon magical numbers: characters/ chants/ verses/ main episodes/ attempts to solve problems
- Effective dialogue (expressing joy, grief, fear, jealousy, awe)
- High action throughout the narrative
- Instructive tone
- Evidence of reflection/insight regarding the cultural values

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Folktales

Grade 1	Grade 3	Grade 6
<p align="center">Opportunities to teach:</p> <ul style="list-style-type: none"> • How cultures and heritage are represented • Form • Purpose • Problem-solution • Prediction • Sequence of plot events • Sense of story • How illustrations are used to support the story elements • How transitional words are used to indicate sequence of events • Comprehension skills and strategies • Personal response 	<p align="center">Opportunities to teach:</p> <ul style="list-style-type: none"> • Basic elements • Purpose • Characterization: thoughts, motivations, actions, traits • How characters express attitudes about one another • Comparison of character relationships, events and key ideas • Perspectives • Setting • Story-level themes • Themes of good and evil • Main idea • Questioning • Personification • Lesson/moral • Author’s use of prediction • Point of view • Interpretation • Comprehension skills/ strategies (reread, question, summarize and infer) • Visualize • Personal response 	<p align="center">Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Elements • Style • Analysis of purpose • Characterization/ dialogue’s role • Differentiation of major/ minor characters • How dialogue builds climax • How characters form opinions that are fair or unfair • Imagery • Mood • Understatement • Point of view • Plot • Global theme/universal truth • Comprehension skills/ strategies (question, infer, conclude, synthesize, interpret, summarize) • Connections to self, other texts, and world • Visualize • Personal response

Grade Level Instructional Scope for COMPOSING the Genre and Text of Folktales

Grade 3	Grade 6
Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Narrative structure • Use of repetition • Personification • Setting • Plot development • Characterization (thoughts/actions) • Use of rubrics • Audience awareness 	Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Genre conventions • Character development • Characterization of major and minor characters • Internal and external conflict • Plot structure and elements • Theme • Imagery • Use of rubrics (expert and peer standards) • Audience awareness

Narrative Text

GENRE: Historical (Realistic) Fiction

DEFINITION:

A fictional story set in a recognizable period of history; characters and events are realistic, and historical events are necessary to the plot of the narrative.

PURPOSES:

- To illuminate today's problems by examining those of other times
- To increase understanding of historical events
- To depict life honestly and accurately from what was learned from research accounts, interviews and oral history records
- To engage the reader in the lives of historical characters and events
- To engage the reader in a simulated historical time period
- Making history come alive by spinning intriguing stories around dates and facts

CHARACTERISTICS:

- Narrative structure and elements: characters in historical settings who experience events and conflict when attempting to resolve problems
- Describes political or social events of the time/historical period as well as actual persons, events, backgrounds and settings
- Historical big ideas, lessons and themes
- Forms: prehistoric and traditional epics and sagas

Themes:

- Understandings about life that hold true in all or most circumstances and contexts (universal truths)
- Consequences of conflict and policy
- Political values and ideal systems
- Fallacies and human error
- Survival and perseverance
- Relationships
- Sportsmanship
- Change

Characters:

- Historical and fictional mix
- Credible, realistic, but fictional
- Realistic dialogue moves the plot along
- Realistic physical description, language, descriptions of characters
- Dialogue reveals the thoughts, feelings and values characteristic of the historical period
- Dialogue may reflect dialects related to place and era
- Requires prior research to ensure consistency with historical accuracy

Setting:

- Introduction “sets the stage” through a scenario (including setting, conflict, problem and goal)
- Opens with historical background information about events taking place before the story begins
- Based upon a specific historical time and place
- Time and place play a prominent role rather than serving as a backdrop
- Details are based upon information from documented records
- Locales change based upon the progression of historical events covered

Plot:

- Includes story events and characters’ reactions to the events, and roadblocks to resolution of the problem—all in keeping with historical records
- Includes variations of foreshadowing and flashback
- Events/conflicts historically consistent and authentic
- Ends with an historically accurate, fictionalized resolution

Author’s craft:

- Application of information from historical research
- Believable dialogue reflects authentic spirit, characters’ perspectives and thoughts, as well as, values of the times
- Authenticity of language
- Point of view often revealed through journals and memoirs
- Imagery
- Foreshadowing and flashback
- Depth of idea development, reflection and/or insight
- Elaborated, relevant, historically-based details

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Historical Fiction

Grade 5	Grade 8
<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • How literature reflects life • Structure • Elements • Purpose • Characterization: how traits and setting define plot, climax, role of dialogue, and problems • Point of view • Problem resolution • Theme or universal truth • Exaggeration • Metaphor • Visualizing • Connections/insights • Draw parallels across time and culture • Functions of heroes, anti-heroes and narrators • Comprehension skills and strategies (conclude, infer, synthesize, connect, reread, summarize) • Personal response 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • How literature reflects life • Analysis of structure, elements, style, purpose, actions • Theme and/or universal truth • Metaphor • Analysis of minor characters' roles in the conflict • Point of view • Credibility of the narrator • Distortion and stereotypes of gender, race, culture, age, class, religion, and other individual differences • Symbolism • Imagery • Interpretation • Consistency of narration • Characterization • Visualizing • Connections/insights • Comprehension skills and strategies (conclude, infer, synthesize, connect, reread, summarize) • Theme or universal truth • Personal response

Grade Level Instructional Scope for COMPOSING the Genre and Text of Historical Fiction

Grade 5	Grade 8
Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Techniques for developing narrative structure • Research skills • Application of research to the narrative • Development of narrative elements • Characterization • Developing “time” • Purposeful dialogue • Elaborating an historical moment • Generating the main character’s thoughts, motivations, and internal dialogue 	Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Techniques for developing narrative structure • Research skills • Stereotypical characterization in keeping with the era • Application of research to the narrative • Development of narrative elements • Symbolism • Developing and manipulating “time” • Consistency of narration • Role of minor characters in developing conflict • Imagery • Elaborating an historical moment • Generating the main character’s thoughts, motivations, and internal dialogue • Rising and falling action • Purposeful dialogue

Narrative Text

GENRE: Legend

DEFINITION:

A subgenre of folktales provides an historical story (before recorded history) about a hero, (protagonist), a people, or a natural phenomenon. Perceived to be true by the teller and listener, it centers around the lives and deeds of famous individuals, embellishing traits of strength and bravery.

PURPOSES:

- To explain how something came to be or exist
- To present models of behavior and ethics
- To explain and transmit aspects of origin, life, culture, historical events, creation and nature to each generation of a culture
- To illuminate positive character traits
- To present a deeper truth

CHARACTERISTICS:

- Traditional story patterns
- Historical basis, either secular or sacred
- Good triumphs over evil
- Challenges are overcome through tests or struggles, heroic deeds
- Forms: hero myths, sagas, epics
- Humans or animals acting like humans
- Protagonist is human or personified with historical significance
- Set in time period more recent than a myth

Themes:

- Perseverance
- Bravery
- Strength
- Kindness
- Cleverness
- Sacrifice
- Good versus evil

Characters:

- Human with positive character traits (e.g., hero; saint; well-known character of historical significance, e.g., Johnny Appleseed) as opposed to supernatural
- Exaggerated character qualities
- Personified characters with historical significance

Setting:

- Historical time and place are integral to story
- Recognizable regional, national, or international geographic settings

Plot:

- Traditional story structure
- Inclusion of miraculous events

Author's craft:

- Narrative elements
- Embellishment of traits of strength and bravery
- Patterns of traditional tales
- Believable/possible
- Establishes a focused purpose
- Evidence of voice or suitable tone
- Depth of idea development; evidence of reflection or insight
- Elaborated, relevant details

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Legends

Grade 2	Grade 4	Grade 7
<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Story grammar • Patterns of traditional tales • Similarities between legends • Plot development • Characterization (motives, actions) • Time and place • Problem/solution • Story sequence • Purposes for illustrations • Metaphors and simile in characterization • Comparison of characters' relationships • Comparing/contrasting key ideas • Cross-text similarities and differences • Questioning the text or author • Visualizing • Comprehension skills and strategies (before, during and after; summarize, infer, predict) 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Narrative structure and elements • Purpose • Theme • Shared human experience • Role of dialogue (thoughts, motivations revealed) in characterization • Role of hero, anti-hero and narrator • Conflict, tensions, resolution • Theme • Manipulations to time (flash forward and flashback) • Techniques for creating suspense • Compare/contrast • Sequential organization • Questioning the text or author • Interpreting • Shared human experience • Patterns of traditional tales • Differences between myth (gods) and legend (human protagonist) • Comprehension skills and strategies (summarize, infer, connect, contrast, classify) • Draw parallels across time and culture • Visualizing 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Narrative structure, elements, style and purpose • Exaggeration • How literature reflects life • Author's use of literary devices • Antagonists/protagonists • Overstatement and understatement • Abstract theme or universal truth • Perspectives • Internal/external conflict • Issues from the text related to students' experiences • Cross-text conclusions, inferences and syntheses • Comprehension skills and strategies (reread, summarize, conclude, infer, connect, relate, synthesize) • Visualizing • Interpreting • Shared human experience • Patterns of traditional tales • Differences between myth (gods) and legend (human protagonist)

Grade Level Instructional Scope for COMPOSING the Genre and Text of Legends

Grade 4	Grade 7
Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Audience awareness • Leads/openings to hook the reader • Developing the hero (traits of strength bravery) • Character roles • Planning the subject (theme) • Planning the overall plot • Descriptive passages • Developing conflict, complications, climax, resolution • Using dialogue effectively to accomplish writing purposes • Researching for details • Exaggeration 	Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Leads/openings to hook the reader • Planning the subject (theme) • Capturing the heroes' "essence" • Plot planning and development • Descriptive passages • Audience awareness • Introducing characters • Replication of authors' styles and patterns • Researching for details • Effective endings • Rising and falling action • Organization of events • Personal style/voice • Coherence • Literary devices • Developing traits of strength and bravery • Exaggeration

Narrative Text

GENRE: Memoir

DEFINITION:

A form of autobiography which records personal thoughts and/or actions for the future. The focus is on a single period in the author's life, and may be selected from longer, more detailed recordings of events, such as diary or journal entries. Memoirs are often characterized by their intimate focus on memories, feelings, and emotions.

PURPOSES:

- To retell specific real-life thoughts or actions related to an event or experience

CHARACTERISTICS:

Themes:

- Life theme related to personal life lessons or observations
- Historical perspective
- Connections to present and past experiences
- Reflective themes
- Mundane events or observations that have become significant to the author's life and character through reflection

Characters:

- Characterization includes speech, action, and physical description
- Descriptions of settings and events including sensory details of places, thoughts, and emotions
- Characters may express heroism during an historical moment

Setting:

- Focus on a single period of events in the writer's life (episodic)
- Often focuses on notable people known to the author
- May be a partial entry selected from a more detailed recording of events and thoughts
- Utilizes historical settings and actions while conveying a personal emotional tone

Plot:

- Usually focuses on a period of time reflecting on the implications of a major event in the author’s life or a specific historical period

Author’s craft:

- First person narrative
- Descriptive
- Reflective/ insightful ideas
- Intimate focus on memories, feelings and emotions
- Depth of idea development
- Emotional journey into the past
- Movement in text

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Memoirs

Grade 7
<p>Opportunities to teach:</p> <ul style="list-style-type: none">• Author’s perspective and tone• Closing statement or lesson learned• Personal response to elements• Personal connection• Understanding the author• Introduction (setting: time, date or both; who, what, when, where, and why)• Sequence• Presentation of details• Comprehension skills/strategies (summarize, analyze theme, connect, conclude, infer, synthesize)• Analyze structure, elements, style and purpose

Grade Level Instructional Scope for COMPOSING the Genre and Text of Memoirs

Grade 7

Opportunities to teach:

- Writing process
- Write about pertinent event from prior knowledge and life experience
- Choosing meaningful events (brainstorming, stream of consciousness, browsing, writing notebooks, and other prewriting techniques)
- Presenting a perspective
- Reflecting and choosing feelings, thoughts and observations key to the event
- Narrowing the topic to a “snippet”
- Writing strong and enticing leads
- Presenting thoughts, feelings, and emotions through powerful, specific word useage
- Developing perspective and intensity to reflect experience (a “window” into life)
- Coherence

Narrative Text

GENRE: Mystery

DEFINITION:

A narrative that involves a crime or intriguing problem around which the plot is built. The main character (sleuth) embarks on a search to reveal the hidden secrets to explain clue-based events, find the truth, and solve the problem. The focus is on the character and actions of the person solving the crime rather than on the criminal or victims of the crime.

PURPOSES:

- To involve the reader in the characters' quest (speculations and predictions) to solve an intriguing problem
- To engage the reader in the excitement of suspense leading to the thrill of solution
- To engage the reader in gathering clues, analyzing clues, and prediction
- To intrigue/entertain the reader with questions about who did it, what happened and why, and if and when the crime or problem will be solved

CHARACTERISTICS:

- Follows narrative structure and contains narrative elements: characters in settings with problems, creating conflict or tension through events leading to a climax, then a final resolution
- Sometimes classified as historical fiction, adventure, or realistic fiction
- Suspense is the chief element

Themes:

- Progressively revealed as characters discover clues and react to events

Characters:

- Main characters are fully developed and realistic
- Supporting characters are flat, or underdeveloped
- The protagonist is the detective, sleuth, or main character, and is fully developed through descriptions of appearance, actions, speech, opinions and what others say and think about him/her
- The antagonist is the villain; suspects are also presented as possible villains
- The victim is the target of an evil deed
- Character reactions to clue-based events provide hints/motives

Setting:

- Mood (typically dark, dreary, mysterious, scary)
- Importance based on the type of crime or mystery

Plot:

- Focused on a crime, puzzle or unusual problem to solve
- Progressive, complex plot development leads to a successful resolution which includes a:
 1. Series of interrelated events
 2. Strategically placed clues (e.g. fingerprints, letters, notes, secret codes) are revealed by observing characters' actions and motives
 3. Progression of "discoveries"
 4. Development:
 - a. Conflict = Crime
 - b. Strategically placed clues and character reaction to clues
 - c. Climax involving interactions between sleuth and villain
 - d. Conclusion revealing motive and resolution of crime

Author's craft:

- Development of interrelated, suspenseful events
- Use of foreshadowing (inclusion of clues to solve the mystery)
- Suspenseful cliffhanger chapter endings compel the reader to continue
- Red herring (clues) throw the reader off track
- Infusing clues for the reader
 1. Hints provided through dialogues
 2. Hints provided by characters' actions, and observing characters and their interactions

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Mysteries

Grade 5	Grade 7
Opportunities to teach: <ul style="list-style-type: none"> • Setting (backdrop, importance, time period, mood) • Characters (developed, undeveloped, roles and functions) • Plot (events, crime, actions, clues) • Resolution of crime, motive, ending • Comprehension skills/strategies (predict, question, reread, infer, summarize, interpret, visualize) • Personal response 	Opportunities to teach: <ul style="list-style-type: none"> • Setting (backdrop, importance, time period, mood) • Characters (developed, undeveloped, roles and functions) • Plot (events, crime, actions, clues) • Resolution of crime, motive, ending • Craft in developing suspense • Climax, resolution of crime, motive, ending • Variations within the genre: historical, detective, humorous, fantasy, and problem/puzzle mysteries • Comprehension skills/strategies (predict, question, reread, infer, summarize, interpret, visualize) • Personal response

Grade Level Instructional Scope for COMPOSING the Genre and Text of Mysteries

Grade 5	Grade 7
Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Title • Description • Replication of authors' styles/patterns • Setting (time period to enhance plot, imagery) • Plot structure and development • Realism of characters • Plot development • Element of surprise • Increasing sophisticated sentence and grammatical structures • Developing suspense • Dialogue (character development/clues) • Foreshadowing 	Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Title • Description • Replication of authors' styles/patterns • Setting (backdrop, importance, time period, mood, imagery) • Characters (developed, undeveloped, roles and functions) • Twists in plot (events, crime, actions, clues) • Resolution of crime, motive, ending • Developing suspense • Variations within the genre (historical, detective, humorous, fantasy, and problem/puzzle mysteries) • Relationships among setting, characters, theme and plot • Characterization of major/minor characters • Internal/ external conflict • Realism in character development • Dialogue • Techniques for building to the climax • Foreshadowing • Information added to detract the reader from the real solution • Consistency of content, voice and genre characteristics • Increasingly sophisticated sentence and grammatical structures • Parallel structure

Narrative Text

GENRE: Myth

DEFINITION:

Anonymously written folk literature originating during man's early history. Describes facts to explain religious doctrine, cultural belief or some mystery of nature. Myths, a subgenre of folktale, present characters with extraordinary powers. Characters may be gods, goddesses, demi-gods or humans who act in recognizable human ways through familiar motives.

PURPOSES:

- To explain how something came to exist
- To explain historical and scientific aspects of life, culture and nature
- To explain origins of behavior and virtue
- To transmit a cultural ideology

CHARACTERISTICS:

Themes:

- Aspects of life or universal human experience, and/or the human condition
- Mysteries of nature
- Explanation of religious doctrine or cultural beliefs
- Relationships between gods and man or among gods

Characters:

- Supernatural beings, deities, or personified elements of nature
- Humans in favor of, or at the mercy of, the gods
- Archetypal (patterned) characters (e.g., wise king, vengeful gods, etc.)

Setting:

- Sites affiliated with the worlds of Greek gods/goddesses
- Ancient worlds (e.g., Greeks, Romans, European, Native American, Asian, African)
- Other archaic or early societal settings

Plot:

- Supernatural beings (often gods and goddesses) assume certain powers and suffer limitations of power due to natural phenomenon or their relationships with other powerful beings
- Gods and goddesses control events; humans are aided or victimized
- Some myths detail the creation of the earth, while others may be about love, adventure, trickery, or revenge
- Formulas or archetypes (recurring patterns) for universal human experiences and ideas (visible as plot-types, characters, patterns in thought, and so forth)
- Include cosmic phenomena, peculiarities of natural history, the origins of human civilization or the origin of social, religious custom, or the nature and history of objects of worship
- Realities of existence (e.g., danger, disease, misfortune, death, and human frailty) become more acceptable by explaining them as part of a sacred universal order
- Very human adventures of characters reflect serious purposes

Author's craft:

- Traditional story structure
- Complex symbolism
- Developing explanations for aspects of life and universal human experience
- Using metaphorical figures of speech to attribute human qualities to animals, ideas or things (personification)
- Depth of ideas, reflection or insight
- Use of metaphor (effective comparisons)

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Myths

Grade 4	Grade 7
Opportunities to teach	Opportunities to teach:
<ul style="list-style-type: none"> • Shared human experience • Structure • Narrative elements • Purpose • Setting manipulations (flashback) • Analysis of perspective • Conflict/resolution • Analysis of characters and dialogue • Role of hero, anti-hero, narrator • Symbolism • Comprehension skills and strategies (connect, analyze themes/perspectives, draw parallels, categorize, classify, compare, contrast, summarize) 	<ul style="list-style-type: none"> • Shared human experience • Structure • Narrative elements • Purpose • Setting manipulations (flashback) • Analysis of perspective • Conflict/ resolution • Analysis of characters and dialogue • Role of hero, anti-hero, narrator • Symbolism • Comprehension skills and strategies (connect, analyze themes/perspectives, draw parallels, conclude, infer, synthesize, summarize) • Archetypes (an image, descriptive detail, plot pattern, or character type that evokes profound emotions) • Cultural-historical connection

Grade Level Instructional Scope for COMPOSING the Genre and Text of Myths

Grade 4	Grade 7
Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Titles • Leads • Shared human experience • Replication of authors' styles/patterns • Connecting/developing elements of plot • Structure • Narrative elements • Purpose • Setting manipulations (flashback) • Analysis of perspective • Conflict/resolution • Character traits and dialogue • Role of hero, anti-hero, narrator • Symbolism • Composing techniques (prewriting/drafting, sequence, coherence, flow, etc.) 	Opportunities to teach: <ul style="list-style-type: none"> • Writing process • Titles • Leads • Shared human experience • Replication of authors' styles/patterns to reflect archaic ideology and authors • Connecting/developing elements of plot • Structure • Narrative elements • Purpose • Analysis of perspective • Conflict/resolution (internal/external) • Character traits and dialogue (major/minor, antagonist/protagonist) • Role of hero, anti-hero (villain or opposing character), narrator • Complex symbolism • Composing techniques (prewriting/drafting, sequence, coherence, flow, etc.) • Resolution/ending

Narrative Text

GENRE: Nursery (Folk) Rhyme

DEFINITION:

A short rhymed verse, poem, or brief tale for children from the oral tradition of a culture that survived because of the language experience and rhythm of the chant rather than the meaning conveyed. Nursery rhymes are simple, skillfully composed, exhilarating, or dramatic (e.g. *Hey diddle, diddle! / The cat and the fiddle / The cow jumped over the moon; / The little dog laughed / To see such sport, / And the dish ran away with the spoon,* or *Baa, baa, black sheep, / Have you any wool? / Yes sir, yes sir, / Three bags full; / One for the master, / And one for the dame, / And one for the little boy / Who lives down the lane.*) Nursery rhymes (e.g., *Mother Goose*) help children (through hearing them spoken or sung) acquire a love for poetry.

PURPOSES:

- To engage the listener in oral traditions (proverbs, riddles, street cries, chants) of the culture
- To create images
- To emphasize similarity between sounds
- To emphasize the musical quality of rhythmic and poetic language
- To provide a beat or rhythm for everyday chores

CHARACTERISTICS:

Themes:

- Aligned to interests of young children
- May be “pure nonsense”

Characters:

- Simple
- Focus on one character trait
- Likeable or intriguing personalities

Setting:

- Insignificant

Plot:

- Simple
- Frequently incorporates cause-effect
- “Good story” with quick action

Author’s craft:

- Speech play
- Varied language patterns (e.g., alliteration, rhythm, rhyme)
- Imagery

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Nursery Rhymes

Grade K
<p>Opportunities to teach:</p> <ul style="list-style-type: none">• Rhythm/cadence• Words/performances related to classic or cultural rhymes• Illustration of characters• Students respond to nursery rhymes through drawing, performing (singing/clapping), and by approximating written language (letters, letter clusters, beginning vocabulary)

Narrative Text

GENRE: Personal Narrative

DEFINITION:

A personal narrative, written in first person, documents a person's experience. It could tell of a single life shaping event, or simply a mundane daily experience. A personal narrative is often one of the first types of writing. It includes experiences encountered, read, observed or heard.

PURPOSE:

- To share a personal experience

CHARACTERISTICS:

Themes:

- Psychological impact
- Often reflects inner voice

Characters:

- Linked to life-changing events

Setting:

- Meaningful context in which the events occurred

Plot:

- Decision points in a series of events

Author's craft:

- Description
- Action-filled
- Dialogue

- Specific detail (who, what, when, where, why, how)
- Expressive, colorful language
- Writing for varied audiences
- Developing significance through implicit and explicit messages that convey meaning
- Sensory description indicating strong feelings
- Short composition
- Author as expert
- Events recorded and recounted
- Metaphors and similes
- Structures: chronological approach, flashback sequence, and/or reflective mode

Grade Level Instructional Scope for COMPOSING the Genre and Text of Personal Narrative

Grade K	Grade 1	Grade 2	Grade 6
<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Basic form • Purpose • Character, setting and events • Illustrating to convey meaning • Developing importance 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Basic form • Purpose • Character, setting and events • Illustrating to convey meaning • Beginning, middle and end • Identify problems and solutions • Chronological sequence • Transitional words: before, after, now and finally • Sense of story • Developing importance 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Basic form • Purpose • Character, motivations, setting and events • Illustrating to convey meaning • Identify problems and solutions • Chronological sequence • Transitional words: before, after, now and finally • Sense of story • Literary devices: illustrations, titles, story events, comparisons, metaphors or similes, to reveal characters' thoughts and actions • Developing importance 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Form • Purpose • Structure • Literary and plot devices e.g. internal conflicts, external conflicts, antagonist/ protagonist, personification • Replicate author's style and patterns • Titles, leads and endings • Consistency of text features • Developing importance

Narrative Text

GENRE: Poetry

DEFINITION:

Literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.

PURPOSES:

- To create mental/visual and sensory images
- To engage the reader in thinking beyond the literal/superficial
- To illuminate the art, mystery and novelty of language
- To appreciate the sound of language
- To understand self and world in new ways
- To capture the essence of meaning in the sparest of language
- To express thoughts and feelings through lyrical language
- To engage the reader/listener in reflection
- To focus attention on and reconsider an object, thought, observation or experience
- To broaden or intensify the reader's experiences and understandings

CHARACTERISTICS:

- Many forms and lengths
- Open, unlimited subject matter (from fantastic to stark realism)
- Does not usually follow conventions of narrative structure or grammar
- Patterns are typically expressed in meter (regular patterns of high and low stress), syllabication (the number of syllables in each line of text), rhyme (the correspondence of sounds at the ends of lines), alliteration (phrase or line having two or more words with the same initial sound)
- Variations in punctuation and layout to facilitate cadence (rhythm) and how the poem is read
- Condensed language
- Precise word choice for sensory imagery (vivid description to produce mental pictures)
- Figurative language, especially metaphor (comparison)
- Words are specifically chosen to represent sounds or meanings
- Three main types:
 1. Narrative (which tells a story or sequence of events)
 2. Dramatic (meant to be read aloud), and
 3. Lyrical (personal and descriptive—showcasing melodic language)
- Forms: alliterative, ballad, blank verse, bio poem, cinquain, concrete (shape) poem, dramatic monologue, elegy, epic, epigram, formula poem, free verse, haiku, limerick, list poem, narrative poem, ode, slam poetry, sonnet, etc.
- Themes, characters, settings, and plots vary in relationship to purpose and form

Author's craft:

- Elements related to specific forms
- Writing in phrases
- Using strong verbs and nouns
- Details to enhance and clarify significant moments
- Selecting fewer words to say more
- Repetition and patterns of sounds, words, lines and images
- Borrowing/transforming others' phrases or sentences
- Sensory imagery
- Imagery (through syntax, rhythm and context) to convey the larger message
- Creation of images
- Use of figures of speech, such as metaphor/simile and other techniques for comparing and contrasting
- Departing from usual word orders and pronunciations
- Creating new words
- Meaning inferred through suggestion or by omission
- Inclusion of words with layers of meanings
- Rhythm schemes convey mood
- Conveying mood through visual layout
- Use of first person or "character anonymous"
- Unconventional punctuation to meet the poet's purpose
- Use of personification (figure of speech in which animals, ideas, things, are represented as having human qualities)
- Noticing and using alliteration (repetition of the same consonant sound at the beginning of several words)
- Use of assonance (repetition of vowel sounds without the repetition of consonants)
- Use of onomatopoeia (using words, the sound of which, suggests their meaning)
- Use of consonance (repetition of consonant sounds within and at the ends of words)
- How to use line breaks and white space
- Titles
- Beginnings and endings
- Changing prose to poetry
- Expressing human emotion and feeling
- Conveying meaning from fantastic events to stark realism
- How meter, rhythm and rhyme determine line length
- Figurative language
- Compact language that is both imaginative and artistic
- Visual layout (may enhance or direct how the poem is read)
- Language composed according to a pattern of beat and melody
- Condensed language
- Linking and or creating an interdependence of words

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Poetry

Grade K	Grade 2	Grade 4	Grade 7
<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Rhythm • Listening skills and strategies • Rereading for new meaning • Searching for a poem’s personal meaning • Rhyme • Exploring themes • Basic characterization • Noticing special words and phrases • Responding to words, phrases and lines that the reader loves • Performing poetry • Choral reading • Varying tonal qualities and voices in choral or oral reading • Choral response 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Rhythm • Listening skills and strategies • Rereading for new meaning • Searching for a poem’s personal meaning • Exploring themes • Rhyme • Character traits • Noticing special words and phrases • Responding to words, phrases and lines that the reader loves • Rereading for imagery • Performing poetry • Choral reading • Varying tonal qualities and voices in choral or oral reading • Grade appropriate forms • Choral response • Writing poetic commentaries/ responses 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Rhythm • Listening skills and strategies • Rereading for new meaning • Searching for a poem’s personal meaning • Exploring themes • Patterns • Imagery • Theme • Simile • Vocabulary • Noticing special words and phrases • Responding to words, phrases and lines that the reader loves • Rereading for imagery • Performing poetry • Choral reading • Varying tonal qualities and voices in choral or oral reading • Grade appropriate forms • Writing poetic commentaries/ responses 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Rhythm • Listening skills and strategies • Rereading for new meaning • Searching for a poem’s personal meaning • Exploring themes • Specific authors and their patterns • Imagery • Analysis of metaphor/simile • Theme • Vocabulary • Noticing special words and phrases • Responding to words, phrases and lines that the reader loves • Rereading for imagery • Performing poetry • Choral reading • Varying tonal qualities and voices in choral or oral reading • Mood • Grade appropriate forms • Writing poetic commentaries/ responses

Grade Level Instructional Scope for COMPOSING the Genre and Text of Poetry

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Grade appropriate forms • Creating and using special language or new words 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Grade appropriate forms • Rhyming words • Creating and using special language or new words • Strategies for organization • Using a writer’s notebook • Conferring with others 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Grade appropriate forms • Rhyming words • Free writing • Strategies for organization • Creating and using special language or new words • Using a writer’s notebook • Conferring with others 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Grade appropriate forms • Rhyming words • Free writing • Strategies for organization • Creating and using special language or new words • Using a writer’s notebook • Conferring with others 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Grade appropriate forms • Free writing • Strategies for organization • Creating and using special language or new words • Using a writer’s notebook • Conferring with others

Grade 5	Grade 6	Grade 7	Grade 8
<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Free writing • Strategies for organization <ul style="list-style-type: none"> • Creating and using special language or new words • Using a writer’s notebook • Conferring with others 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Free writing • Strategies for organization • Creating and using special language or new words <ul style="list-style-type: none"> • Using a writer’s notebook • Conferring with others 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Free writing • Strategies for organization <ul style="list-style-type: none"> • Creating and using special language or new words • Using a writer’s notebook • Conferring with others 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Free writing • Strategies for organization <ul style="list-style-type: none"> • Creating and using special language or new words • Using a writer’s notebook • Conferring with others

Narrative Text

GENRE: Realistic Fiction

DEFINITION:

A classification of literature containing stories that *could* happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of *theme* (e.g., survival friendship diversity, tolerance, environmental preservation, courage, freedom, justice).

PURPOSES:

- To entertain or enlighten
- To help understand problems and issues that might be encountered in their own lives
- To empathize with characters engaged in resolving problems
- To recognize the complexity of human relationships

CHARACTERISTICS:

- Narrative elements: characters, setting, a plot involving conflict or tension revolving around a problem, and a resolution providing the conclusion
- Can be humorous, adventurous, romantic and/or imaginative

Themes:

- Reflect realistic human and life experiences

Characters:

- True to life, vivid, imaginary characters seem real and behave in realistic ways
- Fictional characters (animals, people) that are confronted with challenges
- Protagonist (main character's problem causes tension)
- Characters and conflict are interrelated
- Realistic fiction often includes antagonists, who are the opposing force in the main character's conflict
- Vivid, detailed descriptions and dialogue help the reader understand the thoughts, feelings, values and personalities of characters

Setting:

- Usually takes place in the present
- Location, season, weather, and time period are important to the plot, characters, problem, and theme
- Vivid, detailed descriptions help the reader envision the places encountered

Plot:

- Engages the reader in understanding universal human problems
- Reflects the character's problem (central to the plot)
- Progression through rising action: a conflict creates tension, which sparks a sequence of events (with roadblocks) culminating in a solution
- Various forms of conflict (person vs. person, etc.)
- True to life, vivid, imaginary events seem real
- Variations of plot include foreshadowing and flashback
- Commonly uses problem-solution pattern

Author's craft:

- Narrative structure and elements
- Use of humor
- Fictionalizing
- Developing character
- Creating an introduction which builds the story's background
- Developing imagery, figurative language, and author's style
- Depth of ideas, reflection or insight
- Developing implicit and explicit messages for the audience

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Realistic Fiction

Grade 1	Grade 3	Grade 8
<p>Opportunities to Teach:</p> <ul style="list-style-type: none"> • Basic form • Purpose • Sense of story (beginning, middle and end) • Sequence of events • Illustrations to support understanding of elements and events • Illustrations to support evidence of real life events • Key ideas and details • Real and make-believe • Story grammar • Asking questions • Relationships of characters, events and ideas • Time sequence words • Comprehension skills and strategies (connections to self and other texts, personal knowledge) • Personal response 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Basic elements • Purpose • Story grammar • Characterization (attitudes, actions, motivations thoughts, traits, comparisons of relationships) • Compare events and key ideas • Fact versus fiction • Story level theme • Setting • Main idea • Prediction • Point of view • Comprehension skills and strategies (retell/sequence ideas and details; compare/contrast relationships, among characters, events and ideas across text types connect to themes/ perspectives; monitor understanding of organizational patterns; reread, summarize, predict, visualize, question, infer) • Personal response 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Elements • Personal style • Purpose • Theme and sub-themes • Analyze distortion • Analyze stereotypes of gender, race, culture, age, class, religion and individual differences • Maturity of the textual ideas • Abstract theme • Analyze the plot (rising/falling action) and subplots • Role of minor characters in relation to conflict • Characterization in relation to conflict • Narrator’s credibility • Symbolism • Imagery • Comprehension skills and strategies (predict, visualize, question, reread, interpret, summarize, conclude, infer, synthesize, connect knowledge to themes and perspectives) • Personal response

Grade Level Instructional Scope for COMPOSING the Genre and Text of Realistic Fiction

Grade 2	Grade 3	Grade 8
<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Basic form • Purpose • Beginning, middle and end • Setting • Problem/solution • Sequence of realistic events • Illustrations to support mood • Key ideas, story events and details • Relationships of characters, events and ideas • Time sequence words • Replication of author’s style and pattern 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Structure • Purpose • Beginning, middle and end • Setting • Problem/solution • Conflict • Sequence of events • Fictionalizing elements • Personal style • Voice/Point of view • Dialogue • Theme • Paragraphing • Description of setting and characters • Characterization (actions, thoughts, traits, motivations – round characters) • Replication author’s style and pattern 	<p>Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Structure • Purpose • Sequencing of events • Fictionalizing elements • Personal style • Voice/ point of view • Dialogue/monologue • Narration • Developing major/minor character • Creating internal and external conflict • Creating rising and falling actions • Transitional language • Relationships between the plot the theme and imagery • Setting scenes • Replication of author’s style and pattern

Narrative Text

GENRE: Science Fiction

DEFINITION:

A subgenre of realistic fiction and literary fantasy, science fiction is imaginary text based on current or projected scientific/technological knowledge, developments, and conjecture.

PURPOSES:

- To suggest future transformations that could take place regarding human existence
- To suggest hypotheses about conditions of a future world using current scientific knowledge and conjecture
- To predict what scientists believe *could* happen
- To develop reflection regarding human qualities, ethics, and responsibilities
- To encourage reflection from a hypothetical (what if) mode of thinking
- To encourage imagination, and thought about vivid alternatives and exciting possibilities/insights
- To engage the reader in adventures of exploring the unknown
- To encourage thought about political organizations, technical resources, or social and moral codes or structures which may be strikingly different than our own

CHARACTERISTICS:

- Hypothetical (what if) ideas based on predictions from scientific developments
- Defined by content rather than pattern. Some examples include:
 - Adventure/ space exploration
 - High tech, artificial intelligence, virtual reality
 - Life threatening cataclysmic disasters
 - Bioengineering (using principles of engineering to solve medical problems) and immortality
 - Space flight or epic journeys
 - Earth's children or building/creating other worlds
 - Journeys through space and time, aliens, parallel worlds and alternate histories
 - Different types of societies and structure
- Provided in a variety of forms (short stories, novels, plays, comics)

Themes:

- Provocative/philosophical such as the meaning of life
- Reflection on past and/or present decisions to create future social structures
- Universal truths
- Futuristic society: themes around ideology, bias, distortion as related to views of the time period
- Explicit themes dealing with time travel, future technologies, parallel worlds, etc.

Characters:

- Must be believable/credible to the last detail leading to a suspension of disbelief
- Created through dialogue and action
- May be based on scientific speculation (prediction)
- Character types: protagonist/antagonist, hero/anti-hero (villain), dynamic (changing)/static (consistent) , creator/destroyer

Setting:

- Visionary future scenarios
- Introduction/preface providing background and sets the scene (characters, setting, past and/or present conflicts, and goals)
- Faraway place in the distant past or future
- Important to the story and believable/ credible to the last detail
- Interrelated with the plot's development
- Based on descriptions related to future and scientific speculation
- Certain unknowns are accepted as proven fact

Plot:

- Conflict of the main character (man vs. man, man vs. nature, man vs. self, man vs. society, man vs. machine)
- Possible sequence of events given scientific advances in fact or theory
- Plot: rising action, falling action, climax, sequence, etc.
- Variations including flashback and foreshadowing
- Resolution may have an implicit message with moral implications
- Plot may revolve around future possibilities deriving from scientific speculation

Author's craft:

- Developing elements of story
- Symbolism
- Creating tension (actions, events, narrator's or main character's reflections)
- Text patterns (cause/effect, problem/solution, compare/contrast, chronological order)
- Effective use of dialogue
- Revealing the character
- Developing conflict and building to the climax
- Finding and effectively providing relevant information for comparing life to text related issues of current society (distortion related to views of the time period e.g., gender, tolerance, fairness, age, and equity, related to individual differences)
- Thought-provoking, suspenseful mood/tone
- Alternate forms (e.g., "comics", graphic novels)
- Researching and developing visionary, realistic future scenarios
- Developing theme, ideas, details, reflection or insight

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Science Fiction

Grade 5	Grade 8
<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Elements • Mood • Purpose • Plot • Character analysis (major and minor) • Interactions among character traits, setting, plot, climax dialogue and problem resolution • Use of exaggeration • Use of metaphor • Heroes/anti-heroes • Role of the narrator • Theme • Comprehension skills and strategies (connect, conclude, infer, synthesize) • Personal Response • Background information on social systems addressed • Background information on future technologies 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Elements • Author’s style • Mood • Purpose • Plot (rising/falling actions) • Conflicts and complications • Credibility of the narrator • Symbolism • Imagery • Abstract theme and sub-themes • Universal truths and/or principles • Analysis of stereotyping(gender, race, culture, age, class, religion, and individual differences) • Text patterns • Comprehension skills and strategies (connect to themes/perspectives, conclude, infer, synthesize, summarize) • Personal response • Background information on social systems addressed • Background information on future technologies

Grade Level Instructional Scope for COMPOSING the Genre and Text of Science Fiction

Grade 8

Opportunities to teach:

- Writing process
- Exposition (commonly provided as an introduction explaining background; always used for sequels, series, etc.)
- Symbolism
- Manipulations to setting (flashforward, flashback, or story within a story)
- Creating tension (internal and external)
- Text patterns (cause/effect, problem/solution, compare/contrast, chronological order)
- More complex narrative development (sentence structures, paragraph development, vocabulary, inference)
- Dialogue
- Character development (traits, actions, thoughts, reflections, major/minor and hero/anti-hero)
- Information for comparing to issues of current society (ideology, bias, distortion related to views of the time period e.g., prejudice, gender, racism, tolerance, fairness, age, class, religion, equity, values, and stereotypes related to individual differences)
- Point of view
- Thought-provoking, suspenseful mood/tone
- Deciding what NOT to say (dialogue)
- Constructing an inferential/provocative/often philosophical message
- Alternate forms, e.g. "comics"
- Researching (scientific) to develop details of visionary future scenarios
- Voice/tone
- Reflection/ insight
- Elaborated, relevant details
- Logical, coherent organization
- Controlled and varied sentence structure for effect
- Effective, precise language
- Conventions

Narrative Text

GENRE: Song

DEFINITION:

A song is a piece of music with text for the voice. It is a lyric poem with a musical setting that has a number of repeating stanzas (verses) written to be set to music for vocal performance or with accompaniment of musical instruments. Song combines words, tunes, and rhythm in a planned sequence.

PURPOSES:

- To experience lyrical performance
- To entertain
- To highlight the significance of an event
- To portray nature
- To combine words, tune and rhythm in a planned sequence
- To appreciate rhythm, sound patterns and musical qualities of language

CHARACTERISTICS:

- Music and words may be composed together or one after the other
- Verse is often the equivalent of stanza
- Does not always follow narrative conventions of theme, characters, setting, plot
- Forms: ballad, war song, chant, lyric, hymn, madrigal

Author's craft:

- May use rhyme
- May use nonsense verse
- Repetition of ideas
- Figures of speech
- Repetition of sound patterns (e.g. alliteration, assonance, consonance, etc.)
- Rhythm/cadence
- Imagery
- Figures of speech
- Musical qualities of language
- Poetic arrangements

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Songs

Grade K

Opportunities to teach:

- Basic form
- Purpose
- Prosody (pitch, loudness, tempo and rhythm patterns in spoken language)
- Activation of prior knowledge
- Setting, characters, events (if narrative)
- Predicting
- Connecting to ideas and to other songs
- Retelling
- Students respond to songs through performance, drawing, and by approximating written language (letters, letter clusters, beginning vocabulary).

Narrative Text

GENRE: Story

DEFINITION:

Text that tells a series of events providing a beginning, middle, and end.

PURPOSES:

- To entertain
- To enable reader to enjoy experiences vicariously
- To stretch reader's imagination
- To enlarge reader's life
- To record experiences
- To develop background knowledge

CHARACTERISTICS:

- Short narrative
- Structures include cumulative, interlocking or chain (ab, bc, cd ...), common sequences (seasons, days, months), rhyme, repetition, time sequence
- Identifiable problem or tension that gives shape to the plot
- Often relies on sensory details for impact
- Usually includes description and dialogue
- May include refrains (repetitive words or phrases that invite children to share in the reading)
- Language patterns aid in predicting the action
- Setting, characters, events
- Illustrations may convey and enhance the meaning behind the story

Author's craft:

- Narrative structure and elements
- Logical, coherent organization
- Voice/tone
- Can be humorous or imaginative
- Controlled and varied sentence structure for effect
- Developing imagery, figurative language, and author's style
- Effective language
- Narrative conventions

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Stories

Grade K

Opportunities to teach:

- Purpose
- Beginning, middle and end
- Setting and characters
- Narrative structure
- Sequence of events
- Concepts of print
- Illustrations to support understanding of elements events
- Time sequence words
- Listening comprehension
- Concept and vocabulary development
- Mood/tone
- Comprehension skills and strategies (connections to self and other texts, personal knowledge)
- Personal response

Narrative Text

GENRE: Tall Tale

DEFINITION:

Humorous narrative folktales about adventures including impossible pioneering feats, which often portray swaggering heroes who do the impossible with nonchalance.

PURPOSES:

- To tell an entertaining story
- To record an exaggerated version of a real, imaginary heroic or humorous act or series of acts
- To kindle imagination
- To explain natural and social phenomena
- To reveal human nature

CHARACTERISTICS:

- Narrative elements and structure
- Conveyed in a realistic, matter-of fact and often humorous way
- Exaggerated characteristics of heroes and events using superlatives
- Events and resolutions often incorporate good humor or trickery
- Some are based on real characters
- Some are a stereotypical compilation or idealization of real people or real groups, e.g., lumberjacks, miners, railroad builders, cowboys, etc.
- Reasonably short

Themes:

- Adventures of the North American frontier
- Conveyed in a realistic, matter-of fact and often humorous way

Characters:

- Fictional and “colorful” but based in legend
- Exaggerated personality
- Focus on the pioneer “spirit” in adapting to a harsh environment
- Exaggerated physical traits
- Superhuman feats
- Specific to North American culture

Setting:

- Realistic settings which may have exaggerated qualities
- Settings are integral to the storyline
- Settings are regional, often based on the occupation of the hero/heroine

Plot:

- Invented events with exaggerated incidents designed to demonstrate heroic deeds
- Characterized by extreme exaggeration and superhuman feats in overcoming “historical” challenges
- Characters must adapt to harsh environments (man vs. nature)
- Problems or tussles solved with good humor

Author’s craft:

- Developing narrative elements (plot, complications, climax, rising/falling action)
- Replication of folktale structure
- Effective (direct) dialogue (often written in “dialect”)
- Fictional (heroic) characters
- Storyline based on effective use of research (historical feats)
- Exciting events and fast paced actions
- Metaphor, simile and dialogue used to present descriptions of impossible feats
- Duplicates “pioneer spirit” theme
- Characterized by extreme exaggeration and superhuman feats
- Use of superlatives
- Invented incidents follow planned sequence leading to predictions
- May use realistic events
- Setting manipulation (flashback)
- Humor, exaggeration
- Twists (problems solved with good humor—often including trickery)
- Narration
- Patterned introductory language

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Tall Tales

Grade 5
<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Structure • Elements • Style • Purpose • Setting • Character traits • Dialogue in characterization • Function of the hero • Role of the narrator • Conflicts and resolutions • Comprehension skills and strategies (summarize, connect to themes/perspectives/other texts, analyze themes and universal truths, conclude, infer, synthesize)

Grade Level Instructional Scope for COMPOSING the Genre and Text of Tall Tales:

Grade 5	Grade 6
<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Structure of folktales • Characterization in problem resolution • Dialect and dialogue • Exaggeration of plot elements • Developing climax • Setting (used as a metaphor or in developing conflict—man vs. nature) • Use of superlatives 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Writing process • Structure of folktales • Characterization in defining major/minor characters • Dialect and dialogue • Imagery • Mood • Developing complications • Understatement • Exaggeration of plot elements • Setting (used as a metaphor or in developing conflict—man vs. nature) • Use of superlatives

Informational Text

Informational Text Genre Pages

The **Informational Genre Definitions Pages** provide descriptions that apply across grade levels for each genre found in the Grade Level Content Expectations, v. 12.05. Educators need to assess the readiness, maturity, interest, reading level, and suitability of features for students when considering how to present and design instruction that teach genre components. Similarly, although the writing components of each genre have been identified by grade level, readiness and maturity are key considerations when designing an effective instructional approach for a student.

The **Genre Definitions** are presented alphabetically. Similar to the narrative presentation, “opportunities to teach” are identified by grade levels where the genre appears in the GLCE. The instructional points identify skills and processes associated with the genre and provide opportunities to address Michigan’s GLCE requirements. Others represent best practices or teaching targets extracted from research.

The format for the general description is organized by the following subheadings:

- **Definition**
- **Purposes**
- **Characteristics**
- **Grade Level Instructional Scope for Reading (Comprehending)**
- **Grade Level Instructional Scope for Writing (Composing)**

Descriptions serve as a resource without prescribing a course of study. Grade level specific learning targets are the starting point for genre study. Knowing about genre will help English language arts educators align curriculum, instruction and assessment related to genre-related learning expectations. Typical characteristics of informational text and opportunities to teach preface the individual Genre Pages. They should be implemented simultaneously with the more specific Genre Page definitions.

Typical Characteristics of Informational Text

GENRE: Informational Genres

DEFINITION:

Non-fiction texts that provide information about people, places, events, or things; or that tell the reader how to do something.

PURPOSES:

- To inform
- To provide ideas, facts and principles related to the physical, biological or social world
- To provide an account related to an historical event or the life of an individual
- To persuade
- To report

CHARACTERISTICS:

- Nonfiction, factual information that is accurate and structured around a central idea based upon purpose, which is composed following an inquiry

Common Types:

- Recounts
- Reports
- Procedurally or sequentially ordered texts
- Persuasive texts
- Reference materials
- Journalistic texts
- Human Interest Articles
- Autobiographical/biographical narratives
- Essays
- Variety of newspaper and magazine pieces

Common Features:

- Abbreviations
- Acknowledgements
- Annotations
- Appendices
- Asterisks
- Author's pages
- Bibliographies
- Blurbs
- Bullets
- Use of boldface text
- Captions
- Chapter headings
- Chapter summaries
- Charts
- Checklists
- Codes
- Conclusions
- Diagrams
- Directions
- Endnotes
- Figures
- Footnotes
- Forewords
- Glossaries
- Graphics
- Graphs
- Headings and subheadings
- Icons
- Indexes
- Introductions
- Keys and legends
- Labels
- Maps
- Marginal notes
- Narrative structures (e.g., autobiography/ biography)
- Paragraphs
- Parentheses
- Prefaces
- Photographs, pictures and illustrations
- Procedures
- Quotes
- References
- Rhetorical questions
- Steps
- Subheadings
- Summaries
- Subtitles
- Symbols
- Tables
- Table of contents
- Text structures
- Timelines
- Titles
- Title Pages
- Transitional language
- Writer's craft

Best Practices and Teaching Opportunities for COMPREHENDING the Genre and Text of Informational Pieces

Grades K-8	Grades K-8
<p style="text-align: center;">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Information accuracy based on date published • Bias/credibility of authors and sources • Application of knowledge gained to novel problems or questions • How to locate and choose texts • Planned work (with subject, theme and unity) • Identification of the text’s purpose • Purposeful use of literary devices • Examination of models providing interesting and genre-specific features • Text and informational genre structures • Understanding of elements • Comparing and contrasting • Categorizing and understand genre by author’s purposes • Classifying • Predicting • Genre specific terminology • Text patterns 	<p style="text-align: center;">Opportunities to teach:</p> <p>Understanding the text</p> <ul style="list-style-type: none"> • Content area literacy strategies • Comprehension skills • Personal response • Reflecting • Making connections • Demonstrating understanding • Inferring • Summarizing, synthesizing, concluding • Critiquing, analyzing, evaluating • Drawing parallels across time and culture • Predicting • Note-taking • Constructing mental images • Representing ideas in text • Taking effective notes • Questioning the author and text • Rereading • Constructing mental images • Understanding technical or academic vocabulary • Listening-to-learn strategies • Writing-to-learn strategies • Effective use of graphic organizers • Self-monitoring of comprehension and thinking and reasoning about knowledge • Discussing • Finding evidence • Critical evaluation

Best Practices and Teaching Opportunities for COMPOSING the Genre and Text of Informational Pieces

<p align="center">GRADES K-8</p>	<p align="center">Grades K-8</p>
<p align="center">Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • Writing process • Student, class and expert created rubrics • Set a purpose; choose an appropriate genre type; use knowledge of genre conventions • Self assess the quality, accuracy and relevance of work • Use informational text patterns (e.g., compare/contrast, position/support, problem/solution, descriptive, sequential, enumerative, chronological sequence, cause/effect) • Understand author’s styles and patterns • Use defining characteristics of a specific genre to compose own work • Use text features such as appendices, headings, subheadings, marginal notes, keys and legends, figures and bibliographies to enhance supporting details and key ideas 	<p align="center">Opportunities to teach:</p> <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Generating, narrowing and refining research questions and ideas • Choosing and using models • Taking and supporting a position • Gathering and organizing information • Conveying perspective • Developing arguments and rebuttals • Analyzing problems and posing solutions • Developing leads, introductions, or thesis statements that “hook” the reader • Doing substantial writing on their own • Defining and considering the audience • Organizing relevant information to draw conclusions • Replicating author’s styles and patterns • Applying a variety of drafting and revising strategies to generate, sequence and structure ideas at the whole text, paragraph, and sentence level • Appropriate and specific word choices (including technical or content vocabulary) • Illustrating • Level of formality • Use of examples • Use of first and third person • Adding needed information • Developing perspective • Developing main and supporting ideas • Word study and origins including content concepts • Sentence fluency • Editing and proofreading using appropriate resources and grade level appropriate checklists

GRADES K-8	Grades K-8
	<p>Exhibiting individual style and voice to enhance the written message (e.g., precision, established importance, transitions)</p> <ul style="list-style-type: none"> • Using simple and compound sentences, humor, element of surprise, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs • Use of correct punctuation • Correctly spelling frequently encountered words • Technical features • Slowing down and speeding up the text • Arranging paragraphs and reasons • Conventions: when, how and why to break them • Using appropriate resources to proofread and edit • Appropriate electronic technologies and resources

Informational Text

GENRE: Advertisement

DEFINITION:

Any type of notice designed to draw public attention or patronage to a product, event, cause, person or business (e.g., billboard, flier, circular, pamphlet, poster, packaging slip, banner, balloon, blurb, TV and radio spots, websites, inserts or notices in magazines and newspapers, classified column, brochure, informational poster).

PURPOSES:

- To sell a service or product
- To develop loyalty to a cause, person, or product
- To tantalize, persuade and invite
- To promote an event, product, cause or person
- To endorse a product over that of a competitor
- To correct actual or perceived misinformation
- To generate goodwill

CHARACTERISTICS:

- Range of formats
- Extensive use of graphics: layout, color, type font/size, visual images
- Superlatives (conveying the utmost degree) and hyperboles (intentional exaggeration)
- Comparisons with competitors
- Abbreviations of terms
- Use of metaphor (making comparisons without using *like* or *as*)
- Appeal to an audience
- Elements of urgency
- Jingles and/or songs
- Logos
- "Claimed" excellence or superiority
- Testimonials from anonymous or notable figures
- Asterisks referring to fine print, conditions, limitations, or warnings
- Order forms and requests for further information or samples
- Omission of conventional punctuation
- May be "sponsored" by a business or organization

- Use of concise language structures; often including unconventional spelling and colloquial terminology
- Use of persuasion (adjectives, rhetorical questions, argumentation)
- Appeal to logic; author entices an analysis of the point of view expressed, and its rationale
- Appeal through admiration and transfer; getting the reader to identify
- Appeal to readers' emotions
- Appeal to readers' senses
- Product and service descriptions providing price and contact person

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of an Advertisement

Grade 5

Opportunities to teach:

Understanding the genre

- Elements
- Features
- Structure
- Style
- Purpose
- Headings and subheadings
- Dates or timelines
- Effective graphic layout
- Diagrams
- Charts
- Introductions
- Summaries
- Conclusions
- Descriptions eliciting emotion
- Key and supporting ideas
- Informational text patterns
- Technical vocabulary
- “Invented” or unconventional spellings or language structures for effect (e.g. “the *mostest...*”)
- Hyperbole/exaggeration/superlatives
- Text features important for understanding key and supporting ideas
- Facts, evidence and support
- Author credibility
- Identifying author’s bias and intent
- Identifying and discussing “appeals”
- Illustration
- Determining the message
- Identifying persuasive techniques
- Critical response

Understanding the text

- Text features used to support comprehension of ideas
- Predict, visualize and visually represent, question, reread, interpret
- Analyze text patterns
- Analyze theme/message
- Evaluate based upon standards
- Analyze effect on audience

Informational Text

GENRE: Almanac

DEFINITION:

Yearly publications containing chronologies of events, phenomena and statistics for the past year(s) as well as compendiums of useful and interesting facts relating to countries of the world, sports, entertainment, etc.

PURPOSES:

- To illustrate characteristics of place
- To provide information in a quick and easily accessible form
- To show organization of a specific time period
- To provide information about dates and events related to a specific group or activity
- To inform the reader about specific topics
- To provide useful facts

CHARACTERISTICS:

- Yearly publication
- Includes a range of visual text: tables, graphs, charts and diagrams
- Collection of useful facts of wide interest to the general public
- Provides information in a quick and easily accessible form; a reference tool
- Includes records, lists and numerical information
- Multiple indices

Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of Almanacs

Grade 4

Opportunities to teach:

Understanding the genre

- Structures
- Elements
- Features
- Purposes
- Typeface/ print size
- Headings and subheadings
- Keys/legends
- Layout
- Table of Contents
- Multiple Index types
- Cultural influence
- Informational categorization: topical, chronological, or alphabetical
- Column format
- Tables
- Graphs
- Charts
- Diagrams
- Typeface and print size features

Understanding and using the text

- Text structures
- Vocabulary
- Current statistical characteristics of place
- How to find answers related to a specific time period
- How to locate information about dates and/or events related to a specific group or activity
- Inquiry into specific content or personal topics
- How to find useful facts to answer content area specific questions
- How to find information to support persuasive claims

Informational Text

GENRE: Atlas

DEFINITION:

A bound collection of maps, charts, or tables illustrating a subject based upon a specific focus.

PURPOSES:

- To illustrate characteristics of place (location, size, topographical features of a location, country, continent)
- To show absolute location of place
- To show relative location in comparison to other areas or regions
- To show relative location within the world
- To build mental models or develop background knowledge and conceptual depth

CHARACTERISTICS:

- Maps of various types
- Specific focus
- Introduction
- Table of contents
- Scale, key, and/or legend
- Outlines
- Abbreviations
- Compass
- Topography
- Political and physical maps
- Index with grid reference
- Longitude and latitude
- Symbols
- Shading or color to highlight features and/or locations
- Multiple editions
- Additional information (population, capital cities, etc.)
- Multiple typefaces, print sizes for emphasis, effect, or priority
- Natural resources
- Political divisions of regions, contents, the world, or galaxies

Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of Atlases

Grade 5

Opportunities to teach:

Understanding the genre

- Structure
- Purpose
- Features
- Introduction: intention, focus, theme, overview/summary of the book contents or sections
- Background knowledge
- Headings
- Typography and placement for emphasizing importance
- Content vocabulary
- Connections to a topic within a content discipline
- Symbols and compass
- Scale, key or legend
- Types of visual displays and representations
- Abbreviations
- Index
- Applications
- Conclusions

Understanding and using the text

- Answer questions
- Visual text features
- Geographical terminology
- Illustrate location characteristics (e.g., size, topographical features of a location, county, continent) for visualizing place
- Apply visual knowledge of relative locations
- Understand location in relationship to the world
- Gathering details and information for reading and writing purposes

Informational Text

GENRE: Autobiography

DEFINITION:

A narrative first person account of all or part of a person's life (written by the subject of the work).

PURPOSES:

- To share achievements
- To convey a personal view of events
- To make the person widely known
- To help readers come to understand big ideas, lessons and themes provided through the author's personal history
- To provide insights into personalities, interests and opinions
- To acknowledge those who have influenced the author's life
- To explore a period of time and offer insights into conditions, values, or beliefs of an era
- To help the author reflect on his/her life, correct misinformation, highlight best traits, or justify actions

CHARACTERISTICS:

- Narrative structure and elements
- Provides a history or partial history of the person's life
- Diaries, memoirs, journals, personal letters, and annotated photographic albums of a variety of lengths
- Continuous narrative
- Disagreeable events are often glossed over
- Unreliable as a record of facts

Theme:

- Reflects the author's perception of his/her life theme (s)
- Based upon what was learned from challenges in life
- Sub-themes, if present, are centered around milestones
- Evolution of the personal self
- Accomplishment
- Identity

Characters:

- First person account
- Varies in length
- May be subdivided into chapters
- Author is the main character
- Emotion-eliciting and reflective language
- Negatives often glossed over
- Often describes relationships
- Feelings and opinions of the author expressed from the author's point of view
- Direct and indirect speech
- Biased focus on positive character traits
- Well developed character provides internal thought process and insights
- Author/subject portrayed as a whole person with strengths and weaknesses

Setting:

- Various settings fluctuate with the context of the author/main character's experiences

Plot:

- The character may provide a setting in which s/he encounters problems through events and rising action leading to problem resolution
- May be divided into separate episodes, chapters, subplots
- May include flashback
- Often directly or indirectly implies cause and effect

Author's craft:

- Narrative development and structure
- First person description
- Development of mood/tone, creation of tension, voice, point of view, imagery, figurative language (metaphors/similes) etc.
- Important elements related to history, characterization, literary artistry
- Accurately convey opinion
- Developing flashback
- Character is revealed through what is written, what is not written, and how it is written
- Includes narration
- Photos and illustrations augment meaning

- Includes some authentic, accurate, verifiable facts
- Subject
- Theme
- Unity

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Autobiography

Grade 4	Grade 7
Opportunities to teach:	Opportunities to teach:
<p>Understanding the genre</p> <ul style="list-style-type: none"> • Plot • Narrative structure and development of elements • Author’s perspective • First person point of view • Theme or lessons learned • Time period • Setting • Analysis of character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict) • Analysis of how characters and communities reflect life • The impact of experiences • Flashback • Use of illustrations • Fact versus opinion <p>Understanding the text</p> <ul style="list-style-type: none"> • Retell • Connect knowledge to text perspectives • Explain relationships between and among ideas by categorizing, classifying, comparing , contrasting or drawing time parallels • Predict, visualize, question, reread for meaning, infer, interpret, summarize, conclude 	<p>Understanding the genre</p> <ul style="list-style-type: none"> • Style • Plot • Narrative structure and development of elements • Conflicts, tension, rising/falling action • How characters/communities and themes/issues reflect life and connect to student experiences • The impact of experiences • Character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict) • Overstatement/understatement • Exaggeration • Metaphor and simile • Captions • Diagrams • Fact versus opinion • Appraising historical accuracy <p>Understanding the text</p> <ul style="list-style-type: none"> • Retell • Connect knowledge to text perspectives • Interpret text structures and patterns • Predict, visualize, question, reread for meaning, infer, interpret, summarize, conclude • Central, key and supporting ideas

Informational Text

GENRE: Biography

DEFINITION:

Biography is a factual third person account of a real person's life usually focusing on character, career, or achievements, and providing authentic representations of the time and place in which the individual lived. A biography is more than a list of impersonal facts like birth, education, work, relationships and death. It also delves into the emotions of experiencing such events.

PURPOSE:

- To perpetuate the memory of a person
- To chronicle a person's life
- To share achievements, influences and incidents of the subject's life
- To dispel biased views
- To convey an accurate view of the person, make the person widely known, or reveal the significance of the person in relationship to influencing people or events
- To help readers come to understand big ideas, lessons and themes provided through understanding the subject's personal patterns throughout his/her history
- To reflect on aspects of historical or topical interest
- To acknowledge a person's influence on groups or causes
- To chronicle the most interesting and important events, usually with the aim of revealing character, personality, and social context.

CHARACTERISTICS:

- Factual, verifiable nonfiction account attempts to provide an accurate history or partial history of the person's life
- Narrative structure and elements
- Based upon credible primary and secondary research sources: diaries, journals, newspaper clippings, official documents, subject's letters and memos to or from others, personal knowledge, public ledgers, genealogies, digital library articles; books, videos, the Internet, newspaper articles, official documents, land memories captured through journal writing or interviews can be used as research materials to substantiate the details of this form of writing
- Well-represented characterization of the person
- Statements or descriptions related to the subject's significant relationships
- Often includes quotes, anecdotes, or comments from other people

- Commentaries provide insights from various perspectives
- May be written when the subject is alive or after death
- Visuals contribute to understanding of character, events, and theme
- May include footnotes and an extensive bibliography

Theme:

- Often based upon the subject's pattern of actions (reflecting feelings, values and beliefs)
- Sub-themes derive from shortcomings, virtues and milestones

Characters:

- Understood through third person account
- Reliable descriptions based on a record of facts
- Developed characterization drawn from various sources/perspectives
- Facts about the individual are authentic and verifiable
- Subject portrayed as a whole individual with strengths and weaknesses
- Subject experiences events and conflicts when attempting to resolve problems
- Descriptions of "significant relationships"
- Focuses on events that illustrate character traits, beliefs, values, and personal philosophy

Setting:

- Various settings fluctuate with the chronological life experiences of the subject
- Authenticity of time and place in which the individual lived
- Often details family background, childhood experiences, education, personality and character, comments by critics, business ventures, contributions to field of work or interest and the effects of these

Plot:

- Characters within settings encounter problems through events and rising action leading to problem resolution
- Well represented history of pivotal influential events (defining moments)
- Chronological events
- May be divided into separate episodes, milestones or chapters

Author's craft:

- Development of mood/tone, creation of tension, voice, point of view, imagery, figurative language (metaphors/similes) etc.
- Characterization
- Photos and illustrations to augment significant meaning
- Incorporates accurate, verifiable facts
- Theme
- Unity

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Biography

Grade 4	Grade 7
<p style="text-align: center;">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Third person narration and point of view • Narrative structure and development of elements • Types of conflict • Author’s perspective • Theme or lessons learned by subject • Time period • Setting • Analysis of character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict) • Analysis of how characters and communities reflect life • The impact of experiences • Flashback • Use of illustrations • Fact versus opinion <p>Understanding text</p> <ul style="list-style-type: none"> • Summarize • Retell • Connect knowledge to text perspectives • Explain relationships between and among ideas by categorizing classifying, comparing , contrasting or drawing time parallels • Predict, visualize, question, re-read for meaning, analyze theme • Third person narration and point of view, question, reread for meaning • Infer • Interpret 	<p style="text-align: center;">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Narrative structure and development of elements • Character sketches • Chronological order • Flashback and other setting manipulations • Conflicts, tension, rising/falling action • How characters/communities and themes/issues reflect life and connect to student experiences • The impact of experiences • Analysis of character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict) • Overstatement/understatement • Bibliography and footnotes • Fact versus opinion • Appraising historical accuracy <p>Understanding text</p> <ul style="list-style-type: none"> • Connect knowledge to text perspectives • Predict, visualize, question, re-read for meaning, analyze theme • Infer • Summarize • Conclude • Synthesize • Interpret

Grade Level Instructional Scope for COMPOSING the Genre and Text of Biography

Grade 8

Opportunities to teach:

Composing the genre

- Visualizing and planning
- Narrative structure and development of elements
- Personal writing style, author's voice
- Plot: Conflicts, tension, rising/falling action
- Purposeful dialogue
- Leads that hook (in the form of a question, that show/not tell, that raise questions for the reader, that set the tone, that inform, that surprise)
- Character sketches
- Chronological order
- Flashback and other setting manipulations
- How characters/communities and themes/issues reflect life and connect to student experiences
- Impact of experiences
- Character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict)
- Overstatement/understatement
- Fact versus opinion
- Comprehension skills/strategies :connect/relate, conclude, synthesize, infer, summarize, analyze themes
- Establishing historical accuracy
- Good endings that capture the essence of the piece, wrap things up, and conclude with a final sentence that fits
- Replication of biographers' styles

Composing the text

- Writing process
- Titles
- Leads
- Endings
- Prewriting strategies
- Researching authentic sources
- Sequencing ideas or information for effect
- Developing the body
- Coherence
- Consistency and unity

Informational Text

GENRE: Brochure

DEFINITION:

A small booklet or pamphlet designed to show services; sell an idea; or advertise a product, attraction, idea or event.

PURPOSES:

- To inform
- To give quick, concise information
- To invite
- To persuade
- To market a product, attraction or event
- To create interest
- To create goodwill

CHARACTERISTICS:

- Format: booklet or pamphlet with varied layouts
- Form: single sheet folded in varying forms
- Easy-to-read structures
- Heading: a question, statement, or phrase to hook reader
- Sponsor
- Symbols
- Abbreviations
- Directions
- Captions
- Schedules and timetables
- Contact information
- Language: concise and factual to persuasive description; may use superlatives, comparisons and unsubstantiated claims
- Specific vocabulary: guarantee, reservations, responsibility, warranty, location
- Typography: relevant, thought out, with distinctive font
- Readable, intriguing, functional text
- Appropriate white space
- Pictures, graphics and other illustrative material, such as maps or photos to establish interest/avoid distraction
- Medium: cheapest newsprint to glossiest art paper

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Brochure

Grade 7

Opportunities to teach:

Understanding the genre

- Purpose
- Style
- Level of formality
- Structure
- Symbols
- Heading or hook
- Subheadings
- Captions
- Use of font and layout
- Abbreviations
- Directions
- Using graphics
- Persuasive techniques and language
- Author's use of appeals
- Substantiation of claims
- Critique
- Response

Understanding the text

- Text structures and patterns
- Author's perspective
- Summarize, conclude, infer, synthesize, predict, visualize, question, interpret
- Text features
- Central, key and supporting ideas

Informational Text

GENRE: Comparative Essay

DEFINITION:

Comparative essays compare and contrast two texts, theories, historical figures, scientific processes, essays, etc. Comparing finds similarities, while contrasting finds differences.

PURPOSE:

- To compare and contrast
- To see similarities and differences
- To make a choice or judgment

CHARACTERISTICS:

- Sub genre of persuasive text
- Point-to-point analysis, in which the writer examines each point of a larger topic for both similarities and differences
- Whole-to whole analysis, in which the author examines one idea or topic as a whole and compares to another idea or topic as a whole
- Similarity-to difference analysis, in which all of the similarities between two things are presented, then all of the differences
- Organization of comparisons analyzed: most to least important, least to most important, most to least familiar, or spatial (graphic) organizer

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Comparative Essay

Grade 8
<p style="text-align: center;">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Features • Structure • Graphic organizers (e.g., Venn diagram, T-chart) • Details include specific examples as support and clarifying information • Evaluate credibility of research • Accuracy is essential • Facts/evidence support each assertion • Author’s voice does not detract from authenticity of ideas presented <p>Understanding the text</p> <ul style="list-style-type: none"> • Similarities and differences • Evaluate, question, analyze, take a position

Grade Level Instructional Scope for COMPOSING the Genre and Text of a Comparative Essay

Grade 4	Grade 6
<p style="text-align: center;">Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • Introduction • Sentence structures • Point-by-point organization • Whole-to-whole organization • Simple graphic organizers • Simile • Description • Comparative wording and structures • Paragraph development • Compare/contrast text patterns <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Organization • Voice • Style • Conventions 	<p style="text-align: center;">Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • Metaphor • Organizational options based upon importance • Compare/contrast text patterns • Sophisticated graphic organizers • Using a writing rubric to evaluate comparative characteristics <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Organization • Coherence • Unity • Voice • Style • Conventions

Informational Text

GENRE: Concept Book

DEFINITION:

Books containing pictures to present a class of objects, a single object, or abstract ideas in concrete, understandable ways through accurate description, repetition, and comparison.

PURPOSE:

- To increase background knowledge about a concrete concept
- To develop insight about an abstract concept
- To offer opportunities for generalization
- Develop vocabulary

CHARACTERISTICS:

- Often presents one abstract idea (e.g., spatial relationships)
- Often provides no story line
- Class of objects (e.g., colors, shapes, farm or zoo animals, an animal characteristic, leaves, etc.)
- Concrete representation
- Description, repetition, comparison
- Examples/non-examples
- Labels
- Illustrative photos
- Clear, attractive pictures
- Simple words
- Symbolic graphics
- Text features: layout, white space, font and font size, sentence length, lines and contours, tactile qualities

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Concept Book

Grade K

Opportunities to teach:

Understanding the genre

- Visual/symbolic representation
- Sequence
- Categorization
- Use of repetition
- Use of comparison
- Use of examples

Understanding the text

- Simple graphic representations
- Activation of prior knowledge
- Connections to personal experience
- Connections to content areas
- Predictions
- Summarization
- Concepts of print: cover, title, author, left to right , front to back
- Vocabulary

Informational Text

GENRE: Editorial

DEFINITION:

A short persuasive article requiring critical reading which is published in a newspaper, periodical, or electronic media presenting an opinion or reaction revealing bias, controversy and/or counterarguments. The author (usually the chief editor) argues either for or against an issue, attempting to persuade readers to accept his/her point of view and take action pertaining to a particular person, event, or cause.

PURPOSE:

- To persuade and/or influence others' opinions
- To solicit an endorsement
- To share opinions
- To bring current issues to the reader's attention
- To force officials to reconsider decisions and priorities
- To suggest alternatives
- To move others to action
- To entertain

CHARACTERISTICS:

- Starts with a pointed introduction that piques the reader's interest
- Is designed to move others to action
- Presents a statement about the position, argument, issue or opinion on a topic
- Includes supporting evidence for author's stance
- Focus is on voice and style
- Hooks the reader through persuasive techniques, interesting leads, capstone conclusions
- Is coherent
- Utilizes smooth transitions to move the reader through the piece
- Often includes a rebuttal
- Appeals to both logic and emotion

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of an Editorial

Grade 5	
<p>Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none">• Author's view point• Author's credibility• Intended purpose• Taking a position• Leads• Appeals• Rebuttals• Bias• Exaggeration• Text organization• Transitions• Coherence• Relevance• Support for claims, finding evidence• Voice• Writing to reflect• Conclusions• Effect on audience(s)	<p>Opportunities to teach:</p> <p>Understanding the text</p> <ul style="list-style-type: none">• Connect to personal experience• Connect to understandings of the world• Connect to content areas• Main and supporting ideas• Conclude• Infer• Summarize• Synthesize• Predict• Visualize• Question• Interpret

Informational Text

GENRE: Encyclopedia

DEFINITION:

A book, set of books, software, or web-based collection containing brief alphabetically arranged articles or entries on numerous topics covering either many branches of knowledge (comprehensive), or a specific subject field.

PURPOSES:

- To provide a general overview
- To provide historical or biographical information
- To provide additional supporting references
- To cross-reference topics
- To present prerequisite background knowledge needed to enable further inquiry

CHARACTERISTICS:

- Overview or summary of carefully researched important features/pivotal events related to a topic
- Topics arranged alphabetically
- Typically presented in volumes and updated regularly
- Nonfiction, informational reports
- Factual, objective, little bias
- Prefaces note the reasons for changes incorporated into the new edition
- Written in columns with guide words at the top of the page
- Entries may include statistical charts, illustrations, art reproductions, or photos to enhance the text
- Complementary, authentic and technical illustrations (e.g., photos, maps, etc.)
- Nonfiction features including: bold print, fact boxes, table of contents, indexes, headings, subheadings, charts and graphs, captions, abbreviations etc.

Grade 3

Opportunities to teach:

Understanding the genre

- Text features
- Guide words
- Sophisticated alphabetical skills (by second, third letters, etc.)
- Column format
- Main and supporting ideas
- Interpretation of supporting graphics
- Timelines and other chronological displays
- Electronic links
- Fact versus opinion
- Historical accuracy

Understanding and using the text

- Content area vocabulary and/or principles
- Connect, compare and contrast ideas, categorize, classify, draw parallels, graphically represent key ideas and details, summarize, retell, sequence events
- Reread
- Bibliographies and citations
- Questioning/ Inquiry
- Applying knowledge gained to content area questions or inquiries

Informational Text

GENRE: Environmental Text

DEFINITION:

Print and other graphic symbols found in the physical environment, such as signage, labels and logos.

PURPOSES:

- To symbolize specifics in the environment
- To increase understanding through awareness of meaningful associations
- To promote emerging literacy skills

CHARACTERISTICS:

- Various forms and types:
 - Words
 - Phrases
 - Logos
 - Pictures
 - Invented spellings
 - Visuals (shapes, colors, font, and other graphic features)

Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of Environmental Text

Grade K	
Opportunities to teach:	
Understanding the genre <ul style="list-style-type: none">• Collecting examples• Concept development• Visual representation• Multiple types and locations• Eliciting examples and non-examples• Sort and classify types• Point out environmental print in the community• Celebrate recognition and ability to read	Understanding the text <ul style="list-style-type: none">• Connections to self, experiences, community, world• Spend time reading class-assembled books as individuals, in pairs, or in groups• Discuss representations

Informational Text

GENRE: Essay

DEFINITION:

Prose used to discuss, explain, or argue a topic from an author's personal point of view.

PURPOSES:

- To present ideas around a topic
- To entertain through discussion
- To provide a point of view
- To persuade
- To carefully develop similarities between two elements or sides
- To examine what happened and why
- To argue for a particular point of view
- To express personality through thoughts, feelings and life position
- To explore
- To explain (e.g. steps, what kind, for example)

CHARACTERISTICS:

- Types: formal, informal, biographical, comparative, photo, personal narrative, or response to questions
- Forms: Narrative, definition, division/classification, process analysis, cause and effect, argumentation/persuasion, comparison/contrast, and example/illustration, sequence, evaluation, classification, choice, explanation, descriptive
- Tight focus
- Short composition
- Introductory paragraph or sentence presents the issue and author's perspective
- Leads
- Clear organizational form and organized collection of ideas
- Clear readable and interesting style
- Author's position and credibility
- Background information
- Appropriateness for a specific audience
- Author's authority
- May include humor, exaggeration, cause and effect, analogies, opinion, persuasion, classification, description, reviews, comparison or contrast

- Adequate support for reasons behind opinion or position
- Logic
- Transitions
- Examples, quotes, verbal elaborations and pictorial illustrations
- Mixed-genre components
- Appropriate appeals
- May include anticipation of and response to a reader’s counterargument through rebuttal
- Linguistic creativity
- Clear, coherent, consistent analysis, supported by evidence
- Independent thought
- Wide usage of numerous expressive means: metaphors, parables, allegoric figures, symbols and comparisons

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of an Essay

Grade 6	
	Opportunities to teach:
Understanding the genre	
<ul style="list-style-type: none"> • Form/structure • Elements • Features • Style • Voice • Purpose • Leads • Conclusions • Text patterns • Central, key and supporting ideas • Connections • Identifying with /relating to the position • Credibility • Perspective/point of view • Quotes • Appeals 	
Understanding the text	
<ul style="list-style-type: none"> • Vocabulary • Connecting • Predicting, constructing mental images, visual representing, questioning, rereading, inferring, summarizing, interpreting 	

Informational Text

GENRE: Experiment

DEFINITION:

A book, article, or technical report that describes a test, trial, principle, hypothesis, supposition, or procedure which was conducted for the purpose of gaining new information.

PURPOSE:

- To describe a test, trial or procedure
- To present facts clearly and objectively
- To solve a problem or answer a question
- To show results of surveys or studies
- To detail procedures
- To report findings
- To summarize processes
- To draw conclusions

CHARACTERISTICS:

- Thesis statement
- No voice, unbiased
- Facts
- Subject-specific vocabulary
- Endnotes, footnotes, or parenthetical notes
- Formatted with headings
- Visual aids: graphs, diagrams, comparative tables
- Summary of intent
- Summary of process
- Summary of sequence
- Content of research
- Findings
- Summary statement/conclusions
- Implications
- References/ works cited to support the same topic
- Appendices

Grade Level Instructional Scope for COMPREHENDING an Experiment

Grade 5

Opportunities to teach:

Understanding the genre

- Title
- Headings
- Text Structures
- Signal words
- Conclusions
- Introductions
- Summaries
- Purpose
- Determining cause/effect or problem/solution text patterns
- Procedures
- Format
- Figures: charts, diagrams,
- Timelines
- Analysis/evaluation of scientific methods used
- Determinations about hypothesis or exploratory potential
- Determinations about adequacy of evidence for results or the drawing of conclusions
- Determinations about currency of the information presented
- Patterns in or categorization of data
- Headings and subheadings
- Abbreviations
- Function and adequacy of graphic displays
- Credibility of procedures or findings

Understanding the text

- Structure
- Elements
- Features
- Format
- Style
- Title
- Headings
- Text Structures
- Signal words
- Conclusions

Informational Text

GENRE: (Magazine) Feature Article

DEFINITION:

Original piece of nonfiction journalism that places an emphasis on people or social issues rather than straight facts or news. Feature articles are human interest pieces presented in newspapers and magazines.

PURPOSE:

- To provide information of human interest
- To evoke an emotional response
- To provide another view on a topic
- To develop coherent understanding
- To provide more detail about a topic, issue, or event
- To highlight someone's achievement
- To introduce an upcoming event

CHARACTERISTICS:

- Catchy or clever titles
- Human interest
- Centered around a big idea
- Provides the author's interpretation of the available researched information
- Often includes expert opinions and quotations
- Uses examples and stories
- Provides facts, laws, and statistics
- Original piece reflecting author's creativity and style
- Subheadings
- Captions
- Often organized as a compare/contrast, cause/effect, chronological, problem/solution/response, multiple perspectives, or pro/con piece
- Descriptive language
- Interesting introduction appealing to curiosity and emotion
- May include text features, such as graphs, diagrams, charts, or timelines, etc., to enhance understanding of central ideas
- Concluding section ties text ideas together without summarizing

Grade Level Instructional Scope for COMPOSING the Genre and Text of a Feature Article

Grade 2

Opportunities to teach:

- Writing process
- Interviewing skills
- Effective note taking
- Developing questions
- Categorizing information
- Developing enticing leads
- Drawing and writing conclusions
- Watching for and writing about surprise, perplexity and mystery of commonplace events
- Style
- Voice
- Paragraph development
- Research
- Organization, including transitions
- Make connections
- Audience awareness

Informational Text

GENRE: Historical Expository Piece

DEFINITION:

An essay in which historical events or interactions are interpreted and explained.

PURPOSE:

- To convey a researched, unbiased interpretation of history

CHARACTERISTICS:

- Supported with research using multiple sources
- Based on dates, people, or events that really happened
- Introductory sentence presents issue and perspective
- Factual presentations of documented evidence
- Written in third person
- Contains: descriptions, time sequences, enumeration, cause and effect, and/or comparison/contrast, analogies, opinion, persuasion, classification, descriptions, reviews
- Interpretations tell how, where, when, why, which things happen or have happened or are as they are
- Explanatory writing, detailing or justifying information, ideas, and opinions
- Footnotes and/or bibliographic information/ works cited
- May include direct quotations or paraphrases that support the thesis
- May include illustrative material, especially diagrams and tables
- Information organized logically
- Details what things are like, what things can do, how many, where things are found
- Systematic arguments
- Usually written in prose
- Directed toward a specific audience
- Maintains tight focus on topic
- Summary statement may include conclusions of findings and the implications of these
- Illustrations, graphs, charts to support research

Grade Level Instructional Scope for COMPOSING an Historical Expository Piece

Grade 8

Opportunities to teach:

Composing the genre

- Plot
- Chronological sequence
- Generalizations
- Cause/effect text structures

Composing text

- Writing process
- Figurative language: metaphors and similes
- Includes historical point of view and ideology of the time period (prejudice, racism, tolerance, fairness and equity bias/distortion)
- Punctuation for effect: pacing, emphasis, etc.
- Intent (How/what does the author want his/her readers to feel/know?)
- Imagery
- Conventions and when to break them
- Literary devices

Informational Text

GENRE: How-To Article

DEFINITION:

Writing which guides or directs the reader through an explanation or procedure in order to achieve a planned result.

PURPOSE:

- To provide directions
- To provide explanations for how to do something
- To provide guidance for operating or implementing

CHARACTERISTICS:

- Understanding of factual, descriptive explanations and procedures
- Sequential presentation of procedures leading to an outcome
- Diagrams /visuals
- Step-by-step directions
- Cautionary notes
- Technical / specialized vocabulary
- Informational text formats
- Understanding of graphics in procedural text (e.g., numbered lists, bulleted lists, titles and heads, subheads, italicized and bold type, columns, text boxes, different typefaces, drawings, pictures, diagrams, cartoons, logos, sidebar information, footnotes, etc.)

Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of a How-To Article

Grade 6

Opportunities to teach:

Understanding the genre

- Introductions
- Procedural sequence based upon time or steps
- Clear explanations
- Comprehensive sequences
- Supportive illustrations
- Graphic features
- Headings and subheadings
- Chronological text pattern
- Figures
- Bibliographies
- Marginal notes
- Position and sequence words
- Charts
- Diagrams
- Glossaries
- Captions
- Procedural signal words

Understanding the text

- Connect
- Retell and summarize
- Analyze themes, key ideas, principles
- Draw conclusions, make inferences and synthesize

Informational Text

GENRE: How-To Book

DEFINITION:

How-to books for children convey procedures for breaking down a process into sequential steps to direct thoughts for accomplishing an action or achieving a planned result.

PURPOSES:

- To direct thought or action
- To provide a sequence for an action
- To explain how to perform or complete a task

CHARACTERISTICS:

- On variable topics
- For a range of purposes
- Informational text features
- Clear directions for achieving specific outcomes
- Trouble-shooting section
- Cautionary notes (e.g., “Adult supervision needed”)
- Forms: recipes, blueprints, rules, protocols, laws, handbooks, directions, instructions, manuals, etc.
- “Position” words and phrases
- Present or future tense
- Second or third person account
- Indirect speech
- Short sentences
- Numbering, bullets, arrows
- Technical vocabulary appropriate to topic: ingredients, method, procedure, assemble, construct, join, materials, equipment
- Ordinal numbers
- Clarifying use of definitions and/or appositives
- Diagrams
- Explanatory captions
- Numbered sequences
- Materials lists

Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of a How-To Book

Grade 1	Grade 2
<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Bulleting • Numbering • Captions • Labels • Arrows • Diagrams • Recipes and ingredients • Directions • Rules • Materials • Sequential order • Ordinal numbers • Conventions <p>Understanding the text</p> <ul style="list-style-type: none"> • Vocabulary • Graphically represent key ideas and details • Ask questions • Sequence or time/order words 	<p style="text-align: center;">Opportunities to teach:</p> <ul style="list-style-type: none"> • Bulleting • Numbering • Captions • Labels • Arrows • Diagrams • Recipes and ingredients • Directions • Rules • Blueprints • Manuals • Materials • Insets • Cautionary notes • Sequential order • Conventions <p>Understanding the text</p> <ul style="list-style-type: none"> • Vocabulary • Graphically represent key ideas and details • Ask questions • Sequence or time/order words

Informational Text

GENRE: Informational Piece

DEFINITION:

Students begin to write brief nonfiction pieces of writing using letters, words, and drawings to convey knowledge (facts and concepts) gained through personal experience, instruction, engaged activity, observation, study or research. This type of writing often takes the form of a page in contribution to a class book.

PURPOSES:

- To convey knowledge (facts and concepts) gained through personal experience, instruction, engaged activity, observation, study or research.

CHARACTERISTICS:

- Experience leading to determination of topic
- Informational print, graphic, organizational, and illustrative features
- Text pattern (descriptive, chronological, comparative, cause-effect, problem-solution)
- Informational structures dependent upon purpose of the piece
- Drawings representative of meaning of concepts
- May include definitions and/or examples
- Words, word-like clusters, and/or sentences that support the message
- Accurate, essential information gathered with assistance from the teacher
- May reflect different levels of writing development (Sulzby, 1985)

Grade Level Instructional Scope for COMPOSING the Genre and Text of Brief Informational Pieces

Grade K
Opportunities to teach: <ul style="list-style-type: none">• Writing process• Keeping to topic• Illustration and text that match• Writing words and/or word-like structures• Adding details• Sequencing

Informational Text

GENRE: Informational Piece (with focus question)

DEFINITION:

Writing that conveys nonfiction information in a variety of forms. These texts elaborate ideas, facts and principles that are related to the physical, biological or social world.

PURPOSES:

- To convey knowledge (facts and concepts) gained through personal experience, instruction, engaged activity, observation, study or research

CHARACTERISTICS:

- Has a focus question and an answer to that question with support
- Factual information gleaned through inquiry
- Variable forms or structures based upon focus question requirements
- Informed point of view based on research
- Objective and accurate presentation of facts
- Effective use of definitions and examples
- Informational structures dependent on purpose (e.g. narrative, sequential/ procedural, categorical)
- Text features appropriate for specific formats and writing purposes
- May include: headings, titles, labels, photos, illustrations and other informational text features that enhance the audience's comprehension

Grade Level Instructional Scope for COMPOSING the Genre and Text of Brief Informational Pieces

Grade 1
Opportunities to teach: <ul style="list-style-type: none">• Writing process• Introductions• Deleting unimportant information• Developing relevant details• Determining fact versus opinion• Headings, titles, labels• Form• Conventions• Research process

Informational Text

GENRE: Journal

DEFINITION:

Personal record or elaborated diary written in response to one's life and events. Journals chronicle our lives, include reflections and express emotions.

PURPOSES:

- To provide a record of thoughts, experiences, dreams or memories
- To provide a personal record of one's life
- To develop self awareness
- To reflect
- To gain perspective
- To develop a popular form of prewriting for works of fiction

CHARACTERISTICS:

- A record of thoughts, impressions, experiences, memories, plans, etc.
- Can be open or direct
- Regularly written chronological record
- To share understandings from those closely involved in historical events
- Includes summaries, responses, unanswered questions
- Freewheeling stream of consciousness
- Autobiographical information
- First person
- May be a mixture of tenses

Grade Level Instructional Scope for COMPOSING the Genre and Text of a Journal

Grade 8

Opportunities to teach:

Composing the genre

- Connecting with inner voice
- Detailing
- Summarizing thoughts and events
- Strategies for writing fluency
- Individual writing styles will vary, and are dependent on writer's purpose

Composing text

- Inner dialogue
- Changes as writer experiences growth and insight
- Reflection and emotion are expected
- Author chooses style of writing (e.g. stream of consciousness, questioning, detailed events, brainstorming)
- Depending on writer's purpose subject matter may or may not be shared with a greater audience

Informational Text

GENRE: Magazine

DEFINITION:

A magazine is a periodical (published regularly) containing short, miscellaneous pieces (articles, stories, poems, pictures, and other entries) on single themes or specialized topics connected to the disciplines, such as, science, social studies, the arts, math, or English language arts.

PURPOSE:

- To focus attention on facts
- To elaborate ideas and principles related to the physical, biological or social world
- To help students understand, comprehend, and increase awareness and appreciation of focus topics
- To explain, inform, express opinion or report
- To engender interest or response
- To provide up-to-date information

CHARACTERISTICS:

- Collection of short inspiring articles or stories
- Authentic mediums for connections between the classroom and world
- Variety of perspectives
- Appropriate writing models
- Current or republished pieces that are linked to focus or theme of the magazine
- Nonfiction texts with informational text features/organizational patterns linked to the magazine's theme
- Narrative (fiction and nonfiction) texts encompassing the range of genre and their features
- Various perspectives from various authors
- Short-term or current interest (specialized) topics
- Volume or issue with consistent format and approach
- Author may be a regular contributor to the periodic publication
- Uses content area literacy, text density, specialized vocabulary, and informational text formats (e.g. case studies, interviews, memoirs, biographies, research reports, abstracts, etc.)
- Nonfiction methods: moving from simple to complex, from familiar to unfamiliar, from early to later development
- Style
- Voice; point of view
- Tone; attitude (scientific, artistic, investigatory, etc.) appropriate for the topic and purpose

- Columns
- Variety of types
- Vivid, complementary illustration
- Objectivity; factual accuracy
- Evidence that builds to prove the point
- Color, illustrative material, diagrams, graphs, photos, timelines
- Layout
- Key points
- Cover provides main topics or focus, publication date, issue, volume, key topics, and/or theme
- Contents could contain: table of contents; index; pagination; publication staff; publication information; subscription information; editorial; reviews; letters to the editor; profiles; feature articles; articles; advertisements; achievements and milestones; forthcoming events or issues; latest news; latest research; interviews; regular features, e.g., puzzles, recipes, snippets, reports
- Author's purpose, stance or message
- Abstracts
- Writing models
- Scale diagrams
- Sidebars
- Close-ups
- Graphs
- Overlays
- Timelines
- Photos to extend understanding

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Magazine

Grade 1	Grade 2	Grade 3
<p align="center">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Content areas • Understand author’s purpose • Read for facts <p>Understanding the text</p> <ul style="list-style-type: none"> • Make inferences • Comprehend visual information • Make connections between experiences and text • Compare to previous understandings • Graphically represent key ideas • Ask questions about the reading • Apply ideas from the text to subject matter understandings 	<p align="center">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Content areas • Understand author’s purpose • Read for facts <p>Understanding the text</p> <ul style="list-style-type: none"> • Vocabulary • Make inferences • Comprehend visual information • Retell the sequence of important events and major ideas • Graphically represent • Ask questions • Apply the ideas in new ways 	<p align="center">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Content areas • Understand author’s purpose • Text features related to form and purpose • Read for facts <p>Understanding the text</p> <ul style="list-style-type: none"> • Vocabulary • Evaluate points of view • Analyze visual information, such as diagrams, sidebars, close-ups, graphs, overlays, timelines, and photos • Make inferences • Ask questions • Compare and contrast characters, events, and key ideas within and across texts • Compare to a narrative, another information, a literature selection, or a current event • Graphically represent key ideas and details

Informational Text

GENRE: Newspaper

DEFINITION:

Publications typically printed on newsprint and issued at regular intervals, containing a journal of current news on a variety of topics.

PURPOSE:

- To inform readers of international, national and local events, services and opportunities
- To report current information and events factually and objectively
- To explore a range of topics in feature articles

CHARACTERISTICS:

- Daily or weekly publication
- Writing forms include editorials, feature articles (political events, crime, opinion and comment, sports stories), comic strips, want ads and advertisements, entertainment, obituaries, etc.
- Multiple editions
- Column layout; consistent, regular sections
- Majority printed on black and white newsprint
- Variety of typefaces and sizes
- Regular readership
- Home or electronic delivery
- 24 hour turnaround (commonly)
- Includes cooperation between: reporter, editor, subeditor, typesetter, proofreader, and designer
- Key or topic sentences contain most important details
- Edited for space limitations, leaving out details and explanations
- News reports: concise, factual writing identified by byline, headline, a lead, facts, summary statement answers questions as to who, what, when, where, why and how
- Feature articles identified by highlighting prominent aspects, qualities, or characteristics of persons, things, or events; include opinion, judgment, assumptions and background
- Editorial: a letter expressing an opinion about a timely topic which is intended for wide and public readership; often controversial or biased; involves a current issue; arguments/counter arguments
- Comics: illustrations sequentially framed with mainly dialogue, author/illustrator leaves much to the readers' interpretation; illustration or dialogue carries the action; text organized in frames; inferential reading required; characters are known through speech and action; reader decides the sequence of how to read the dialogue within each frame; humor related to daily life; characterization, satire

- Political cartoons: a topical issue, event or person satirically represented pictorially; illustrative exaggeration of characteristics or issues; captions or speech bubbles carry dialogue; assume background knowledge; inferential reading of illustrative material and caption required; often only of interest to a specific group; uses exaggeration of peculiarities or defects for satiric effect; pictorial reflection on a topical issue, event, or person
- Obituaries: a partial recount of the significant experiences and events in the person’s life
- Multiples sections (e.g. entertainment; deaths, births and marriages; houses, land, vehicles and products for sale; employment opportunities; financial information; transportation information; tourism information, reports of meetings, legislation, sports)

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Newspaper

Grade 4	Grade 8
Opportunities to teach:	Opportunities to teach:
<p>Understanding the genre</p> <ul style="list-style-type: none"> • Predictable format including use of columns, headlines, bold print, varied font sizes, sections of paper • Uses summary of pertinent information at beginning, short sentences, delivery of facts <p>Understanding the text</p> <ul style="list-style-type: none"> • Use to teach content areas • Vocabulary • Retell/summarize • Draw conclusions • Categorize, classify, compare, or draw parallels across time • Genre specific vocabulary, such as: byline, caption, editor, editorial, feature, headline, lead, obituary • Headlines contain keywords 	<p>Understanding the genre</p> <ul style="list-style-type: none"> • Predictable format including use of columns, headlines, bold print, varied font sizes, sections of paper • Uses summary of pertinent information at beginning, short sentences, delivery of facts • Understand purpose of editorials, political cartoons, feature articles <p>Understanding the text</p> <ul style="list-style-type: none"> • Use to teach content areas • Vocabulary • Genre specific vocabulary, such as: banner byline, caption, edition, editor, editorial, feature, filler, headline, lead, News Service, obituary, review • Headlines contain keywords • Draw conclusions • Make inferences • Synthesize

Informational Text

GENRE: Personal Correspondence

DEFINITION:

Written communication for one's own purposes, and not on behalf of an organization. Can be by electronic mail (e.g., e-mail, blog, listserve) or by traditional post (letter).

PURPOSE:

- To maintain relationships
- To exchange records of incidents
- To share ideas of common interest
- To extend, accept or decline an invitation
- To offer congratulations or condolences
- To initiate a request for or to cancel service
- To forward payment
- To provide or request information
- To lodge a complaint

CHARACTERISTICS:

- Features of a friendly letter (date, greeting, body, closing, signature)
- Features of a formal letter
 - Information is accurate, clear, relevant and ordered in a sequence which fits the context
 - Punctuation is accurate
 - Letter is addressed to the intended person and the purpose of the letter is stated at or near the beginning
 - A formal letter format is followed (e.g. date, heading, greeting, body, closing, signature)
- Features of email
 - Concise and to the point
 - Answer all questions and pre-empt further questions
 - Formal and informal
 - Use of abbreviations and emoticons
 - Use of active vs. passive voice
 - Email etiquette (e.g. libelous, defamatory, offensive, racist, obscene remarks)
 - Spam, chain mail, viruses and hoaxes
- Greetings and signatures by first name

- Use of idioms and natural language
- References to common experiences
- References to ideals, plans, or opinions of events or people
- Portions of content that are of significance only to the author and main recipient
- Abbreviations of address and date
- Lengthier than business or functional letters
- May contain a postscript (P.S.)
- Form of address used fits the context and the relationship between writer and audience
- Information is presented so that the content, vocabulary, and tone fit the context, subject matter and audience

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Personal Correspondence

Grade 2	Grade 7
<p style="text-align: center;">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Purpose • Elements • Structure • Formats <p>Understanding the text</p> <ul style="list-style-type: none"> • Purpose • Making predictions, mental images, visualizations, and questions before during and after • Rereading • Making inferences • Summarizing 	<p style="text-align: center;">Opportunities to teach:</p> <p>Understanding the genre</p> <ul style="list-style-type: none"> • Purpose • Structure • Elements • Formats • E-mail etiquette • Intended audience <p>Understanding the text</p> <ul style="list-style-type: none"> • Tone • Purpose • Self-monitoring, predicting, imaging, questioning, rereading, inferring, summarizing, interpreting • Writing to intended audience • Accuracy of information • Appropriate form for purpose

Informational Text

GENRE: Personal Essay

DEFINITION:

A first person, non-fiction story, usually a short composition, which illuminates a personal experience. It is similar to memoir but the emphasis is more on viewpoint and is more personal in nature.

PURPOSE:

- To connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text

CHARACTERISTICS:

- Non-fiction story; fully developed narrative
- Description, action, and dialogue
- Clear organizational pattern
- Elaboration of relevant supporting ideas
- Sequenced events/progression of ideas
- Focused
- Stream of consciousness
- Form based upon purpose
- Coherent development
- Unity
- Wrap-up resolution or reaction
- Grounded in reality
- Establishes a relationship between the reader and the writer
- Thoughtful, honest, reflective
- Intimate sharing of thoughts, memories, desires, complaints or whimsies
- Clear perspective on experiences
- Quoted language, speech elements
- Details of a specific event or time in life of author
- Precise, vivid language and imagery
- Sustained development of a single incident, often conveying emotion
- Can be humorous, serious, scolding, meditative
- Can take the shape of a memoir or character sketch
- Use facts and personal experiences to support main point
- Strong topic sentences as transitions between paragraphs
- Opinion-based main point
- Utilizes structure, voice and style

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Personal Essay

Grade 4

Opportunities to teach:

Understanding the genre

- Structure
- Elements
- Purpose

Understanding the text

- Introduction (setting, time)
- Author's perspective and tone
- Sequence
- Closing statement or lesson learned

Grade Level Instructional Scope for COMPOSING the Genre and Text of a Personal Essay

Grade 6

Opportunities to teach:

Composing the genre

- Choosing meaningful events
- Presenting a perspective
- Reflecting and choosing feelings, thoughts, and observations key to the event

Composing the text

- Writing process
- Narrowing the topic
- Writing strong and enticing leads
- Presenting thoughts, feelings, and emotions through powerful, specific word use

Informational Text

GENRE: Persuasive Piece (Essay)

DEFINITION:

Persuasive essays are compositions on a single subject or issue which are designed to convince. Authors take a stand on the point they are arguing and develop a cohesive argument by providing convincing evidence to support that view.

PURPOSE:

- To influence the reader's thoughts and/or actions

CHARACTERISTICS:

- Thesis/opinion on an issue is narrowed and clearly stated
- Structured introduction
- Developed, ordered paragraphs with clear sentences
- Focus on audience and purpose
- Author's voice and tone consistent with audience and purpose
- Uses sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts
- Well organized: introduction, body, conclusion
- Introduction grabs the reader
- Provides well-developed reasons for opinions
- Care is taken in positioning the strongest argument (usually provided last)
- Gives facts and examples to support the opinion
- Effectively uses definitions, specific vocabulary, descriptive detail, examples, quotes, appeals
- Cohesive argument using transitions
- Anticipates and addresses counterarguments with refuting statements
- Support is varied (e.g. facts, statistics, statements from authorities, general/expert opinions, reasoning, anecdotes, etc.)
- Solid conclusions
- Balance of sentence types and lengths, some very short sentences used for impact
- Ability to effectively handle contradictory evidence without compromising the strength of the initial position

Grade Level Scope for COMPREHENDING the Genre and Text of a Persuasive Essay

Grade 7	Grade 8
<p data-bbox="422 191 800 220">Opportunities to teach:</p> <p data-bbox="191 261 600 290">Understanding the genre</p> <ul data-bbox="237 298 953 505" style="list-style-type: none">• Introduction states position to be argued• Body contains support of position• Transitions move the reader through the text• Conclusion leads reader to solution• Fact versus opinion• Appeals are made to logic and emotion <p data-bbox="191 722 569 751">Understanding the text</p> <ul data-bbox="237 760 867 862" style="list-style-type: none">• Read critically• Evaluate evidence for authenticity• Analyze techniques used for persuasion	<p data-bbox="1295 191 1673 220">Opportunities to teach:</p> <p data-bbox="1062 261 1472 290">Understanding the genre</p> <ul data-bbox="1108 298 1906 678" style="list-style-type: none">• Introduction states the position to be argued, implies solution• Body contains support of position, with quotes and citations• Conclusion restates position with emphatic final thought• Points are presented in logical order, building to final and most important point• Fact versus opinion• Logical arguments appeal to emotion as well as sense of ethics <p data-bbox="1062 722 1440 751">Understanding the text</p> <ul data-bbox="1108 760 1745 966" style="list-style-type: none">• Read critically• Evaluate evidence for authenticity• Analyze techniques used for persuasion• Determine relevance of details• Analyze organizational patterns such as chronological sequence, cause/effect

Grade Level Instructional Scope for COMPOSING the Genre and Text of a Persuasive Essay

Grade 5	Grade 6
<p>Opportunities to teach:</p>	<p>Opportunities to teach:</p>
<p>Composing the genre</p> <ul style="list-style-type: none"> • Summarize main points • Draw conclusions based on evidence presented • Distinguish fact from opinion • Determine the importance of the information presented • Identify text patterns (theory/evidence, problem/solution, position/support) <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Take a position • Give proof of position • Direct reader to agree with the position, or to take action regarding the position • Use emotional appeal, strong opinion, credible support 	<p>Composing the genre</p> <ul style="list-style-type: none"> • Analyze the presentation of information • Evaluate the author’s choice of words • Evaluate the validity of the evidence presented • Judge the logic and credibility of the argument <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Take a position on an issue • Organize and present evidence to support position • Use transitions to move the reader smoothly through the text • Present a strong conclusion to further guide the reader to agree or to take action

Informational Text

GENRE: Picture Book

DEFINITION:

A format that depends on illustrations to tell a story or share information.

PURPOSE:

- To convey a plot or share information through illustrations and/or text
- To develop oral skills
- To develop listening skills
- To develop written skills
- To build knowledge base
- To model story elements
- To model nonfiction conventions

CHARACTERISTICS:

- Can include text or be conveyed solely through illustrations
- Text and pictures match
- Often used in developing skills necessary for reading (e.g., handling the book, turning the pages, left to right directionality, development of a sense of story)
- Focus and unity are developed through pictures and format of presentation
- Pictures move reader through the plot
- Pictures important to constructing meaning
- Variety in tone
- Stylistic devices: rhythm and movement
- Central idea or message
- Vivid sensory description or imagery
- Line, shape and color
- Engaging print, font, layout
- Illustrations offer varying degree of detail

Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of a Picture Book

Grade K

Opportunities to teach:

- Progression through narrative or informational structures
- Features
- Description in illustration
- Picture-word correspondence
- Listening comprehension
- Story grammar
- Concept and vocabulary development
- Mood/tone
- Interpreting meanings through details in visuals
- Intended message
- Repetition of language, sequencing and patterns in story

Informational Text

GENRE: Report

DEFINITION:

A written document describing and summarizing the findings of an individual or group. The report ranges from formal to informal, and usually is a summary of one or a series of incidents, conversations, studies, interpretations, observations, results of inquiry, research, etc.

PURPOSE:

- To record research, decisions and/or events
- To record progress on a task
- To inform or persuade an audience with factual material
- To persuade

CHARACTERISTICS:

- Many forms: newspaper and magazine articles, research reports, biographies, travel books, consumer reports, meeting minutes, diaries, and journals
- Teacher-selected topic
- Requires: prioritizing, summarizing, generalizing, paraphrasing, sequencing
- Conventional framework: introduction, terms of reference, background information, facts, opinions, conclusions, recommendations, summary and bibliography
- Introductory statement provides the purpose or subject
- Statement(s) regarding how information was gathered
- Topical or chronological development
- Indirect speech
- Quotes
- Asterisks
- Bullets
- Numbering
- Marginal entries
- Summary: can be provided at the beginning (an abstract) or at the end (conclusion)
- Accurate citations and references, including footnotes, endnotes
- Main/central idea and supporting details
- Organized with title, headings, subheadings, and table of contents
- Summary of most important information

Grade Level Instructional Scope for COMPOSING the Genre and Text of Reports

Grade 3

Opportunities to teach:

Composing the genre

- Form
- Structure
- Title
- Headings, subheadings
- Table of contents
- Effective organizational patterns: cause/effect, problem/solution, sequential, compare/contrast

Composing the text

- Writing process
- Introduction
- Body – Text structure: cause/effect, problem/solution, sequential, main idea/details
- Conclusion/summary
- Sources - bibliography

Informational Text

GENRE: Research Project

DEFINITION:

A nonfiction inquiry project requiring an inquiry process and final report. Includes the selection of a topic, the development (and narrowing) of research questions, reading and recording selectively, designing research strategies, organizing information, synthesizing information, a written report, and a presentation of the report to a larger audience.

PURPOSE:

- To engage in the conventional process of researching a topic, issue or question
- To answer question(s) and convey findings
- To inquire into, discover and/or explore an issue, then convey results through a report

CHARACTERISTICS:

- Project includes both process and report
 - I-Search is an informal process/report used to culminate inquiry activities in the project and includes the following parts: Why I Chose This Topic, What I Knew, My Search, and What I Learned.
 - Formal/conventional project report includes intent, process, sequence, and content of research with provable findings and conclusions
 - Processes:
 1. Find and narrow the topic
 2. Generate focus questions about topic
 3. Break inquiry question into smaller parts
 4. Develop a search plan to find information
 5. Engage in active, authentic inquiries (*e.g. read, watch, ask and do*) using of print and electronic resources, to find information to answer the focus questions
 6. Critique and select web information
 7. Determine important ideas
 8. Design and use data collection formats
 9. Locate, organize, evaluate, manage and use relevant information to draw conclusions
 10. Use supporting graphic charts, displays, or organizer (webbing, note cards, outline, Inspiration Software, etc.)
 11. Use boldface/italicized headings to organize sections of the report
 12. Use traditional research format: abstract, introduction, methods, results and discussion
 13. Develop abstract, which introduces the thesis in a single paragraph
 14. Develop introductions that establish the thesis

15. Implementing paraphrasing and note-taking to avoid plagiarism
16. Summarizing
17. Developing citations
18. Responding to the audience
19. Presentation options (e.g. exhibitions, simulations, speeches, debates)

Grade Level Instructional Scope for Developing Research Projects

Grade K	Grade 1	Grade 2	Grade 3
<p>Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • Teacher or student selected topic • Title • Subject <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Introduction • Body – Beginning, middle and end • Sources – bibliography • Class book and other formats • Drawings, words, or word-like clusters • Presentation-multimedia choices • Presentation fluency 	<p>Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • One research question • Locate and gather information • Organize information with guidance <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Introduction • Body – Beginning, middle and end • Sources – bibliography • Class book and other formats • Drawings, words, or word-like clusters • Presentation-multimedia choices • Presentation fluency 	<p>Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • Form • Structure • Two research questions • Title • Headings, subheadings • Table of contents • Teacher or student selected topic <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Introduction • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details • Sources – bibliography • Presentation-multimedia choices • Presentation fluency • Graphs, diagrams or charts • Sources from print and electronic sources • References cited (title, author) • Variety of presentation formats 	<p>Opportunities to teach:</p> <p>Composing the genre</p> <ul style="list-style-type: none"> • Form • Structure • Title • Initiation of research questions (including content area text) • Teacher or student selected topic • Headings, subheadings • Table of contents <p>Composing the text</p> <ul style="list-style-type: none"> • Writing process • Introduction • Gather and organize information • Paragraphs organized with transitions, main ideas, supporting details • Data collection formats • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details • Sources (print and electronic) – bibliography • References cited: title, author, publisher, copyright date • Presentation-multimedia choices • Presentation fluency

Grade 4	Grade 5	Grade 6
<p data-bbox="247 115 632 147">Opportunities to teach:</p> <p data-bbox="184 188 537 220">Composing the genre</p> <ul data-bbox="233 228 659 711" style="list-style-type: none"> • Form • Structure • Title • Data collection formats • Teacher approved topic • Find and narrow research questions • Gather and organize information • Headings, subheadings • Table of contents • Marginal notes • Keys and legends • Timelines <p data-bbox="184 829 506 862">Composing the text</p> <ul data-bbox="233 870 653 1278" style="list-style-type: none"> • Writing process • Introduction • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details, enumerated importance • Sources – bibliography • Presentation-multimedia choices • Presentation fluency 	<p data-bbox="829 115 1213 147">Opportunities to teach:</p> <p data-bbox="718 188 1071 220">Composing the genre</p> <ul data-bbox="766 228 1297 678" style="list-style-type: none"> • Form • Structure • Title • Data collection formats • Teacher-approved topic • Find and narrow research questions • Gather and organize information • Headings, subheadings • Table of contents • Marginal notes • Keys and legends • Timelines <p data-bbox="718 829 1039 862">Composing the text</p> <ul data-bbox="766 870 1297 1179" style="list-style-type: none"> • Writing process • Introduction • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details, enumerated importance • Sources – bibliography • Presentation-multimedia choices • Presentation fluency 	<p data-bbox="1430 115 1814 147">Opportunities to teach:</p> <p data-bbox="1339 188 1692 220">Composing the genre</p> <ul data-bbox="1388 228 1902 751" style="list-style-type: none"> • Form • Structure • Title • Data collection formats • Student selected topic • Find and narrow research questions • Gather and organize information • Headings, subheadings • Table of contents • Marginal notes • Keys and legends • Timelines • Variety of presentation formats <p data-bbox="1339 829 1661 862">Composing the text</p> <ul data-bbox="1388 870 1902 1247" style="list-style-type: none"> • Writing process • Introduction • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details, enumerated importance, theory and evidence • Sources – bibliography • Presentation-multimedia choices • Presentation fluency

Grade 7	Grade 8
<p data-bbox="401 116 785 147">Opportunities to teach:</p> <p data-bbox="180 180 533 211">Composing the genre</p> <ul data-bbox="233 217 806 634" style="list-style-type: none"> • Form • Structure • Title • Student selected topic • Find and narrow research questions • Gather and organize information • Headings, subheadings • Table of contents • Marginal notes • Keys and legends • Time lines • Variety of presentation formats <p data-bbox="180 781 506 812">Composing the text</p> <ul data-bbox="233 818 947 1235" style="list-style-type: none"> • Writing process • Introduction • Gather, take notes, and organize information • Reflect, make connections, take a position and/or show understanding • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details, enumerated importance, theory and evidence • Sources – bibliography • Presentation-multimedia choices • Presentation fluency 	<p data-bbox="1283 116 1667 147">Opportunities to teach:</p> <p data-bbox="1031 180 1381 211">Composing the genre</p> <ul data-bbox="1083 217 1898 743" style="list-style-type: none"> • Form • Structure • Title • Student selected topic and thesis statement • Find and narrow research questions • Gather and organize information using multiple sources • Critically evaluate sources, perspectives, arguments and counter-arguments • Headings, subheadings • Table of contents • Marginal notes • Keys and legends • Time lines • Variety of presentation formats <p data-bbox="1031 776 1356 807">Composing the text</p> <ul data-bbox="1083 813 1864 1230" style="list-style-type: none"> • Writing process • Introduction • Gather, take notes, and organize information • Reflect, make connections, take a position and/or show understanding • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details, enumerated importance, theory and evidence • Sources – bibliography • Presentation-multimedia choices • Presentation fluency

Informational Text

GENRE: Research Report

DEFINITION:

The research report is an informational text produced as part of a research project. It summarizes the intent, process, sequence, and content of research, provable findings, and conclusions. Research preceding the report is completed through a systematic inquiry into a subject or problem in order to discover, verify, or revise relevant facts or principles relating to that subject or problem. Credible reporting requires credible research questions and procedures.

PURPOSE:

- To convey the results of a research project
- To report or evaluate research findings
- To organize research findings in a coherent way

CHARACTERISTICS:

- Forms: research story, personalized research, saturation (immersion) report, I-search paper, multi-genre research project, traditional research, case study
- Informational text: graphics, organizational and illustrative features
- Introduction establishes the thesis
- Includes several distinct sections: introduction, methods, results and discussion
- May be formal (traditional) or more personalized (e.g., I-Search includes sections: Why I Chose This Topic, What I Knew, My Search, and What I Learned)
- Cohesion
- Accurate/effective use of footnotes, bibliographies, appendices, introductions, summaries and conclusions
- Evaluation of distinct sections: introduction, methods, results and discussion
- Central, key and supporting ideas
- Technical vocabulary
- Direct quotes
- Paraphrases
- Endnotes, footnotes and parenthetical notes
- Discipline-specific questions and methodology
- Valid/credible conclusions with appropriate substantiation
- Evaluation of reliability of method and accuracy of findings
- List of current references
- References to earlier foundational research
- Abstract which provides a summary paragraph about the thesis
- Summary statement which includes findings, conclusions and implications

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Research Report

Grade 6	Grade 7
Opportunities to teach:	Opportunities to teach:
<p>Understanding the genre</p> <ul style="list-style-type: none"> • Text features • Guide words • Sophisticated alphabetical skills (by second, third letters, etc.) • Column format • Main and supporting ideas • Bibliographies • Interpretation of supporting graphics • Timelines and other chronological displays • Electronic links • Fact versus opinion • Historical, scientific accuracy <p>Understanding and using the text</p> <ul style="list-style-type: none"> • Content area vocabulary and/or principles • Comprehension skills and strategies: connect, compare and contrast ideas, categorize, classify, draw parallels, graphically represent key ideas and details, summarize, retell, sequence events • Rereading • Questioning/Inquiry • Applying knowledge gained to content area questions or inquiries 	<p>Understanding the genre</p> <ul style="list-style-type: none"> • Text features • Guide words • Sophisticated alphabetical skills (by second, third letters, etc.) • Column format • Main and supporting ideas • Bibliographies • Interpretation of supporting graphics • Timelines and other chronological displays • Electronic links • Fact versus opinion • Historical, scientific accuracy <p>Understanding and using the text</p> <ul style="list-style-type: none"> • Content area vocabulary and/or principles • Comprehension skills and strategies: connect, compare and contrast ideas, categorize, classify, draw parallels, graphically represent key ideas and details, summarize, retell, sequence events • Rereading • Questioning/Inquiry • Applying knowledge gained to content area questions or inquiries

Grade Level Instructional Scope for COMPOSING the Genre and Text of a Research Report

Grade 3	Grade 7
Opportunities to teach:	Opportunities to teach:
<p>Composing the genre</p> <ul style="list-style-type: none"> • Narrowing a topic • Selecting a topic • Asking questions • Taking notes • Gathering information • Titles, headings, subheadings, and table of contents • Summarizing • Avoiding plagiarism <p>Composing the text</p> <ul style="list-style-type: none"> • Outlining/mind-mapping • Prewriting: organizing around central ideas and effective text patterns • Providing appropriate and adequate supporting details • Revising • Editing • Works cited • Introduction • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details, enumerated importance 	<p>Composing the genre</p> <ul style="list-style-type: none"> • Narrowing a topic • Selecting a topic • Asking questions • Taking notes • Gathering information • Position statements • Supporting evidence and examples • Text structures • Informational text features • Summarizing • Avoiding plagiarism <p>Composing the text</p> <ul style="list-style-type: none"> • Outlining/mind-mapping • Prewriting • Revising • Editing • Works cited • Introduction • Body – Text structure: cause/effect, problem/solution, sequential, main idea/details, enumerated importance, theory and evidence

Informational Text

GENRE: Simulated Memoir

DEFINITION:

Nonfiction pieces that require the author to assume and write from the role of another, conveying the simulated perspective in autobiographical form as if conveying reflectively the thoughts and actions associated with some important event or moment in time.

PURPOSE:

- To role-play and record the thoughts and actions of a character for future reflection or action
- To help understand and convey what the main character might have thought about “why I am the way I am”
- To understand and convey what a character might have thought about life by “stepping into his/her shoes” and adopting his/her voice
- To sharpen insight and understanding about a vicarious experience
- To deepen understandings about social issues, areas of personal concern, and feelings within a culture or within an era
- To imagine and clarify what events and relationships may have meant
- To record the character’s values for what must never be forgotten
- To provide a window on social and political realities

CHARACTERISTICS:

- Goes beyond the private journal or diary entry
- Focuses on a single period selected from longer past events or thoughts
- Written in first person and from one person’s point of view
- Reveals feelings by imagining the subject’s experience
- Based upon the truth
- Simulates the character’s voice
- More about the experience than the event
- Reveals a “lesson” and focuses on the character’s choice, and consequence of a choice
- Reveals insights about one’s identity and/or the meaning of life
- Realistic retrospect must be credible to the last detail
- Contains interpretations based on synthesizing source accounts
- Provides insight into a particular time or place; describes close associates and family members of influence
- Third party characterizations

- Focus on reason, physical surroundings, personalities of influential people, work, major achievements, problems and how overcome, opinions and actions that reveal character and personality
- Often uses chronological text and organization of photographs
- May include chapter headings and index, illustrations, news accounts, song lyrics, marginal notes or historical terms

Grade Level Instructional Scope for COMPOSING the Genre and Text of Simulated Memoir

Grade 8

Opportunities to teach:

Composing the genre

- Research author's past
- Establish author credibility and authenticity (as if the subject were writing the piece)
- Punctuation and formatting of the dialogue
- Choose a event from historical character's prior knowledge and life experience
- Developing "seed ideas" through inferences drawn from background reading: a memory or a description of an event as the subject might have experienced it
- Crafting narrative text
- Reflect and present thoughts, feelings, emotions and observations key to the event
- Narrowing the topic to a "snippet"
- Writing strong and enticing leads
- Develop perspective and intensity to reflect experience (a "window" into life)
- Showing not telling
- Event must have a purpose and build toward, demonstrate, or explain the significance of the author's learning
- Text events correlate with the purposes of the memoir

Composing the text

- Writing process
- Coherence
- Brainstorming, stream of consciousness, browsing, writing notebooks, and other techniques

Informational Text

GENRE: Technical Writing

DEFINITION:

A type of expository writing that addresses specific professional purposes and conveys technical information in a way suited to the level, needs and interests of its audience. Though the term refers to instructions, procedures or descriptions on any subject matter, it is a writing commonly associated with engineering, government, industry and science.

PURPOSES:

- To convey technical instructions and descriptions
- To provide an objective recording or summary of processes and procedures
- To disseminate useful information which can be easily understood and acted upon
- To convey specific information about a particular subject, craft or occupation (e.g. creating a computer manual or writing textbooks)

CHARACTERISTICS:

- Objective, factual recording
- Summary of processes and procedures associated with a specific profession, or using a piece of equipment
- Presents facts clearly
- May use step by step format
- Vocabulary specific to the subject
- Impersonal voice
- Attention to audience, purpose, tone, sentence arrangement and length, word choice, sentence style, content and organization
- Attention to definitions needed to explain content
- Uses headings so that readers can overview and read selectively
- Lists, tables, cross-references and special emphasis (cautions and warnings)
- Strong transitions and overviews
- Shows how to solve a problem
- Results of a study or survey
- Explains the operation of a machine or program
- Include comparisons, specifications, appendix, detailed statistics to support text, headings, diagrams, tables, graphs, cited research and references
- Information is specific rather than general
- Avoids jargon
- Table of contents

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Technical Writing

Grade 8

Opportunities to teach:

Understanding the genre

- Structure
- Purpose
- Specific versus general information
- Research-based information
- Intended audience
- Technical terms
- Organization
- Use of data through tables, charts, graphs, pictures
- Functional documents (e.g., manuals, contracts, applications, handbooks, letters, notes, instructions)

Understanding the text

- Format
- Vocabulary
- Organization
- Research
- Procedural writing
- Sequencing
- Audience Analysis
- Visual Aids (e.g., graphics, illustrations, diagrams, labels, photographs)

Informational Text

GENRE: Textbook

DEFINITION:

A book used by students as a standard that comprehensively presents the principles of the subject for formal study through condensing and providing overviews of topics. Students often use textbooks as a guide or reference for selecting ideas and subtopics for further inquiry, or more in-depth, authentic study.

PURPOSE:

- To convey a general, condensed version of a topic
- To provide important concepts and processes of a discipline

CHARACTERISTICS:

- Condensed overview of topics
- Presents a summary of the core principles of the discipline or subject
- Generalizations
- Vocabulary
- Features: Table of Contents, Glossary, Index, Appendices, etc.
- Abstracts
- Selective (feature) excerpts, including reprints of primary documents (e.g., case studies, interviews, copies of newspaper articles or journal entries, etc.)
- Maps
- Symbols/icons
- Introductory objectives or questions
- Pictures with explanatory captions
- Marginal notes
- Illustrations
- References
- Summaries
- Activities
- Prefaces
- End of chapter summaries
- End of chapter or section questions
- Nonfiction elements including: bold print, fact boxes, table of contents, indexes, headings, subheadings, charts and graphs, captions, appendices, titles etc.

Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of Textbooks

Grade 3

Opportunities to teach:

Understanding the genre

- Text features
- Main and supporting details
- Format

Understanding and using the text

- Content area vocabulary and/or principles
- Skimming for information
- Rereading
- Questioning/Inquiry
- Applying knowledge gained to content area questions

Appendices

The Challenges and Benefits of Genre Study

Whether narrative or informational, texts have many formats and authors use specific structures and techniques to capture the reader's interest. They use different viewpoints to convey their story or information, and they use imagery and figurative language as well as graphic features to build pictures in the reader's mind. Authors write with a certain intent that reflects how the author wants the reader to feel or what the author wants the reader to learn. Understanding, however, relates to one's personal response based upon life-text connections.

Applying these understandings to writing, students learn how to craft language that effectively expresses their perspectives and points of view, that conveys themes and messages for an audience and that uses language and text features to structure and present stories and factual information to readers.

Why is it important to teach literary understanding? It is through reading, thinking, and discussing literature that students find alternative ways to gain knowledge and solve problems. Through sharing of understandings, they learn not only important content, but also cognitive, critical, and social strategies needed for success in academic courses, work, and life. Living through a literary experience involves exploring meanings, interpretations, and perspectives while maintaining an openness to future possibilities. (Langer & Close, *Improving Literary Understanding through Classroom Conversation*, <http://cela.albany.edu>).

In order to lead students to competence in literacy, students need opportunities to grapple with a wide range of narrative genre and informational texts. Genre provides the organizational frame for understanding text categories based on style, form, purpose, and content. Texts written and spoken are structured according to purpose and give rise to a particular genre category. Knowing about genres is important because it:

- Gives students language to talk about text
- Helps students understand how text is organized
- Helps students reproduce text patterns and characteristics
- Helps students predict or anticipate text forms, structures, characters' roles, language patterns and characteristics to support comprehension
- Helps students identify books they prefer to read
- Helps student to self-evaluate their reading

Genre study is specifically designed to:

- Increase students' engagement with, and enjoyment of reading
- Make connections among ideas found in various text types
- Make students aware of the value of their personal responses to what they have read
- Engage students in meaningful discussion
- Improve reading comprehension
- Provide ideas and issues that provide opportunities for dialogue and construction of knowledge

- Discern the qualities of powerful models through aesthetic and analytical response
- Appreciate author’s craft and apply it in their own compositions
- Provide rich experiences with a range of genres representing different periods and cultures
- Expand students’ literary, background, technical/procedural and world knowledge
- Build students’ knowledge of authors and illustrators
- Foster critical thinking through interpretation, decisions about relevance, and considerations about different perspectives
- Demonstrate new ways of interpreting and analyzing text
- Develop creative expression, language and communication skills
- Provide exemplars for students to replicate
- Build conceptual knowledge
- Provide writing venues for conveying information and developing ideas, sentence fluency and presentation skills.

Students will bring unique meanings as they interact with each genre. Over time as they engage in reading connected with writing, they will develop their capacities to create increasingly more sophisticated responses, compositions, interpretations, and analyses.

Factors in Choosing Texts

Textual quality is not the only consideration to take into account when matching students to texts. Factors such as instructional purpose, developmental appropriateness, prior knowledge, and maturity of the student, student reading interests and reading level, are also important when matching students and texts. Teachers will need to make their own decisions about “the most appropriate text” and the depth of understanding of elements and features that are appropriate based upon the maturity and competence of students as well as the purpose of their tasks. Students should be guided to select a text that is not so difficult to be frustrating, but difficult enough to be challenging and to encourage reading and writing progress.

Grade Level Genre Sequence: Reading

(Presented Alphabetically)

NARRATIVE READING	K	1	2	3	4	5	6	7	8
Action							X		
Adventure					X		X		
<i>Classic Literature</i>	X	X	X	X	X	X	X	X	X
<i>Contemporary Literature</i>	X	X	X	X	X	X	X	X	X
Drama			X					X	
Fable				X					
Fantasy		X	X		X	X	X		
Folktale		X		X			X		
Historical Fiction						X			X
Legend			X		X			X	
Memoir								X	
<i>Multicultural Literature</i>	X	X	X	X	X	X	X	X	X
Mystery						X		X	
Myth					X			X	
Nursery Rhyme	X								
Poetry	X		X		X			X	
Realistic Fiction		X		X					X
Science Fiction						X			X
Song	X								
Story	X								
Tall Tale						X			
INFORMATIONAL READING	K	1	2	3	4	5	6	7	8
Advertisement						X			
Almanac					X				
Atlas						X			
Autobiography					X			X	
Biography					X			X	
Brochure								X	
Comparative Essay									X
Concept Book	X								
Editorial						X			
Encyclopedia				X					
Environmental Text	X								
Essay							X		
Experiment						X			
How-to Article							X		
How-to Book		X	X						

INFORMATIONAL READING	K	1	2	3	4	5	6	7	8
Magazines (Social Studies and Science)		X	X	X					
Newspaper					X				X
Personal Correspondence			X					X	
Personal Essay					X				
Persuasive Essay								X	X
Picture Book	X								
Research Report							X	X	
Technical Writing									X
Textbook				X					

Grade Level Genre Sequence: Writing (Presented Alphabetically)

NARRATIVE WRITING	K	1	2	3	4	5	6	7	8
Adventure					X		X		
Drama								X	
Fable				X					
Fantasy			X		X		X		
Folktale				X			X		
Historical Fiction						X			X
Legend					X			X	
Memoir								X	
Mystery						X		X	
Myth					X			X	
Personal Narrative	X	X	X				X		
Poetry	X	X	X	X	X	X	X	X	X
Realistic Fiction			X	X					X
Science Fiction									X
Tall Tale						X	X		
INFORMATIONAL WRITING	K	1	2	3	4	5	6	7	8
Biography									X
Comparative Essay					X		X		
Historical Expository Piece									X
Informational Piece	X								
Informational Piece w/ Focus Question		X							
Journal									X
Magazine Feature Article			X						
Personal Essay							X		
Persuasive Essay: Position/Evidence						X	X		
Report				X					
Research Project	X	X	X	X	X	X	X	X	X
Research Report				X				X	
Simulated Memoir									X

Reading and Writing Genre v.12.05
Organized By ELA MCF Grade Clusters

Early Elementary Genre
(Presented Alphabetically)

EE	Narrative Reading	Informational Reading	Narrative Writing	Informational Writing
K	nursery rhyme poetry song story	concept book environmental text picture book	personal narrative (brief; using pictures and words) poetry (approximate)	informational piece (brief; using pictures and words) research project (contribute to a class book)
1st	fantasy folktale realistic fiction	how-to book (simple) magazine (science and social studies)	personal narrative (using illustrations and transitional words) poetry (approximate)	informational piece (w/focus question) research project (one research question)
2nd	drama fantasy legend poetry	how-to book (simple) magazines (science and social studies) personal correspondence	fantasy personal narrative poetry (approximate) realistic fiction	feature article (magazine) research project (two research questions)

Later Elementary Genre
(Presented Alphabetically)

LE	<i>Narrative Reading</i>	<i>Informational Reading</i>	<i>Narrative Writing</i>	<i>Informational Writing</i>
3rd	fable folktale realistic fiction	encyclopedia magazine textbook	fable folktale poetry realistic fiction	report research project (content area)
4th	adventure fantasy legend myth poetry	almanac autobiography biography newspaper personal essay	adventure fantasy legend myth poetry	comparative essay research project
5th	fantasy historical fiction mystery science fiction tall tale	advertisement atlas editorial experiment	historical fiction mystery poetry tall tale	persuasive essay (position/evidence) research project

**Middle School Genre
(Presented Alphabetically)**

MS	<i>Narrative Reading</i>	<i>Informational Reading</i>	<i>Narrative Writing</i>	<i>Informational Writing</i>
6th	action adventure fantasy folktale	essay how-to-article research report	adventure fantasy folktale personal narrative poetry tall tale	comparative essay personal essay persuasive essay research project
7th	drama legend memoir mystery myth poetry	autobiography biography brochure personal correspondence persuasive essay research report	drama legend memoir mystery myth poetry	research project (w/thesis statement)
8th	historical fiction realistic fiction science fiction	comparative essay newspaper writing persuasive essay technical writing	historical fiction poetry realistic fiction science fiction	biography historical expository piece journal research project simulated memoir

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