

## The Six Prototypical Written Text Types (Genres) of Schooling

Genre and Purpose	Core Structural Features	Key Linguistic Features
<p><b>Narrative (story)</b>  <i>Ex. The Frog Prince</i>                      (Science fiction, fantasy, fable, folk tale, myth, etc.)</p> <p>Purpose:                      To entertain, to tell an imaginary story, to teach</p>	<p><b>Orientation</b>                      (tells who, where, when)</p> <p><b>Series of Events</b>                      (describes happenings preceding the complication)</p> <p><b>Complication</b>                      (introduces main problem/conflict)</p> <p><b>Resolution</b>                      (tells how problem gets resolved)</p>	<p><b>Adverbs of Time (sometimes non-specific)</b>                      e.g., one day, once upon a time, later, afterwards, in the end, etc.</p> <p><b>Past Tense Action Verbs</b>                      e.g., fought, chased, marched, jumped, slammed, etc.</p> <p><b>Person and Place Describing Words</b>                      e.g., small, hidden, handsome, beautiful, mysterious, etc.</p> <p><b>Dialogue or “Saying” Verbs</b>                      e.g., said, screamed, replied, insisted, remarked, etc.</p>
<p><b>Recount</b>  <i>Ex. What I did during my summer vacation</i></p> <p>Purpose:                      To tell what happened, to reconstruct a chronologically ordered sequence of past events</p>	<p><b>Orientation</b>                      (tells who, where, when)</p> <p><b>Series of Events</b></p> <p><b>Personal Commentary/Conclusion</b>                      (states thoughts and feelings about the events, summarizes account)</p>	<p><b>Adverbs of Time</b>                      e.g., first, then, next, afterwards, at the end of the summer, etc.</p> <p><b>Past Tense Action Verbs</b>                      e.g., drove, began, brought, carried, saw, etc.</p> <p><b>Person and Place Describing Words</b>                      e.g., small, huge, interesting, new, rustic, fun-filled, etc.</p>
<p><b>Instructions/Procedure</b>  <i>Ex. How to ride a bike</i>                      (Appliance Manuals, Medication Instructions, Sporting Rulebooks, Lesson Plans, etc.)</p> <p>Purpose:                      To tell how to do something, to provide a clear set of directions for completing a specific task</p>	<p><b>Heading/Title</b></p> <p><b>End Goal</b></p> <p><b>List of Materials/Ingredients</b></p> <p><b>Steps in Sequence</b></p> <p><b>Additional Suggestions</b></p> <p><b>Visual Aids</b></p>	<p><b>Action Verbs As Imperatives</b>                      Cut, grasp, connect, secure, remove, align, etc.</p> <p><b>A Range of Adverbials</b>  <i>Time (when?):</i> first, second, third, next, finally, lastly, etc.  <i>Manner (how?):</i> carefully, very slowly, finely, firmly with one hand, etc.  <i>Place (where?):</i> in a moderate oven, through the tunnel, onto the bread board, etc.  <i>Reason (why?):</i> to form a soft batter, so that the filling does not come out, etc.</p>

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<p><b>Report</b>  <i>Ex. Dolphins</i></p> <p>Purpose:            To give information, to describe phenomena in a systematic manner</p>	<p><b>Classification</b>            (general statement of topic/ phenomenon)</p> <p><b>Series of Description Paragraphs</b>            (Informational Characteristics: e.g., habitat, appearance, food, behavior, predators, etc.)</p> <p><i>Often includes title and subheadings.</i></p>	<p><b>Infrequent Use of Adverbs of Time</b></p> <p><b>Relational (or linking) Verbs</b>            e.g., to be, to have (Frogs are amphibians. Frogs have webbed feet.)</p> <p><b>Technical Terms and Taxonomies</b>  <i>Technical Terms:</i> Tadpoles, transparent lenses, webbed feet, etc.  <i>Taxonomies:</i> Orchestra → conductor, strings, woodwind, brass, percussion</p> <p><b>Nominal Groups with Adjectives/Adjective Phrases</b>            e.g., <i>Those young, fresh water tadpoles</i> navigate with their long tails.</p> <p><b>Purposeful Use of Personal Pronouns</b> ( I, we, you, he, she, it, they)  <i>Inclusion (close reader-writer relationship):</i> You can see that frogs have eyes that stick out so they can see well.  <i>Exclusion (distant reader-writer relationship):</i>            Frogs have protruding eyes, which allow for excellent vision.</p> <p><b>Nominalization (verb → noun)</b>            e.g., When <i>we run</i>, <b>we can sprint, hurdle</b> or <u>we can run over longer distances</u>. → <i>Running</i> involves either <b>sprinting, hurdling</b> or <u>distance running</u>.</p>
<p><b>Explanations</b>  <i>Ex. The Water Cycle</i></p> <p>Purpose:            To describe how something works, to give reasons for a phenomenon</p>	<p><b>Phenomenon Identification</b>            (describes the phenomenon)</p> <p><b>Series of Events</b>            (offers more detailed information about temporal or causal sequences)</p>	<p><b>Relational (or linking) Verbs</b>            e.g., to be, to have (In the combustion of food, oxygen (O<sub>2</sub>) <i>is</i> used and carbon dioxide (CO<sub>2</sub>) <i>is</i> given off.)</p> <p><b>Technical Terms and Taxonomies</b>  <i>Technical Terms:</i> Metabolism, thermal stress, digestion, oxygen consumption, basal metabolic rate, etc.  <i>Taxonomies:</i> Human biological systems → circulatory, skeletal, digestive, muscular, etc.</p> <p><b>Nominal Groups with Adjectives/Adjective Phrases</b>            e.g., The <i>ideal standard metabolic rate of an animal</i> is established by determining its <b>metabolism</b> <i>under the least physiologically demanding conditions</i>.</p>

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<p><b>Explanations (cont.)</b>  <i>Ex. The Water Cycle</i></p> <p>Purpose:            To describe how something works, to give reasons for a phenomenon</p>	<p><b>Phenomenon Identification</b>            (describes the phenomenon)</p> <p><b>Series of Events</b>            (offers more detailed information about temporal or causal sequences)</p>	<p><b>Absence of Personal Pronouns</b>            (I, we, you, he, she, it, they)  <i>Exclusion (distant reader-writer relationship):</i></p> <p><b>Nominalization (verb → noun)</b>  <i>e.g., When we run, we can sprint, hurdle or we can run over longer distances. → Running involves either sprinting, hurdling or distance running.</i></p>
<p><b>Discussion (one-sided)</b>  <b>Argument (two-sided)</b>  <i>Ex. Should smoking be made illegal?</i></p> <p>Purpose:            To evaluate an issue and persuade another, to take a position and justify it</p>	<p><b>Thesis/Personal Statement of Position</b></p> <p><b>Supporting Arguments and Evidence</b></p> <p><b>Refuting Counter-Arguments and Evidence</b></p> <p><b>Re-iteration of Point of View/ Conclusion</b></p>	<p><b>Modals (to position a reader in a certain way)</b>  <i>Certainty:</i> must, will, should, etc.  <i>e.g., We must conserve our forests.</i>  <i>Less Certainty:</i> Might, may, could, etc.  <i>e.g., We might have solar powered cars in the future.</i></p> <p><b>Nominalization (to create authority and de-personalize text)</b></p> <p><b>Connectives (as signposts for reader)</b>  <i>Clarifying:</i> to put it another way, in particular, to illustrate, etc.  <i>Showing Cause/Effect:</i> is caused by, so that, etc.  <i>Indicating Time:</i> initially, soon, until, before, etc.  <i>Sequencing Ideas:</i> first, second, next, in summary, etc.  <i>Adding Information:</i> additionally, furthermore, etc.  <i>Condition/Concession:</i> if...the, even though, etc.</p> <p><b>Conjunctions (to link clauses within sentences)</b>  <i>Clarifying:</i> for instance, in other words, that is, namely, etc.  <i>Showing Cause/Effect:</i> consequently, accordingly  <i>Indicating Time:</i> meanwhile, previously, until then  <i>Sequencing Ideas:</i> first, second, finally, in the first place, etc.  <i>Adding Information:</i> and, most convincing, likewise, moreover, furthermore, etc.  <i>Condition/Concession:</i> when...then, although, but, however, otherwise, nevertheless, despite this, etc.</p>

**Sources:**

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