

Primary Text Types 4-Poster Set

Congratulations on your purchase of **Primary Text Types 4-Poster Set**, an information-packed tool for teaching and discussing writing.

Meeting the Standards

Primary Text Types 4-Poster Set aligns with the following Common Core State Standards and similar state standards for English Language Arts. To see how this product aligns to individual state standards, please refer to the Standards Match on the product page.

Text Types and Purposes

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

This Really Good Stuff product includes:

- 4 Text Types Posters, laminated
- This Really Good Stuff Teaching Guide

The **Primary Text Types 4-Poster Set** provides in-depth study of each of the three types of writing students need to master to be ready for college: opinion/argument, informative/explanatory, and narrative. The posters show students how to identify their purpose for writing, their intended audience, the most effective language to use, and so on. The poster set can be used for whole-class or small-group work. Writing samples are provided on the posters and as reproducibles for students to mark up. The main poster is also provided as a reproducible for their reference.

At the earliest stages of writing, students often combine the text types. For example, they include their opinions in a book report. In first grade, students should begin to learn the differences among the three text types. The poster set reinforces these differences while improving students' ability to write each type of text with clarity and effectiveness.

Introducing the Main Poster

First, present an overview of the text types using the main (purple background) poster. Starting at the top, talk about what a text type is. Help students understand that an author always has a purpose for writing, and the text type is determined by that purpose. Explain that an author must decide on a text type *before* writing. Discuss the labels *opinion*, *informative/explanatory*, and *narrative*. Make sure students understand what each of these words means. Discuss the purposes for the three text types listed at the top of the poster. Narrative may be the easiest text type for students to identify because children usually begin their reading with stories. With the group, read examples of texts in each category.

Talk about the steps students should take to determine their text type and then to plan their writing based on the text type they've chosen. Read together the questions students should ask themselves as they plan. Talk about why the questions point to certain text types.

Provide each student with a copy of the *Writing Text Types Overview Reproducible*, which matches the content on the main poster. They can keep this sheet in their writing folders and refer to it whenever they plan a piece of writing.

Primary Text Types 4-Poster Set

Introducing the Text Types Posters

Present the first text type you want students to study in depth. Read the top portion of the poster with the group. Help students understand the vocabulary, such as the words *topic*, *evidence*, and *narrate*. Discuss the diagram. Explain that it shows the basic format or structure that students should use when writing this type of text.

Copy the *Writing Sample Reproducibles* on the backs of the text type posters and give copies to each student. Have students silently read the sample that matches the sample on the front of the text type poster you are presenting first. For example, if you are presenting the Opinion poster, have students read *Let's Make Music!* Then, look at the same sample on the poster and analyze it with the group. First talk about the color blocking and what green, yellow, and red represent. The part in green (as in *Go*) is the introduction; the part in yellow (as in *Slow down*) is the body of the text, where supporting details go; and the part in red (as in *Stop*) is the conclusion. (Narrative writing does not follow this format, so green-yellow-red color blocking is not used on that poster.) Point out that the indentations in the color blocking provide a reminder to indent the beginning of each paragraph.

Talk about the bold and underlined text. On the Opinion and Informative/Explanatory posters, the text in bold is the main idea of each paragraph in the sample. The underlined text represents signal words and phrases that often appear in the type of writing you are studying. These words help students identify text types when they read. They also provide transitions and/or link thoughts together. More examples of signal words are found at the bottom of the poster. Have students make similar annotations on their copies of the writing samples as you address each one. They can circle the main ideas. Discuss the writer's purpose, topic, main idea, audience, word choice, supporting details, and format of the piece. Ask students where this type of writing might appear (for example, in a newspaper).

When analyzing the narrative examples, talk about the plot diagram that appears in the top-right corner of the poster. Explain that the labels *beginning*, *middle*, and *end* describe the parts of a story. The picture of goats climbing a mountain is meant to show a story's action moves: it builds up to the most important or serious part, usually in the middle of the story (the tallest point on the mountain), before falling, or getting less serious. Often, the middle is the part where a problem or conflict is at its height, and most stories end with the problem being solved. In the sample, the words in bold are temporal phrases that show the movement of time. Each of the story's main parts is introduced with a temporal phrase. More examples appear at the bottom of the poster.

Continue Teaching with Writing Samples

Have students read the additional writing samples provided for each text type (for example, *Two Wheels Is All You Need* for Opinion) and practice finding signal words and main ideas, annotating on their own copies. Then ask volunteers to share what they found. Using a document camera, annotate a copy of the sample as students share. Additional annotations can include identifying more signal words or phrases, evidence used to support points made by the author, facts vs. opinions, less-familiar words, academic vocabulary, and in narrative text, who is telling the story.

Expose students to a variety of writing samples for each text type, such as reviews, letters, and speeches (opinion); instructional text and news reports (informative); and plays and poetry (narrative). Analyze the samples together, using annotations like those shown on the posters. Provide frequent practice writing for each text type in various formats. If possible, keep the posters displayed for reference as students write.

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Related Really Good Stuff Products

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Writing Text Types

Opinion

Share what you think

**Informative/
Explanatory**

Explain or teach something

Narrative

Tell a story



Before you write, ask yourself...

Why am I writing?
What will I write about?
Who am I writing for?

Plan what you will write.

Opinion

Choose your topic.
Think about reasons and examples.

Informative/Explanatory

Choose your topic.
Think about facts and examples.

Narrative

Decide what will happen.
Think about characters and settings.



Let's Make Music!

I believe everyone should learn to make music. My sister plays the piano. She loves it. She plays all the time. I wish I could play like her. I'm younger, though. My mom plays the flute. My dad plays the guitar.

For one thing, playing music is fun. Listening to music is fun, too. It's not as fun as playing music, though. Sometimes my sister helps me practice piano. As I get better at it, I enjoy it more.

Also, it's fun to sing with family and friends. My mom has a funny rule. Whenever someone has a fight in our house, my mom says, "Now we all have to sing a song." We usually get along better after we sing.

As a matter of fact, my dad says it is good for your brain to be creative. He says he is smarter because he plays the guitar. He writes his own songs! He says he is better at math, too. He says the rhythm in music is just like math.

We should all grow up making music in the house. It's so much fun to play and sing. It makes families happy. It even makes us all smarter. The only problem I have now is with my sister. She practices piano for too long! She needs to let me have my turn.

Two Wheels Is All You Need

I believe that nothing compares to riding a bike. Some kids love to walk. Some like taking the bus. However, on a bike, you get places faster. Plus, a bike makes your life better.

Firstly, wheels move a lot faster than feet. Riding a bike is easier than walking. And you can get where you're going way faster on a bike!

Next, it's obvious that riding a bike is good for your body. It makes your legs and belly stronger. With a bike, you get exercise without trying. Exercise is just part of your life on a bike.

Last but not least, there is so much to enjoy when you're riding a bike. For example, the breeze on your face is nice. Also, you can look at the scenery. It just feels great to be on a bike.

In summary, a bike is fast, good for your health, and fun. All kids should ride a bike. As you can see, riding a bike is the best way to get around.

Music All Around

Music is everywhere! People love music. Can you think of a place with no music? You probably can't.

First of all, music is played all over the world. For example, there are taiko drums in Japan. West Africa has djembe drums. Cuba has conga drums. There are more than 190 countries in the world. All of them have music.

Plus, we can hear music every place we go. It's in houses. It's in elevators. It's in schools. It's in stores. It's in malls. It's in gyms. Music is even in your pocket if you have it in your phone. Do you wear headphones? Then it's even in your ears!

Lastly, have you ever gone to a party with no music? There is music at almost every event. It's played at happy events like birthday and holiday parties. It's played at sad events like funerals.

Music is never far away. It's on TV. It's in music class. It's in the car. Parents sing to children. The music helps them fall asleep. You see? Music really is everywhere.

How to Cure the Boring-Room Blues

Do you have a boring room? There are easy ways to fix that. A few changes can make a big difference.

First, choose a paint color with spunk. Science tells us color can change a person's mood. Brown or gray walls are pretty dull. Blue walls, on the other hand, look like a clear sky. Orange makes you think of sunrise. Many people think sky colors open up a room.

Next, add more color! Make art in colors you love and put it on the walls. Add things that "pop" with color. Sally Chan is the owner of Bed Time in Denver. She says, "Don't be afraid of bright colors. Just one red blanket can cure the boring-room blues."

Once you have plenty of color, show your spirit. It's easy—just think of your favorite things. If you like the ocean, cut out paper fish, paint them, and hang them up. If you like sports, hang your team's jersey on the wall. If you like music, pin up cool posters of your favorite bands.

As you can see, your room does not have to be boring. A little imagination and a little work is all it takes!

The Shake

On the first day of music class, Beth saw all the instruments by the wall. Ms. Greene told the students to choose an instrument to play.

Beth had never played an instrument before. But in music class everyone had to play one. Beth chose the tambourine. She liked the jingly sound it makes when you hit it.

Ms. Greene taught Beth how to hold the tambourine. "You grab it with your left hand," she explained. "Then you hit it with your right hand."

At first Beth was all thumbs. But soon enough, she got it. Next Ms. Greene taught her how to keep the beat.

"One, two, three. One, two, three," they chanted together. Then Ms. Greene sped up the beat: "One, two, three, four. One, two, three, four." Beth quickly learned to count beats in her head.

Beth practiced every day after school. Soon she was ready to play with the other kids. Together they played the song "Twinkle, Twinkle, Little Star." Beth did a good job of keeping the beat. One, two, three, four. One, two, three, four.

Her favorite part came at the end. That's when she did a shake roll. She held the tambourine loosely and used her wrist to shake it.

Shake. Shake. Shake.

Jingle. Jingle. Jingle.

Monkeys at the Movies

Three monkeys are walking down the street. "Look," says Bunk. "There's a new monkey movie."

"Great," says Dunk. "That's our kind of movie."

"Let's go," says Punk.

The three monkeys go in and find seats. Soon the lights go down. The movie starts. At the beginning a group of brown monkeys is hanging out in a jungle. The smallest monkey is eating a banana. The other monkeys are sleeping way up high.

Suddenly some killer monkeys show up. They are looking for trouble. The smallest brown monkey lets out a terrific scream. Then he leaps out of his tree. His friends follow. The chase is on. Monkeys are flying everywhere. One monkey flips through the air. He lands on a tree far away. Another twirls as he swings from tree to tree. Bunk, Dunk, and Punk can hardly breathe.

"I'm scared," whispers Dunk. He sinks deep into his seat. But Dunk need not worry. In the end the brown monkeys get away safely.

After the movie, Punk says, "That was great."

"Totally," says Dunk. "But can real monkeys scream like that?"

"Sure," says Bunk. He winks at Punk. "You sure can!"