wasatch range writing project
By Lynda Hamblin

Lesson Title: Three Types of Writing; Purpose and Form

Burning Question: How can we get students to distinguish and recognize the elements of Narrative, Argument, and Informational Texts?

Objectives: Students will be able to read passages of writing to determine whether it is one of the three. They will also be able to transfer this knowledge to their own writing.

Context: 8th grade – however this lesson could be adapted to any grade level/subject. This lesson would be used at the beginning of the school year.

Materials: Various articles, three colors of highlighters, chart paper, handouts

Time Span: 3-4 class periods.

Procedures: Student Instructions: (These activities will be spread out over a 3-4 day period)

1. Groups of 4-5

2. Each group receives a packet of text types and Venn Diagram handout

3. As a group, students try to determine what category each text type goes into. They must be able to defend their choices.

4. Whole class discussion: on chart paper each group displays their choices.

5. Noticing the differences with the lists – the class will determine that many times texts cannot be pigeonholed into one category.

6. Students are given "Three Types of Text: Purpose and Form" handout and a short article. This article needs to be one that includes at least two of the text types.

7. Whole class discussion: teacher demonstrates with the highlighters how to highlight the text. Yellow for narrative, pink for argument, and blue for informational.

8. Students are given a second article to highlight with their group. Hopefully, disagreement and consensus follow.

9. Whole class discussion – article on the projector to determine the different text types.

Extensions: Close reading and coding activity

Rationale: The Common Core distinguishes between three types of text and students need to have the vocabulary and knowledge to recognize these.

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Resources:

Three Types of Writing: Purpose and Form

1. **Read** article carefully
2. **Mark** and **make** notes on the text using the following codes.
3. **Write a response…**

❖Narrative

➢ Telling a story
- Personal
- Anecdotal

➢ Examples
- Creative fictional stories
- Autobiographies

❖Informational/Explanatory/Expository

➢ Factual information
➢ Examples
- Compare and contrast
- Cause and effect
- Essays
- Textbooks

❖Argumentative

➢ Investigate a topic
- Collect
- Generate
- Evaluate

➢ Establish a position on the topic
➢ Demonstrates writers position, belief, or conclusion

Code your text…

Symbol	Meaning
!	This part of the text really **shocked/surprised** me.
?	This part of the text is **confusing**.
R	This part **reminds me of/connects** me to some other writing/reading I have seen before.
* _____ *	**Important** information/**Key** idea
⬭	Visualize
PI	**Predict/infer** what might happen next

Three Types of Writing: Purpose and Form

Argument

Informative/Explanatory/
Expository

Narrative