



Text-type Writing

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Within the *Literacy Place for the Early Years Writing Guide*, are descriptions of three types of writing recommended for primary classrooms:

- text-type and poetry studies
- written literature response
- self-selected writing

Each plays an important part in providing opportunities to enhance young writers developing skills; however, the text-type studies extend students' writing beyond simple personal narratives to a variety of texts with different purposes and audiences.

What is a Text-type Writing Study?

A text-type writing study is a structured framework for teaching students how to write a particular type of text. The writing sessions of the text-type studies follow the gradual release of responsibility model. First, students experience a 'mentor' or model of one of the text types through Read Alouds and Shared Reading. During Modelled and Shared Writing sessions, a collaborative piece of writing is created as a class. Students then apply the knowledge they have acquired in the teacher-led class writing and complete their own texts using the same text type. As students are writing independently, further support can be given through Guided Writing groups.

What are the Types of Writing?

LPEY has mapped out six complete text-type studies for each grade from kindergarten through grade three. The types of writing include: description, explanation, narration, persuasion, retell, and procedural. Each grade level introduces a new form of the text-type. For example, in grade one persuasive letters are introduced while in grade three students write persuasive arguments. There is no set order for teaching the text types; however, you may want to use more familiar text types such as procedure or retell as your first complete study. Over the course of the year, you will want to ensure students receive demonstrations and learning experiences with all the text types. As you plan for the writing experiences that would be most beneficial for your students think about linking text-type studies to the writing required in Science or Social Studies.

What is a 'Mentor Text'?

The text-type studies are based on model or 'mentor texts'. These texts are familiar to the students because they have been previously introduced during Read Aloud or Shared Reading sessions. Even Guided Reading texts can act as samples of a text type. While students are immersed in the reading of the mentor text, they begin to compare it with known types of writing. This immersion in the text enables students to become aware of the features, organization, and conventions applicable to the specific text.

Check out the mentor texts found in *LPEY* on the Text-type writing sheets attached for your grade level!

If you have a question you would like answered, please email your request to: workshops@scholastic.ca.

TEXT-TYPE STUDIES - Kindergarten

“A text-type study is writing that has a specific structure and features that are common to a particular type of text. This type of writing is based on the underlying framework of texts that describe, explain, narrate, persuade, retell or outline procedures. Students experience one of the text-types through Read Alouds and Shared Reading, create a collaborative piece of text-type writing as a class and then write their own texts based on the original text type.”

Writing Guide, Literacy Place for the Early Years

Text Type and Purpose	Form	Mentor Text in Shared Reading	Read Aloud Text	Guided Reading Text
Description - to provide information about a topic	Personal Account	<i>My Puppy</i> <i>Do You See Colours?</i>		<i>I Feed the Animals (A)</i> <i>Wild Animals (A)</i> <i>My Family (A)</i> <i>Sisters (A)</i> <i>All by Myself (B)</i> <i>A Hot Day (C)</i> <i>Sammy (C)</i> <i>What I Wear (C)</i>
Explanation - to explain how something came to be and/or why it is a certain way	Personal Explanation – answers a question	<i>Why Did the Chicken Cross the Road?</i> “What is a Shadow?” in <i>It’s My World</i>		
Narrative - to entertain and engage, to share a story	Fantasy Story	<i>Where are the Bears?</i>	<i>Time to Sleep</i> <i>Ordinary Amos and the Amazing Fish</i> <i>Bernard’s Bath</i>	
Persuasive - to persuade or convince someone to do, think, or believe something	Arguments – why and why not	<i>But Mom!</i>		
Procedure - to tell the reader how to do something	Instructions	<i>Hair Heads</i> “Let’s Play” in <i>It’s My World</i>		<i>Making Things (A)</i> <i>Make a Pet Rock (D)</i>
Retell - to retell or recount past experiences, events and/or lives of people, either real or imaginary	True Story	<i>Helping Grandma</i> <i>We All Went on Safari</i>	<i>The Rescue of Nanoose</i>	<i>Getting Ready (B)</i> <i>The Snowman (B)</i> <i>I Play Soccer (C)</i> <i>Library Day (D)</i>



TEXT-TYPE STUDIES – Grade 1

“A text-type study is writing that has a specific structure and features that are common to a particular type of text. This type of writing is based on the underlying framework of texts that describe, explain, narrate, persuade, retell or outline procedures. Students experience one of the text-types through Read Alouds and Shared Reading, create a collaborative piece of text-type writing as a class and then write their own texts based on the original text type.”

Writing Guide, Literacy Place for the Early Years

Text Type and Purpose	Form	Mentor Text in Shared Reading	Read Aloud Text	Guided Reading Text
Description - to provide information about a topic	Question and Answer Description	<i>Is This a Moose?</i>	<i>Whose Teeth are These?</i> <i>The Emperor's Egg</i>	<i>What Can Walk on Walls?</i> (D) <i>What Do You See? A Book About the Seasons</i> (D) <i>How Big Are You?</i> (G) <i>True or False? Finding Out About Newfoundland Dogs</i> (H)
Explanation - to explain how something came to be and/or why it is a certain way	Report	“How Does a Chick Get Out of the Egg?” in <i>School Days</i>		<i>Make It Move</i> (E) <i>How Do Polar Bears Keep Warm?</i> (H) <i>Hop! Spring! Leap! Animals that Jump</i> (I)
Narrative - to entertain and engage, to share a story	Fairy Tale	<i>I Promise</i>		<i>The Magic Pot</i> (F) <i>The Frog Prince</i> (G)
Persuasive - to persuade or convince someone to do, think, or believe something	Letter	<i>The Best Pet</i>	<i>Hey, Little Ant</i>	
Procedure - to tell the reader how to do something	Recipe	<i>Making Ice Cream</i> “Caring for Speedy” in <i>School Days</i>		<i>Let's Make Cards</i> (F) <i>Paint a Mouse Face</i> (F) <i>Birthday Noodles</i> (G) <i>Plant a Seed</i> (H)
Retell - to retell or recount past experiences, events and/or lives of people, either real or imaginary	Personal Account	<i>Camping at the Lake</i>	<i>All Pigs are Beautiful</i> <i>Pipaluk and the Whales</i>	<i>I Can Ride</i> (A) <i>My Picture</i> (A) <i>Salad</i> (A) <i>Dress Up</i> (B) <i>I Can Draw</i> (D) <i>Paint a Mouse Face</i> (F) <i>Birthday Noodles</i> (G) <i>A Pod for Baby Orca</i> (H) <i>Memories</i> (H) <i>The Sleepover</i> (I) <i>A Wild Eagle Needs a Beak</i> (J)

TEXT-TYPE STUDIES – Grade 2

“A text-type study is writing that has a specific structure and features that are common to a particular type of text. This type of writing is based on the underlying framework of texts that describe, explain, narrate, persuade, retell or outline procedures. Students experience one of the text-types through Read Alouds and Shared Reading, create a collaborative piece of text-type writing as a class and then write their own texts based on the original text type.”

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Text Type and Purpose	Form	Mentor Text in Shared Reading	Read Aloud Text	Guided Reading Text
Description - to provide information about a topic	Report	<i>The Inuksuk: Guide in the North</i> “Canada Celebrates” and “Light It Up” in <i>Let’s Celebrate</i>	<i>Chameleons are Cool</i> <i>Animal Defenses</i> <i>Starting Life: Crocodile</i>	<i>All Kinds of Beetles</i> (E) <i>Trains</i> (G) <i>Happy New Year!</i> (K) <i>What Does Your Dog Know?</i> (K) (media – quiz) <i>Extreme Animals</i> (L) <i>Winter Wonderland</i> (L) (media text – guide) <i>Roadside Giants</i> (M) (media text – poster) <i>Dragonflies are Amazing</i> (O) <i>The Kids’ Guide to Summer Camps</i> (P) (media text – guide)
Explanation - to explain how something came to be and/or why it is a certain way	Information Article	“How Does a Trick Candle Work?” in <i>Let’s Celebrate</i>		
Narrative - to entertain and engage, to share a story	Realistic Story	<i>Ruler of the Courtyard</i> (a Read Aloud text)	<i>A Touch of Zebras</i> <i>Me and Me Mah</i>	<i>Adam in Net</i> (E) <i>Justin’s New Bike</i> (F) <i>Going Fishing</i> (I) <i>Ali Runs with the Pack</i> (J) <i>Why Is It Called Moose Meadow?</i> (J) <i>Dominic’s Aquarium</i> (K) <i>A Playground for Lisa</i> (L) <i>Mr. Bert’s Storytime</i> (L) <i>Rag Doll Rescue</i> (M) <i>Slam Dunk Robot</i> (O) <i>The Desk</i> (P)
Persuasive - to persuade or convince someone to do, think, or believe something	Pro/Con Arguments	<i>Should Children Choose Their Bedtimes?</i>		
Procedure - to tell the reader how to do something	Instructions	<i>3-2-1 Blast Off!</i> “Make a Dragon Puppet” in <i>Let’s Celebrate</i>		<i>Making Rock Candy</i> (G) <i>Keep Us Clean</i> (J) <i>The Game of Go</i> (N) (media text – game rules)
Retell - to retell or recount past experiences, events and/or lives of people, either real or imaginary	Realistic Story	<i>Come to the Pow-wow</i>		<i>At the Apple Farm</i> (G) <i>Zest for Life</i> (J)

TEXT-TYPE STUDIES – Grade 3

“A text-type study is writing that has a specific structure and features that are common to a particular type of text. This type of writing is based on the underlying framework of texts that describe, explain, narrate, persuade, retell or outline procedures. Students experience one of the text-types through Read Alouds and Shared Reading, create a collaborative piece of text-type writing as a class and then write their own texts based on the original text type.”

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Text Type and Purpose	Form	Mentor Text in Shared Reading	Read Aloud Text	Guided Reading Text
Description - to provide information about a topic	Report	<i>Icebergs!</i>	<i>Bats Strange and Wonderful</i> <i>Pigs Aren't Dirty, Bears Aren't Slow</i>	<i>East Coast Boots</i> (L) <i>Creature Cleaning</i> (M) <i>Hungry Plants</i> (N) <i>Avalanche!</i> (P) <i>African Elephants: Built BIG</i> (Q) <i>What Makes a Planet a Planet?</i> (R)
Explanation - to explain how something came to be and/or why it is a certain way	Question and Answer Article	“The Science of a Sport” in <i>Be a Sport!</i> “Lacrosse: The Sport of a Nation” in <i>Be a Sport!</i>		
Narrative - to entertain and engage, to share a story	Script	<i>Big Bad Bertha</i>		
Persuasive - to persuade or convince someone to do, think, or believe something	Persuasive Arguments	<i>Three Easy Steps to Getting a Dog</i> “Have Your Say” in <i>Be a Sport!</i>		<i>Help a Wild Animal in Need</i> (M) (media text – brochure) <i>Moon Cruiser</i> (R) (media text – letters/advertisements)
Procedure - to tell the reader how to do something	Experiment	<i>Magnetic Racetrack</i>		
Retell - to retell or recount past experiences, events and/or lives of people, either real or imaginary	Account	<i>Thank You, Mr. T!</i>		<i>Nipissing and Nipigon</i> (N) <i>The Mammoth Cheese</i> (O)