

# What are Genres?

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*Adapted from Scaffolding Writing Through the Teaching and Learning Cycle, Spycher (2017)*

In order to provide scaffolding for students to write various academic genres, or text types, teachers themselves need to understand the notion of “genre.” Broadly speaking, genres are socially recognized ways of using language that enable people to express their ideas about the world, establish relationships with others, and accomplish various goals. In order to understand how different written genres do these things, it is important to consider the social purpose, overall organization and structure, and specific language features of each genre.

**Purpose.** Fundamentally, written genres are distinguished by their social purposes — that is, what the text is intended to accomplish within a particular context and content area and the desired effect on the people who will be reading it (the audience). Social purposes include recounting (e.g., telling about an experience or an event), entertaining (e.g., entertaining and sometimes teaching others through a fictional story or memoir), informing (e.g., telling about a historical event or science facts), explaining (e.g., helping others to understand a political system or a science process), and persuading (e.g., getting others to believe something or take action on an issue). These social purposes shape the genre, guide how it is structured and organized, and determine which language resources are most powerful to use in the text.

**Organization.** Each genre has evolved to be structured and organized in predictable ways and to leverage predictable language features. For example, a fictional story — the purpose of which is generally to entertain and to convey certain overarching messages or themes — tends to have a lot of action and is typically presented as a sequence of events in three major stages:

- *Orientation* — in which the author *orients* the reader by introducing the setting and characters and possibly foregrounding the plot.
- *Complication* — where things get *complicated* and the plot thickens.
- *Resolution* — where the problem is *resolved* and the reader comes away with a satisfied feeling, possibly having learned an important life lesson.

**Language features.** Different genres leverage particular language resources to achieve their social purpose. For example, stories tend to have the following:

- Dialogue (so the reader can get into the head of characters and understand what they are thinking and feeling and what they are like, as well as to move the plot along, in ways that “show” and don’t merely “tell”).
- Descriptive vocabulary (which helps readers imagine the world in which the characters live or evoke certain emotions).

These language features help the text achieve its purposes of entertaining the reader and (often) conveying universal themes and life lessons. The following figure shows a few different genres that students read and write in school, highlights their social purposes, and provides some information on the typical organization and language features of each genre. The pages that follow include a collection of genre cheat sheets<sup>1</sup>, organized by grade span, that provide additional detail about some of the text types students encounter most frequently in school.

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<sup>1</sup> These genre cheat sheets were adapted from a variety of sources, which are provided at the end of this document for further reading.

	Argument	Explanation	Information Report	Recount	Story
Example Texts	<i>Climate Change is a Problem Created by Humans</i>	<i>How Deserts are Formed</i>	<i>Insect Habitats</i>	<i>A Day in the Life of a Civil War Soldier</i>	<i>The House on Mango Street</i> by Sandra Cisneros
Social Purpose	<b>Arguing for a position:</b> To persuade people to think or act in a certain way	<b>Explaining how things work:</b> To explain how things work or why things happen	<b>Giving information:</b> To provide information about a topic	<b>Telling what happened:</b> To retell events or recount a series of events over a long timespan	<b>Entertaining:</b> To entertain To convey universal themes or life lessons
Text Structure & Organization (Stages)	Thesis/Claim Arguments <ul style="list-style-type: none"> <li>• Point</li> <li>• Elaboration</li> </ul> Reinforcement of thesis/Call for action	Phenomenon <ul style="list-style-type: none"> <li>• Identification</li> <li>• Description of the phenomenon</li> </ul> Explanation (e.g., sequential, causal, factorial)	General Statement <ul style="list-style-type: none"> <li>• Identification</li> <li>• Definition</li> <li>• Classification</li> </ul> Description <ul style="list-style-type: none"> <li>• Features</li> <li>• Characteristics, appearance</li> <li>• Activities, behavior</li> </ul>	Orientation Record of events (Evaluation or re-orientation)	Orientation <ul style="list-style-type: none"> <li>• Events</li> </ul> Complication <ul style="list-style-type: none"> <li>• Events</li> </ul> (Evaluation) Resolution
Some Typical Language Features	Text connectives: <i>first of all, on the other hand, therefore</i> Modality: <i>should, might, needlessly, obviously</i>	Text connectives: <i>as a result, however, consequently</i> Causal subordinating conjunctions: <i>because, since, as a result of</i>	Text connectives: <i>for example, in contrast</i> Verbs in the timeless present (action and relating): <i>Bees are... Insects have... Butterflies eat...</i>	Text connectives: <i>after that, during this time, in the end</i> Dates and times to orient the reader (e.g., <i>In 1860</i> ) Verbs in the past tense	Text connectives: <i>once upon a time, after a long while, suddenly, soon</i> Verbs in the past tense: <ul style="list-style-type: none"> <li>• Action (for events)</li> <li>• Thinking and feeling (for inner thoughts and intentions)</li> <li>• Saying (for dialogue)</li> </ul>

## Narrative Texts/Stories Cheat Sheet (Grades K–1)

Purpose	To entertain and/or teach by posing a problem that needs to be solved.	
Text Organization and Structure	Orientation that introduces the characters and setting, and sometimes hints at the problem.	Once upon a time there were three little pigs. The first little pig built his house out of straw, the second little pig built his house out of sticks, and the third little pig built his house out of bricks. They felt safe in their little homes.
	Complication: a sequence of events, where a problem arises.	One night, the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. The wolf blew the house in and ate the first little pig.
	Resolution in which the problem is resolved.	The wolf then came to the house of sticks. He knew the house could not withstand him, and he blew that house in too and ate the second little pig.  Finally, the wolf arrived at the house of bricks. "Let me in, let me in!" cried the wolf "Or I'll huff and I'll puff 'til I blow your house in!" "Not by the hair of my chinny chin chin," replied the pig. The wolf huffed and puffed but he could not blow down the brick house. The smart little pig was safe and lived to tell the tale!
Language Features	<ul style="list-style-type: none"> <li>● Verbs in the past tense (<i>saw, was, lived</i>).</li> <li>● A variety of verb types: <ul style="list-style-type: none"> <li>○ Doing/action verbs that describe the actions of the characters (<i>huffed, blew</i>).</li> <li>○ Thinking/feeling/sensing verbs that describe characters' feelings, thoughts, or experiences (<i>felt, knew</i>).</li> <li>○ Saying verbs that mark and describe dialogue or reported speech (<i>said, cried, replied</i>).</li> </ul> </li> <li>● Sequential/transitional words and phrases to indicate sequence of events, time, or a change in the plot (<i>one night, a long time ago, later</i>).</li> <li>● Prepositional phrases to give specific details about place or time.</li> <li>● Pronouns and reference devices to refer back to or introduce something to come (<i>they, him, it</i>).</li> </ul>	

# Literary Response Texts Cheat Sheet (Grades K–1)

Purpose	To provide an opinion, or interpretation, of a story, using evidence from the text and good reasons.	
Text Organization and Structure	Introduction and opinion statement	<p>How does CJ change in this story?</p> <p>I think CJ learns that the world around him is beautiful. At the beginning of the story, he was sad that he couldn't ride in a car. He was also sad because he didn't have things. But then his Nana said, "Why do we need a car? We have a bus that breathes fire!" Also, his Nana told him to listen to the guitar the man was playing on the bus. Then, CJ saw all the beautiful things around him because the music gave him the feeling of magic. CJ changed a lot in the story. At the end, he didn't think his neighborhood was ugly. He thought the world around him is wonderful and amazing.</p> <p>(From <i>Last Stop on Market Street</i> by Matt de la Peña)</p>
	Reasons and evidence that support the opinion	
	Conclusion	
Language Features	<p>Connectives and conjunctions (e.g., at the beginning, but, and, also)</p> <p>Past tense verbs (<i>saw, gave, didn't think</i>)</p> <p>Citation phrases to indicate textual evidence (Nana told him, ...)</p> <p>General academic vocabulary and literary language (<i>wonderful, amazing, bus that breathes fire</i>)</p>	

# Information Report Texts Cheat Sheet (Grades K–1)

Purpose	To describe, define, classify, or categorize information.	
Text Organization and Structure	General statement that identifies, the topic and classifies it into a particular category.	Frogs are amphibians, animals with cold-blood and moist skin. Frogs spend most of their time in water. They have long, powerful legs on the lower part of their body that make them strong swimmers. They have webbed feet that help them glide through water.
	Descriptive facts & details about the topic are grouped together in categories (i.e. characteristics, appearance, behavior, etc.)	
	Order of body sections (categories) not necessarily important.	
	Reports do not always have a conclusion but may be rounded off by a general statement about the topic.	
Language Features	Generalized participants (vs. individuals).	Frogs have long, strong legs. (Not “The frog has...”)
	Long noun phrases with embedded clauses and prepositional phrases.	They have [long, powerful legs on the lower part of their body that make them strong swimmers .]
	<p>Variety of Verb Types:</p> <ul style="list-style-type: none"> <li>• Being and having verbs to describe characteristics and attributes:               <ul style="list-style-type: none"> <li>○ Is/are, become, seem, etc.</li> <li>○ Has/have, possess, own, etc.</li> </ul> </li> <li>• Doing/can do (action) verbs to describe activity or behavior.</li> </ul> <p>Verbs in the timeless present tense.</p>	<p>Frogs are amphibians.</p> <p>Frogs have long, strong legs.</p> <p>Frogs spend most of their time in water.</p> <p>They capture insects with their long, sticky, tongues.</p>

## Explanation Texts Cheat Sheet (Grades K–1)

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Purpose	To explain how things work or why things happen.	
Text Organization and Structure	Identification and description of phenomenon or thing to be explained.	Honeybees are important for pollination. When a honeybee crawls around a flower, she is dusted with pollen. The bee then flies to another flower, carrying pollen in her branched hair. When the bee lands on another flower, pollen falls onto the flower’s stigmas. Now, a new plant will grow.
	Explanation about the phenomenon or thing, organized logically into categories (rather than sequentially, like a story).	
	Sometimes, but not always, there is a conclusion, which may reinforce the description of the thing that has been explained.	
Language Features	<p>Often generalized participants vs. individual participants (“honeybees collect” and not “one honeybee collects”).</p> <p>Long noun phrases. (<u>The sticky <b>pollen</b> from flowering plants</u> clings to their bodies.)</p> <p>Simultaneous connectives: as, while, during, etc.</p> <p>Sequential connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, due to, etc.</p> <p>Nominalization that condenses entire processes (in the form of verbs, such as pollinate) into “things,” or noun or noun phrases (Honeybees are critical to pollination).</p> <p>Verbs in the timeless present tense. (Something that always is: Honeybees are insects.)</p>	

## Opinion Texts Cheat Sheet (Grades K–1)

Purpose	To state the way one thinks or feels about something. Opinion writing develops students' understanding of argument writing.	
Text Organization and Structure	Introduction/State the opinion	Dogs are excellent pets to own. They are fun to play with. Also, dogs keep you company. Another reason they are great pets is because they can protect your house. For example, if a burglar tries to break in to your house, the dog would bark and scare him away. I think everybody should have a dog because they are good pets.
	List of reasons/evidence	
	Conclusion/Reiteration of opinion/recommendation (optional)	
Language Features	Connectives and conjunctions (because, when, one reason, the reason, for example, ...)	<ul style="list-style-type: none"> <li>• <u>Another reason</u> they are great pets is <u>because</u> they can protect your house.</li> <li>• <u>Also</u>, they exercise a lot.</li> </ul>
	Modal auxiliary verbs (e.g., can, should, must, ought to)	<ul style="list-style-type: none"> <li>• I think everybody <u>should</u> have a dog because they are good pets.</li> </ul>
	Evaluative language that indicates author's beliefs	<ul style="list-style-type: none"> <li>• Dogs are <u>excellent</u> pets to own.</li> <li>• Another reason they are <u>great</u> pets is because they can protect your house.</li> <li>• I think everybody should have a dog because they are <u>good</u> pets.</li> </ul>

## Mathematical Explanation Texts Cheat Sheet (Grades K–1)

Purpose	To explain how a problem was solved or how a problem could be solved.	
Text Organization and Structure	Identification and/or description of the problem and solution to be explained.	I know that the paperclip is 3 centimeters long. I used the centimeter cubes to measure from one end point to the other and then I counted the cubes. This took 3 centimeter cubes so the paperclip is 3 centimeters long.
	Causal or sequential explanatory sequence of steps.	
	Conclusion that includes the complete solution and/or the final step(s) to arrive at the solution.	
Language Features	<p>Sequential connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, as a result, therefore, etc.</p> <p>Prepositional phrases that provide detail about where or when things are, why things occur, or how things compare to other things (e.g., from one end point to the other).</p> <p>Domain specific and general academic vocabulary.</p>	



## Mathematical Argument Text Cheat Sheet (Grades K–1)

Purpose	To propose, defend or refute an approach to a mathematical problem, idea, or analysis	
Text Organization and Structure	Position Statement or claim	$8 + 1 = 3 + 5$ Is this statement true or false?  The statement is false. $8 + 1 = 9$ and $3 + 5 = 8$ . 8 is not the same as 9 so the statement must be false.
	Evidence and supporting elaboration that may include computation and the author’s interpretation	
	Optional conclusion/Reiteration of position	
Language Features	Connectives and conjunctions (This is not the same <u>so</u> the statement must be false. This is untrue <u>because</u> the two sides are not equal.)  Evaluative language that indicates author’s belief (The statement is <u>false</u> .)  Domain specific and general academic vocabulary (equation, equal to, statement)	

## Narrative Texts/Stories Cheat Sheet (Grades 2–3)

Purpose	To entertain and/or teach by posing a problem that needs to be solved.	
Text Organization and Structure	Orientation that introduces the characters and setting, and sometimes hints at the problem.	<p>For many years, the Sun and the Wind had lived together in harmony. But one day, they happened to have a quarrel when both of them claimed to be stronger. At last they agreed to have a trial of strength.</p> <p>“Here comes a traveler. Let us see who can strip him of his cloak?” said the Sun.</p> <p>The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly about him.</p> <p>Then it was the turn of the Sun. At first he shone very gently. The Sun went on shining brighter and brighter. The traveler felt hot and, before long, he took off his cloak and put it in his bag.</p> <p>The Wind was forced to accept his defeat and agreed, at least in this case, that the Sun was stronger.</p>
	Complication: a sequence of events, where a problem arises.	
	Resolution in which the problem is resolved.	
Language Features	<ul style="list-style-type: none"> <li>● Verbs in the past tense.</li> <li>● A variety of verb types:             <ul style="list-style-type: none"> <li>○ Doing/action verbs that describe the actions of the characters.</li> <li>○ Thinking/feeling/sensing verbs that describe characters’ feelings, thoughts, or experiences.</li> <li>○ Saying verbs that mark and describe dialogue or reported speech.</li> </ul> </li> <li>● Sequential/transitional words and phrases to indicate sequence of events or a change in the plot.</li> <li>● Adverbial time phrases to describe time.</li> <li>● Prepositional phrases to give specific details about place or time.</li> <li>● Pronouns and reference devices to refer back to or introduce something to come.</li> </ul>	

# Information Report Texts Cheat Sheet (Grades 2–3)

Purpose	<p>To describe, define, classify, or categorize information.</p> <p>To describe the way things are, typically focusing on classes of things rather than individuals.</p>	
Text Organization and Structure	<p>General statement that identifies, the topic and classifies it into a particular category.</p>	<p>Frogs are amphibians, animals with cold-blood and moist skin. Their skin has a layer of thin mucus that protects the skin from drying out.</p>
	<p>Descriptive facts &amp; details about the topic are in categories (i.e. characteristics, appearance, behavior, etc.)</p>	<p>Frogs spend much of their time in water. They have long, powerful legs on the lower part of their body that propel them through water. They have webbed feet which help them glide through water and sticky pads that allow them to climb and stick to trees.</p>
	<p>Order of body sections (categories) not necessarily important.</p>	<p>Frogs use their long, sticky tongues to capture their prey. They are carnivores and eat any small animal that they see.</p>
	<p>Reports do not always have a conclusion but may be rounded off by a general statement about the topic.</p>	
Language Features	<p>Generalized participants (vs. individuals).</p>	<p>Frogs have long, strong legs. (Not “The frog has...”)</p>
	<p>Long noun phrases with embedded clauses and prepositional phrases.</p>	<p>They have [webbed feet with sticky pads that help them glide through the water and allow them to climb and stick to trees.]</p>
	<p>Variety of Verb Types:</p> <ul style="list-style-type: none"> <li>• Being and having verbs to describe characteristics and attributes: <ul style="list-style-type: none"> <li>○ Is/are, become, seem, etc.</li> <li>○ Has/have, possess, own, etc.</li> </ul> </li> <li>• Doing/can do (action) verbs to describe activity or behavior.</li> </ul> <p>Verbs in the timeless present tense.</p>	<p>Frogs are amphibians.</p> <p>Frogs have long, strong legs.</p> <p>Frogs spend most of their time in water. They capture insects with their long, sticky, tongues. Their tongues are so sticky that they can capture an insect that’s almost twice its weight.</p>

## Explanation Texts Cheat Sheet (Grades 2–3)

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Purpose	<p>To explain how things work or why things happen.</p> <p>Common explanation genres include: Sequential explanation, causal explanation.</p>	
Text Organization and Structure	<p>Identification and description of phenomenon to be explained.</p> <hr/> <p>Causal or sequential explanatory sequence of events.</p> <hr/> <p>Sometimes, but not always, there is a conclusion, which may reinforce the description of the thing that has been explained.</p>	<p>Salmon have a unique life cycle in which they return to the place of their birth to lay their eggs. Adult salmon lay their eggs in freshwater rivers in special nests in the gravel called redds. When the eggs hatch and become alevins, the alevins leave their redds to feed. At this point they are known as fry and they grow quickly. Once salmon are over a year old they are known as parr. Parr stay in freshwater for between one and four years, feeding on small insects and growing larger. After 1-4 years, the parr become smolts and head out to sea as adult salmon. Adult salmon travel great distances at sea to rich feeding grounds, ultimately returning to the rivers where they were born to lay their eggs.</p>
Language Features	<p>Often generalized participants vs. individual participants (“Salmon live in rivers.” and not “the salmon lives in the river.”)</p> <p>Long noun phrases (“Salmon scales are coated with a layer of mucus, a slimy substance, which help it glide easily through water.”)</p> <p>Simultaneous text connectives: as, while, during, etc.</p> <p>Sequential text connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, due to, etc.</p> <p>Nominalization, which condenses entire processes (in the form of verbs, such as pollute) into “things,” or noun or noun phrases. (People pollute rivers and streams. Pollution is impacting salmon health. This impact results in the decline of salmon populations.)</p> <p>Verbs in the timeless present tense (something that always is- “Salmon are fish. Fish have gills.”)</p>	

## Opinion/Argument Texts Cheat Sheet (Grades 2–3)

<b>Purpose</b>	<p>To take a position on an issue and justify it.</p> <p>To persuade the reader to agree to a certain viewpoint or take a certain action.</p>	
<b>Text Organization and Structure</b>	<p>Introduction/ Position Statement</p> <hr/> <p>Series/List of arguments plus supporting elaboration that includes quotes, statistics, examples, and other evidence</p> <hr/> <p>Acknowledgement of counterpoint (optional)</p> <hr/> <p>Conclusion/ Reiteration of position plus recommendation/call to action (optional)</p>	<p>Energy use at school must be reduced. Even though there are many electronic devices that students can benefit from, there is still much that can be done to conserve power and reduce energy consumption in schools.</p> <p>First of all, electronic equipment uses too much energy. Therefore, computer screens should be turned off when not in use. Another reason is that other equipment like lights and air conditioners also use a lot of energy. Students and teachers should turn off lights when they leave the room. Also, air conditioners should be turned down.</p> <p>We can all save energy if we think more about saving power. We must start reducing energy consumption now!</p>
<b>Language Features</b>	<p>Connectives and conjunctions</p> <hr/> <p>Modal auxiliary verbs (i.e. can, should, must, ought to)</p> <hr/> <p>Evaluative language that indicates author's belief</p> <hr/> <p>Citation phrases</p> <hr/> <p>Domain specific and general academic vocabulary</p>	<ul style="list-style-type: none"> <li>• <u>First of all</u>, electronic equipment uses too much energy.</li> <li>• <u>Also</u>, air conditioners should be turned down.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• People <u>should</u> pay for plastic bags they use for their shopping. Making people pay for these plastic bags <u>would</u> encourage them to use reusable bags.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <u>Surprisingly</u>, the health problems of eating too much hit poor people the hardest.</li> <li>• Depending on the zoo, animals are fed once or twice daily. This <u>destroys</u> their natural feeding pattern.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <u>The International Campaign to Ban Landmines estimates</u> that 100 million mines have been laid throughout the world.</li> <li>• <u>According to Dr. Curt Richter of Johns Hopkins University</u>, "The dietary habits of rat and man are almost identical."</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• There is still much that can be done to <i>conserve</i> power and <i>reduce energy consumption</i> in schools.</li> </ul>

## Literary Response Texts Cheat Sheet (Grades 2–3)

Purpose	To propose and defend an interpretation of a text- often, but not always, based on analysis of the characters, setting, plot, theme, or author’s craft.	
Text Organization and Structure	Introduction/ Position Statement	Mama’s feelings change and she realizes that the quilt is very important. By the end of the story, both Mama and Grandma spent their winter evenings working on the quilt. Even while they were cooking and baking their Christmas treats, they still worked on the quilt. We know that the quilt becomes important to Mama because she spends so much time working on it with Grandma.
	Reasons and supporting evidence that support the position statement	
	Conclusion/ Reiteration of position	
Language Features	<p>Connectives and conjunctions (i.e. however, similarly, therefore)</p> <p>Modal auxiliary verbs (i.e. can, should, must, ought to)</p> <p>Evaluative language that indicates author’s belief</p> <p>Citation phrases (i.e. In line 3, the author...; According to the text...)</p> <p>Domain specific (i.e. metaphor, onomatopoeia) and general academic vocabulary</p>	

## Mathematical Explanation Texts Cheat Sheet (Grades 2–3)

Purpose	To explain how a problem was solved or how a problem could be solved.	
Text Organization and Structure	Identification and/or description of the problem and solution to be explained.	There is \$65 left to spend. With that money, I would buy 2 magnet kits. Each magnet kit is \$30. $\$30 + \$30 = \$60$ . I would then buy one package of poster boards. The package of poster boards costs \$5. $\$60 + \$5 = \$65$ . After that I will have spent all of the money that is left.
	Causal or sequential explanatory sequence of steps.	
	Conclusion that includes the complete solution and/or the final step(s) to arrive at the solution.	
Language Features	<p>Sequential connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, as a result, therefore, etc.</p> <p>Clarifying connectives: For example, that is, to illustrate, in other words</p> <p>Passive voice that removes agency (the doer) in actions or focuses on a process (e.g., <i>The decimal is converted to a fraction because the other terms are fractions</i>).</p> <p>Prepositional phrases that provide detail about where or when things are, why things occur, or how things compare to other things (e.g., the sum <i>of all the sources</i>, a common denominator <i>for all the X values</i>, <i>2020 is between 2019 and 2021</i>).</p> <p>Domain specific and general academic vocabulary.</p>	

## Mathematical Argument Text Cheat Sheet (Grades 2–3)

Purpose	To propose, defend or refute an approach to a mathematical problem, idea, or analysis	
Text Organization and Structure	Position Statement or claim	<p><i>Mia said Figure Q and Figure R have equal areas and equal perimeters. She supported her thinking by saying that any two figures made of an equal number of unit squares always have equal areas and equal perimeters. Is Mia correct?</i></p> <p>Mia is incorrect. Only the areas of the two figures are equal. Both figures have an area of 12 square units. The perimeters of the figures are not equal. Figure Q has a perimeter of 14 centimeters, but Figure R has a perimeter of 16 centimeters. Any two figures with an equal number of unit squares have to have equal areas but not equal perimeters.</p>
	Evidence and supporting elaboration that may include computation, data, statistics and the author’s interpretation	
	Optional conclusion/ Reiteration of position	
Language Features	<p>Connectives and conjunctions (<u>Therefore</u>, the solution provided is proven false; <u>Further</u>, the equation is incorrectly written; <u>Therefore</u>, the final answer is inaccurate.)</p> <p>Modal auxiliary verbs (The student <u>should</u> change the scale of the graph to intervals of 10s; The student <u>can</u> write the solution in this form because it will not change the solution.)</p> <p>Evaluative language that indicates author’s belief (Using this approach would get the solution <u>faster</u> than the one provided; Option A is a <u>more efficient</u> method of graphing the function.)</p> <p>Evidence with citation phrases (<u>According to</u> Figure 3.5, “The rate of consumption of Harry and Potter is almost identical, except at point C.”)</p> <p>Domain specific and general academic vocabulary (Based on the <u>function</u> <math>y=3x + 5</math>, the <u>y-intercept</u> is <u>located</u> at <u>coordinate</u> (0,5).)</p>	



## Narrative Texts/Stories Cheat Sheet (Grades 4–6)

Purpose	To entertain and/or teach by posing a problem that needs to be solved.	
Text Organization and Structure	Orientation that introduces the characters and setting, and sometimes hints at the problem.	For many years, the Sun and the Wind had lived together in harmony. But one day, they happened to have a quarrel when both of them claimed to be stronger. At last they agreed to have a trial of strength.
	Complication: a sequence of events, where a problem arises.	“Here comes a traveler. Let us see who can strip him of his cloak?” said the Sun.  The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly about him.
	Resolution in which the problem is resolved.	Then it was the turn of the Sun. At first he shone very gently. The Sun went on shining brighter and brighter. The traveler felt hot and, before long, he took off his cloak and put it in his bag.  The Wind was forced to accept his defeat and agreed, at least in this case, that the Sun was stronger.
Language Features	<ul style="list-style-type: none"> <li>● Verbs in the past tense.</li> <li>● A variety of verb types:             <ul style="list-style-type: none"> <li>○ Doing/action verbs that describe the actions of the characters.</li> <li>○ Thinking/feeling/sensing verbs that describe characters’ feelings, thoughts, or experiences.</li> <li>○ Saying verbs that mark and describe dialogue or reported speech.</li> </ul> </li> <li>● Sequential/transitional words and phrases to indicate sequence of events or a change in the plot.</li> <li>● Adverbial time phrases to describe time.</li> <li>● Prepositional phrases to give specific details about place or time.</li> <li>● Pronouns and reference devices to refer back to or introduce something to come.</li> </ul>	

# Information Report Texts Cheat Sheet (Grades 4–6)

Purpose	<p>To describe, define, classify, or categorize information.</p> <p>To describe the way things are, typically focusing on classes of things rather than individuals.</p>	
Text Organization and Structure	<p>General statement that identifies the topic and classifies it into a particular category.</p>	<p>Frogs are amphibians, animals with cold-blood and moist skin. Their skin has a layer of thin mucus that protects the skin from drying out.</p>
	<p>Descriptive facts &amp; details about the topic are in categories (i.e. characteristics, appearance, behavior, etc.)</p>	<p>Frogs spend much of their time in water. They have long, powerful legs on the lower part of their body that propel them through water. They have webbed feet which help them glide through water and sticky pads that allow them to climb and stick to trees.</p>
	<p>Order of body sections (categories) not necessarily important.</p>	<p>Frogs use their long, sticky tongues to capture their prey. They are carnivores and eat any small animal that they see.</p>
	<p>Reports do not always have a conclusion but may be rounded off by a general statement about the topic.</p>	
Language Features	<p>Generalized participants (vs. individuals).</p>	<p>Frogs have long, strong legs. (Not “The frog has...”)</p>
	<p>Long noun phrases with embedded clauses and prepositional phrases.</p>	<p>They have [webbed feet with sticky pads that help them glide through the water and allow them to climb and stick to trees.]</p>
	<p>Variety of Verb Types:</p> <ul style="list-style-type: none"> <li>• Being and having verbs to describe characteristics and attributes:             <ul style="list-style-type: none"> <li>○ Is/are, become, seem, etc.</li> <li>○ Has/have, possess, own, etc.</li> </ul> </li> <li>• Doing/can do (action) verbs to describe activity or behavior.</li> </ul> <p>Verbs in the timeless present tense.</p>	<p>Frogs are amphibians.</p> <p>Frogs have long, strong legs.</p> <p>Frogs spend most of their time in water. They capture insects with their long, sticky, tongues. Their tongues are so sticky that they can capture an insect that’s almost twice its weight.</p>

## Explanation Texts Cheat Sheet (Grades 4–6)

Purpose	<p>To explain how things work or why things happen. Common explanation genres include: sequential explanation, causal explanation.</p>	
Text Organization and Structure	<p>Identification and description of thing to be explained.</p>	<p>All owls are equipped with special adaptations that make them efficient predators. Keen eyesight allows them locate quarry even on dim nights. Sensitive, directional hearing helps locate concealed prey. Some species can even hunt in complete darkness using sound alone to guide them to a successful kill. An owl’s flight is silenced by special wing feathers, that muffle the sound of the air rushing over the surface of the wing. This allows owls to hunt by stealth, taking their victims by surprise. It also allows owls to listen for prey movements while still flying.</p>
	<p>Causal or sequential explanatory sequence of events.</p>	
	<p>Sometimes, but not always, there is a conclusion, which may reinforce the description of the thing that has been explained.</p>	
Language Features	<p>Generalized participants vs. individuals (“owls eat” and not “an owl ate”).</p> <p>Long noun phrases. (Spectacled owls have striking masks that are formed by their dark circles of disk feathers surrounded by white plumage around their eyes.)</p> <p>Simultaneous connectives: as, while, during, etc.</p> <p>Sequential connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, due to, etc.</p> <p>Passive voice that removes agency (the doer) in actions or focuses on a process. (Old growth forests are cut down to create farmland. Tracking devices are placed on the wings to monitor flight and hunting patterns.)</p> <p>Nominalization that condenses large amounts of information into a noun or noun phrase. (Chemical contamination is considered to be one of the most detrimental threats to owl populations.)</p> <p>Verbs in the timeless present tense.</p>	

## Opinion/Argument Texts Cheat Sheet (Grades 4–6)

<p>Purpos</p>	<p>To take a position on an issue and justify it. To persuade the reader to agree to a certain viewpoint or take a certain action.</p>	
<p>Text Organization and Structure</p>	<p>Introduction/ Position Statement</p>	<p>Energy use at school must be reduced. Even though there are many electronic devices that students can benefit from, there is still much that can be done to save power and reduce energy consumption in schools.</p>
	<p>Series/List of arguments plus supporting elaboration that includes quotes, statistics, examples, and other evidence</p>	<p>Firstly, electronic equipment uses too much energy. Therefore, computer screens should be turned off when not in use. Secondly, other equipment like lights and air conditioners also use a lot of energy. Students and teachers should turn off lights when they leave the room. Air conditioners should be turned down.</p>
	<p>Acknowledgement of counterpoint (optional)</p>	<p>We can all save energy if we think more about saving power. We must start reducing energy consumption now!</p>
	<p>Conclusion/ Reiteration of position plus recommendation/call to action (optional)</p>	<p>We can all save energy if we think more about saving power. We must start reducing energy consumption now!</p>
<p>Language Features</p>	<p>Connectives and conjunctions</p>	<ul style="list-style-type: none"> <li>• <u>Therefore</u>, we need to make people pay for the bags they use.</li> <li>• <u>Further</u>, when people try to tag in dangerous places, they run the risk of harming themselves or others.</li> </ul>
	<p>Modal auxiliary verbs (i.e. can, should, must, ought to)</p>	<ul style="list-style-type: none"> <li>• People <u>should</u> pay for plastic bags they use for their shopping. Making people pay for these plastic bags <u>would</u> encourage them to use reusable bags.</li> </ul>
	<p>Evaluative language that indicates author’s belief</p>	<ul style="list-style-type: none"> <li>• <u>Surprisingly</u>, the health problems of eating too much hit poor people the hardest.</li> <li>• Depending on the zoo, animals are fed once or twice daily. This <u>destroys</u> their natural feeding pattern.</li> </ul>
	<p>Citation phrases</p>	<ul style="list-style-type: none"> <li>• <u>The International Campaign to Ban Landmines estimates</u> that 100 million mines have been laid throughout the world.</li> <li>• <u>According to Dr. Curt Richter of Johns Hopkins University</u>, “The dietary habits of rat and man are almost identical.”</li> </ul>
	<p>Domain specific and general academic vocabulary</p>	<ul style="list-style-type: none"> <li>• It is time that serious attention be paid to helping more of these people become more imaginative and creative with their aerosols.</li> </ul>

## Literary Response Text Cheat Sheet (Grades 4–6)

Purpose	To propose and defend an interpretation of a text- often, but not always, based on analysis of the characters, setting, plot, theme, or author’s craft.	
Text Organization and Structure	Introduction/ Position Statement	The reader knows Gonzalo thinks he is clever for coming up with the equation because it is something that is not taught in school and “Big Brain, Mr Smoltz, [Gonzalo’s] eighth grade math teacher, hasn’t even heard of it.” Since teachers are usually thought to be more knowledgeable than students, but in this case Gonzalo points out that he has more knowledge than his teacher, the reader knows he feels he is clever. Additionally, Gonzalo feels proud of the equation. The reader knows Gonzalo is pleased with himself for coming up with the equation because he names it after himself by calling it “Garcia’s Equation.” Typically, people assign their name to something if they feel particularly proud of it. Therefore, Gonzalo feels both clever for creating the equation and proud of the equation.
	Series of reasons and supporting evidence and elaboration, including quotes and paraphrases directly from the text under study, that support the position statement.	
	Conclusion/ Reiteration of position	
Language Features	<p>Connectives and conjunctions (i.e. however, similarly, therefore)</p> <p>Modal auxiliary verbs (i.e. can, should, must, ought to)</p> <p>Evaluative language that indicates author’s belief</p> <p>Citation phrases (i.e. In line 3, the author...; According to the text...)</p> <p>Domain specific (i.e. metaphor, onomatopoeia) and general academic vocabulary</p>	

## Mathematical Explanation Text Cheat Sheet (Grades 4–6)

Purpose	To explain how a problem was solved or how a problem could be solved.	
Text Organization and Structure	Introduction/ Position Statement	There is \$60 left to spend. With that money, I would buy 2 magnet kits. Each magnet kit is \$30. $\$30 + \$30 = \$60$ . I would then buy three packages of poster boards. One package of poster boards costs \$5 so three would cost \$15. $\$60 + \$15 = \$75$ but I have a coupon for 20% off my purchase. I will only need to pay 80% of the original cost: $.80 \times \$75 = \$60$ . After that I will have spent all of the money that is left.
	Causal or sequential explanatory sequence of steps.	
	Conclusion that includes the complete solution and/or the final step(s) to arrive at the solution.	
Language Features	<p>Sequential connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, as a result, therefore, etc.</p> <p>Clarifying connectives: For example, that is, to illustrate, in other words</p> <p>Passive voice that removes agency (the doer) in actions or focuses on a process (e.g., <i>The decimal is converted to a fraction because the other terms are fractions</i>).</p> <p>Prepositional phrases that provide detail about where or when things are, why things occur, or how things compare to other things (e.g., <i>the sum of all the sources, a common denominator for all the X values, 2020 is between 2019 and 2021</i>).</p> <p>Domain specific and general academic vocabulary.</p>	

## Mathematical Argument Text Cheat Sheet (Grades 4–6)

Purpose	To propose, defend or refute an approach to a mathematical problem, idea, or analysis	
Structure	Position Statement or claim	If I need 2 pounds of chicken to make my recipe, I should do my chicken shopping at Raley’s. Even though Raley’s charges \$5.99 per pound and Von’s charges \$5.49 per pound, the 20% coupon that I have for Raley’s makes their chicken a better deal. After the coupon, my chicken from Raley’s will cost \$9.59 while the chicken from Von’s would have cost \$10.98.
	Evidence and supporting elaboration that may include computation, data, statistics and the author’s interpretation	
	Optional conclusion/ Reiteration of position	
Language Features	<p>Connectives and conjunctions (<u>Therefore</u>, the solution provided is proven false; <u>Further</u>, the equation is incorrectly written; <u>Therefore</u>, the final answer is inaccurate.)</p> <p>Modal auxiliary verbs (The student <u>should</u> change the scale of the graph to intervals of 10s; The student <u>can</u> write the solution in this form because it will not change the solution.)</p> <p>Evaluative language that indicates author’s belief (Using this approach would get the solution <u>faster</u> than the one provided; Option A is a <u>more efficient</u> method of graphing the function.)</p> <p>Evidence with citation phrases (<u>According to</u> Figure 3.5, “The rate of consumption of Harry and Potter is almost identical, except at point C.”)</p> <p>Domain specific and general academic vocabulary (Based on the <u>function</u> <math>y=3x + 5</math>, the <u>y-intercept</u> is <u>located</u> at <u>coordinate</u> (0,5).)</p>	

# Narrative Texts/Stories Cheat Sheet (Grades 6 and above)

Purpose	<ul style="list-style-type: none"> <li>- To entertain</li> <li>- To teach a lesson/ provide insight about the nature of humanity by posing a problem that needs to be solved.</li> </ul>	
Text Organization and Structure	Orientation that introduces the characters and setting, and sometimes hints at the problem.	<p>Dwan Ev ceremoniously soldered the final connection with gold. The eyes of a dozen television cameras watched him and the subether bore throughout the universe a dozen pictures of what he was doing.</p> <p>He straightened and nodded to Dwar Reyn, then moved to a position beside the switch that would complete the contact when he threw it. The switch that would connect, all at once, all of the monster computing machines of all the populated planets in the universe -- ninety-six billion planets -- into the supercircuit that would connect them all into one supercalculator, one cybernetics machine that would combine all the knowledge of all the galaxies.</p> <p>Dwar Reyn spoke briefly to the watching and listening trillions. Then after a moment's silence he said, "Now, Dwar Ev."</p> <p>Dwar Ev threw the switch. There was a mighty hum, the surge of power from ninety-six billion planets. Lights flashed and quieted along the miles-long panel.</p> <p>Dwar Ev stepped back and drew a deep breath. "The honor of asking the first question is yours, Dwar Reyn."</p> <p>"Thank you," said Dwar Reyn. "It shall be a question which no single cybernetics machine has been able to answer." He turned to face the machine. "Is there a God?"</p> <p>The mighty voice answered without hesitation, without the clicking of a single relay. "Yes, <i>now</i> there is a God."</p> <p>Sudden fear flashed on the face of Dwar Ev. He leaped to grab the switch. A bolt of lightning from the cloudless sky struck him down and fused the switch shut.</p> <p style="text-align: right;">- Fredric Brown, "Answer"</p>
	Complication: a sequence of events, where a problem arises.	
	Resolution in which the problem is resolved.	
Language Features	<ul style="list-style-type: none"> <li>• Verbs in the past tense.</li> <li>• A variety of verb types:             <ul style="list-style-type: none"> <li>○ Doing/action verbs that describe the actions of the characters.</li> <li>○ Thinking/feeling/sensing verbs that describe characters' feelings, thoughts, or experiences.</li> <li>○ Saying verbs that mark and describe dialogue or reported speech.</li> </ul> </li> <li>• Sequential/transitional words and phrases to indicate sequence of events or a change in the plot.</li> <li>• Adverbial time phrases to describe time.</li> <li>• Prepositional phrases to give specific details about place or time.</li> <li>• Pronouns and reference devices to refer back to or introduce something to come.</li> </ul>	



# Information Report Texts Cheat Sheet (Grades 6 and above)

<b>Purpose</b>	<ul style="list-style-type: none"> <li>- To describe, define, classify, or categorize information</li> <li>- To describe the way things are, typically focusing on classes of things rather than individuals</li> </ul>	
<b>Text Organization and Structure</b>	<p>General statement that identifies, the topic and classifies it into a particular category</p> <p>Descriptive facts &amp; details about the topic in categories (i.e. characteristics, appearance, behavior, etc.)</p> <p>Order of body sections (categories) not necessarily important</p> <p>Reports do not always have a conclusion but may be rounded off by a general statement about the topic.</p>	<p>The Inventory of U.S. Greenhouse Gas Emissions and Sinks is an annual report developed by the Environmental Protection Agency. This report provides a comprehensive look at U.S. emissions and removals by source, economic sector, and greenhouse gas emissions.</p> <p>The gases covered by this inventory include: carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons, sulfur hexafluoride and nitrogen trifluoride. The inventory also calculates carbon dioxide emissions that are removed from the atmosphere by “sinks,” e.g., through the uptake of carbon and storage in forests, vegetation, and soils.</p> <p>This annual report is prepared by EPA in collaboration with numerous experts from other federal agencies including the U.S. Department of Energy’s Energy Information Administration, U.S. Department of Defense and U.S. Department of Agriculture, state government authorities, research and academic institutions, and industry associations.</p> <p style="text-align: right;">-U.S. Environmental Protection Agency</p>
<b>Language Features</b>	<p>Generalized participants (vs. individuals)</p> <p>Long noun phrases with embedded clauses and prepositional phrases</p> <p>Variety of Verb Types:</p> <ul style="list-style-type: none"> <li>• Being and having verbs to describe characteristics and attributes:             <ul style="list-style-type: none"> <li>○ Is/are, become, seem, etc.</li> <li>○ Has/have, possess, own, etc.</li> </ul> </li> <li>• Doing/can do (action) verbs to describe activity or behavior</li> </ul> <p>Verbs in the timeless present tense</p>	<p>Emissions and removals vs. the emission and the removal</p> <p>The inventory also calculates <i>carbon dioxide <u>emissions</u> that are removed from the atmosphere by “sinks,” e.g., through the uptake of carbon and storage in forests, vegetation, and soils.</i></p> <p>The Inventory of U.S. Greenhouse Gas Emissions and Sinks <i>is</i> an annual report.</p> <p>This report <i>provides</i> a comprehensive look...</p> <p>The inventory also <i>calculates</i> carbon dioxide emissions...</p>

## Explanation Texts Cheat Sheet (Grades 6 and above)

Purpose	<ul style="list-style-type: none"> <li>- To explain how things work or why things happen</li> <li>- Common explanation genres include: sequential explanation and causal explanation</li> </ul>	
Text Organization and Structure	<p>Identification and description of thing to be explained.</p> <hr/> <p>Causal or sequential explanatory sequence of events.</p> <hr/> <p>Sometimes, but not always, there is a conclusion, which may reinforce the description of the thing that has been explained.</p>	<p>Climate is an important influence on ecosystems and changes in climate can affect ecosystems in a variety of ways, including altering where species live. As a result of temperature increases, the habitat ranges of many species are moving northward in latitude and upward in elevation in order to reach cooler temperatures that are more conducive to survival. While this means a range expansion for some species, for others it means a range reduction or a movement into a less hospitable habitat. Habitat shifts cause disturbances in ecosystems and can limit opportunities to find food. Because of the interconnections within an ecosystem, impacts on one species can ripple through the food web and affect others. It is expected that the rapid nature of climate change will exceed the ability of many species to adjust, thereby resulting in their extinction.</p>
Language Features	<p>Generalized participants vs. individuals (“Ecosystems change” vs. “The ecosystem changes”).</p> <p>Long noun phrases. (As a <i>result of temperature increases</i>, the habitat <i>ranges of many species</i> are moving northward in latitude and upward in elevation in order to reach <i>cooler temperatures that are more conducive to survival</i>.)</p> <p>Simultaneous connectives: as, while, during, etc.</p> <p>Sequential connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, due to, etc.</p> <p>Passive voice that removes agency (the doer) in actions or focuses on a process. (It is expected that the rapid nature of climate change will exceed the ability of many species to adjust.)</p> <p>Nominalization that condenses large amounts of information into a noun or noun phrase. (Because of the <i>interconnections</i> within an ecosystem, impacts on one species can ripple through the food web and affect others.)</p> <p>Verbs in the timeless present tense.</p>	

## Argument Texts Cheat Sheet (Grades 6 and above)

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Purpose	<ul style="list-style-type: none"> <li>- To take a position on an issue and justify it</li> <li>- To persuade the reader to agree to a certain viewpoint or take a certain action</li> </ul>	
Text Organization and Structure	Introduction/ Position Statement	<p>During the Civil Rights Movement there was much debate about the effectiveness of violent versus non-violent tactics. Despite the conflicting points of view that existed at the time, it is clear that nonviolence had the best chance of producing equality for African Americans at the time. In a 1966 speech to his staff, Dr. Martin Luther King Jr. stated that violence “multiplies evil and violence in the universe. It doesn’t solve any problems.” On the other hand, non-violent tactics could be used to influence the community conscience and create a tipping point in popular opinion. In a 1965 interview, Dr. King called non-violence “instrumental in the greatest mass action crusade for freedom that has occurred in America since the Revolutionary War.” While African Americans would certainly have been justified in retaliating violently, it was not more violence that America needed. America needed a great shift in its collective consciousness. Although other civil rights leaders of the era claimed that self-defense would produce better results, King clearly demonstrated that much could be accomplished without resorting to violence.</p>
	Series of arguments and supporting evidence (e.g. quotes, statistics, and examples) along with elaboration or commentary that ties the evidence to the position statement	
	Acknowledgement and rebuttal of counterpoint (optional)	
	Conclusion/ Reiteration of position (and potentially a recommendation or call to action)	
Language Features	Connectives and conjunctions	<ul style="list-style-type: none"> <li>• <i>During</i> the Civil Rights Movement there was much debate...</li> <li>• <i>Despite</i> the conflicting points of view that existed at the time...</li> </ul>
	Modal auxiliary verbs (i.e. can, should, must, ought to)	<ul style="list-style-type: none"> <li>• On the other hand, non-violent tactics <i>could</i> be used to influence the community conscience</li> </ul>
	Evaluative language that indicates author’s belief	<ul style="list-style-type: none"> <li>• <i>It is clear that</i> nonviolence had the best chance of producing equality</li> <li>• While African Americans would <i>certainly</i> have been justified in retaliating violently</li> </ul>
	Citation phrases	<ul style="list-style-type: none"> <li>• Other civil rights leaders of the era <i>claimed that</i> self-defense would produce better results_</li> <li>• <i>In a 1966 speech to his staff, Dr. Martin Luther King Jr. stated that</i> violence...</li> </ul>

## Literary Response Text Cheat Sheet (Grades 6 and above)

Purpose	To propose and defend an interpretation of a text- often, but not always, based on analysis of the characters, setting, plot, theme, or author's craft	
Text Organization and Structure	Introduction/ Position Statement	The beauty of the figurative language that Langston Hughes uses in "Mother to Son" indicates the respect and admiration the author has toward the mother and how she has lived her life. The author illustrates the difficulties of her life by using the metaphor of a staircase with tacks, splinters, and boards torn up. Similarly, he describes the mother's challenge to persevere as "climbin' on, and reachin' landin's, and turnin' corners." By using the staircase metaphor, the author presents the mother's struggles without making her sound bitter or angry. If he had used specifics that sounded self-pitying, readers might dislike her or feel embarrassed for her. However, because Hughes frames the mother's memories and determination by using figurative language, readers see the beauty in her spirit.
	Series of reasons and supporting evidence (e.g. quotes and paraphrases directly from the text under study) along with elaboration or commentary that tie the evidence to the position statement	
	Conclusion/ Reiteration of position	
Language Features	<p>Connectives and conjunctions (i.e. however, similarly, therefore)</p> <p>Modal auxiliary verbs (i.e. can, should, must, ought to)</p> <p>Evaluative language that indicates author's belief</p> <p>Citation phrases (i.e. In line 3, the author...; According to the text...)</p> <p>Domain specific (i.e. metaphor, onomatopoeia) and general academic vocabulary</p>	

## Historical Recount Cheat Sheet (Grades 6 and above)

Purpose	To retell events in order to inform or reflect	
Text Organization and Structure	Orientation that provides the reader with an introduction and/or background information	The Black Panther Party was a revolutionary political group established in the 1960s. The group promoted self-defense of minority communities against the U.S. government and fought to establish social programs throughout the communities it worked in. In October 1966, longtime friends Huey Newton and Bobby Seale developed a plan for what they called the Black Panther Party for Self-Defense. The Black Panther Party came into the national spotlight in May 1967 when a small group of Party members marched into the California Capitol building, fully armed in order to support the position that Blacks had a constitutional right to bear arms. As a result of the publicity, the Black Panther Party grew quickly from a small Oakland-based organization to one with a nationwide presence. The Party's original purpose was to patrol African American neighborhoods to protect residents from police brutality. However, the Party also began to develop social programs to provide services to Black and poor people, including the Free Breakfast for Children Program. Throughout the 1960s, the director of the FBI grew more convinced that the Black Panther Party was a group of criminals determined to overthrow the U.S. government. By the mid 1970s, due both to the work of the FBI as well as to the Party's internal conflict, the activities of the Black Panther Party had ceased. Today, the Black Panther Party is no longer in operation, however it remains the only organization in the history of the African-American struggle for equality that carried arms and promoted a revolutionary agenda.
	Record of events, usually in chronological order	
	Summary statement or section, possibly containing evaluative commentary	
Language Features	<p>Referencing of specific nouns and generalized entities (i.e. Black Panther Party, FBI, Huey Newton, Lincoln, Churchill, AXIS powers)</p> <p>Long noun phrases (the only <u>organization</u> in the history of the African-American struggle for equality that carried arms and promoted a revolutionary agenda)</p> <p>Simultaneous connectives (i.e. as, at the same time as, meanwhile, in the meantime, while, during, etc.)</p> <p>Sequential connectives (i.e. first, next, finally, before, after, later, last, then, etc.)</p> <p>Reference to dates and places within prepositional phrases (In the 1960s, throughout the community, into the California Capitol building)</p> <p>Verbs in various past tenses (African Americans <i>continued to suffer</i> vs. images of brutality <i>had been appearing</i> vs. this <i>led to</i> an increase in violence)</p>	

# Mathematical Explanation Text Cheat Sheet

## (Grades 6 and above)

Purpose	To explain how a problem was solved or how a problem could be solved.	
Text Organization and Structure	Introduction/ Position Statement	Given the graph Direct Measurements of CO <sub>2</sub> in parts per million: 2005-present, how you would estimate what the CO <sub>2</sub> emissions will be in 2020?
	Causal or sequential explanatory sequence of steps.	<i>In order to estimate the CO<sub>2</sub> emissions in 2020, I started with the year 2011 and saw that there was approximately 390ppm. Second, I looked at 2013 and saw 395ppm- the CO<sub>2</sub> increased by 5 ppm over 2 years. Next, I looked at 2015 and saw 400ppm. The pattern indicated that CO<sub>2</sub> increases at a rate of 5ppm every 2 years.</i>
	Conclusion that includes the complete solution and/or the final step(s) to arrive at the solution.	<i>To find the 2020 level, I could either draw an extension of the graph to show 2020 and the ppm level or I could use a T-chart to plot 2011, 2013, 2015 and their levels and continue the table to include 2017, 2019, and 2021. I know 2020 is between 2019 and 2021 so I would use the ppm value that is halfway between 2019 and 2021 in order to find the 2020 CO<sub>2</sub> level.</i>
Language Features	<p>Sequential connectives: first, next, finally, before, etc.</p> <p>Causal connectives: when, because, so that, as a result, therefore, etc.</p> <p>Clarifying connectives: For example, that is, to illustrate, in other words</p> <p>Passive voice that removes agency (the doer) in actions or focuses on a process (e.g., <i>The decimal is converted to a fraction because the other terms are fractions</i>).</p> <p>Prepositional phrases that provide detail about where or when things are, why things occur, or how things compare to other things (e.g., <i>2020 is between 2019 and 2021, the sum of all the sources, a common denominator for all the X values</i>).</p> <p>Domain specific and general academic vocabulary (Based on the <u>function</u> <math>y=3x + 5</math>, the <u>y-intercept</u> is <u>located</u> at <u>coordinate</u> (0,5).)</p>	

# Mathematical Argument Text Cheat Sheet

## (Grades 6 and above)

Purpose	To propose, defend or refute an approach to a mathematical problem, idea, or analysis.	
Structure	Position Statement or claim	Your research indicated that the average local baseball fan plans to attend 67 games during the season. What is your recommendation to the average fan about buying tickets? Should they buy season tickets or single-game tickets?
	Evidence and supporting elaboration that may include computation, data, statistics and the author's interpretation	<i>Purchasing season tickets will be less expensive when the number of single game tickets bought multiplied by the cost of one single game ticket, \$12, is more than the price of season tickets, \$810. To find this, I divided 810 by 12 to find 67.5, the number of games when the two plans are equal. So, buying 68 single game tickets means you would be paying more than the price of the season tickets. Therefore, if a fan plans to attend 68 games or more, they should buy season tickets and, if they plan to attend 67 games or fewer, they should buy single-game tickets.</i>
	Optional conclusion/ Reiteration of position	
Language Features	Connectives and conjunctions ( <u>So</u> , buying 68 single game tickets means..., <u>Therefore</u> , if a fan plans to attend 68 games or more...)	
	Modal auxiliary verbs (If a fan plans to attend 68 games or more, they <u>should</u> buy season tickets.)	
	Evaluative language that indicates author's belief (Using this approach would get the solution <u>faster</u> than the one provided; Option A is a <u>more efficient</u> method of graphing the function.)	
	Evidence with citation phrases ( <u>According to</u> Figure 3.5, "The rate of consumption of Harry and Potter is almost identical, except at point C.")	
	Prepositional phrases that provide detail about where or when things are, why things occur, or how things compare to other things (e.g., 2020 <i>is between 2019 and 2021</i> , the sum <i>of all the sources</i> , a common denominator <i>for all the X values</i> ).	
	Domain specific and general academic vocabulary (Based on the <u>function</u> $y=3x + 5$ , the <u>y-intercept</u> is <u>located</u> at <u>coordinate</u> (0,5).)	

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## Sources and Further Reading

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