

Intermediate Text Types 4-Poster Set

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

Meeting the Standards

Intermediate Text Types 4-Poster Set aligns with the 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.

Production & Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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This Really Good Stuff product includes:

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

The **Intermediate Text Types 4-Poster Set** provides an 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.

By the intermediate grades, students should have been exposed to a broad range of texts and should be learning to distinguish the more nuanced differences among the 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. By this stage, students should have some understanding of the author's purpose. Review how text types are determined by the purpose of the writing. Explain that an author must decide on a text type *before* writing. Discuss the labels *opinion/argument*, *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. Ask students to share examples of texts they have read 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.

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 word *tone* (the attitude established by the author, for example, *humorous*). Discuss the diagram. Explain that it shows the basic format or structure that students should use when writing this type of text.

Intermediate Text Types 4-Poster Set

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 *Get to the Theater!* 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, intended audience, language, tone, supporting details, and format of the piece. Ask students where this type of writing might appear (for example, in a local 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 *introduction*, *rising action*, *climax*, etc. describe the movement of a story. The symbolism of climbing a mountain represents a story's action moving upward, building in interest or intensity, until it reaches the climax, the most exciting or important part of the story, before falling. Often, the climax is the part where a problem or conflict is at its height, and most stories do not end without some resolution of conflict. 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, *Cell Phones in Restaurants* 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 language that indicates firsthand vs. secondhand accounts (opinion or informative) or first- vs. third-person narration (narrative).

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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Writing Text Types

Opinion (Argument)

Persuade the reader by arguing a claim or opinion

Informative/ Explanatory

Inform the reader about or explain a topic

Narrative

Engage or entertain the reader with a story



**Before writing, determine your text type.
Ask yourself...**

Purpose: Why will I write?

Topic or Theme: What will I write about?

Audience: Who will I write for? Why are they reading?

Think about HOW you will write.

Language and Tone:

Will I show my personality? **Opinion**

Will I have a neutral tone? **Informative/Explanatory**

Will my narrator be a character or a "third person?" **Narrative**

Support:

What supporting facts, reasons, or examples will I include? **Opinion** or **Informative/Explanatory**

Format and Structure:

What is the best way to organize my ideas?

Get to the Theater!

Do you always watch movies at home? Do you ever go to a movie theater? If not, you're missing out. Being in a movie theater is better than sitting on your couch. It's worth the extra cost, and here's why.

First, think about the big screen. Yes, some people have big screens at home. Some TVs stretch to 8 feet wide. But the average movie theater screen is over 50 feet wide! That makes the movie experience more intense. A dinosaur on that screen looks realistic! Plus, movie theaters have "surround sound." No home speaker system compares to that. Every year, movies compete for awards in sound editing. And the theater is the best place to experience crystal-clear voices, music, and sound effects.

In addition, you can buy tasty snacks in a movie theater. Some theaters offer unusual toppings for popcorn (even healthy ones)! Even if you don't buy popcorn, you can smell the buttery scent of popcorn around you. Yum. You can also buy pizza, candy, or other treats. Best of all, you don't have to clean up the mess. Just toss it in the trash when you're done.

Finally, the best experience is being in a theater full of people. When you see a movie with others, it's a group experience. It doesn't matter if they are friends, family, or strangers. You're in the dark and there are no distractions. You laugh with others at the funny scenes. You gasp with others at the scary parts. Best of all, on opening night, you can be a critic! You can decide "thumbs up" or "thumbs down" all on your own. Sometimes people dress in costumes on opening night. Sometimes the stars even show up!

Thus, I believe that going to the theater is a valuable American tradition. We can all enjoy it. Watching a movie should be an experience to remember. It's not just a way to pass the time. Next time you want to see a movie, head to the theater. And bring a friend!

Cell Phones in Restaurants

These days it seems like everybody has a cell phone. Cell phones are handy. No matter where you are, you can make a call or receive one. Also, there are a lot of apps you can use on your phone to help you stay organized. But the good news stops there. People use their phones too much. They use them all the time, everywhere. There are places where we should put our cell phones away. One of those places is a restaurant.

First of all, using a cell phone in a restaurant is just bad manners. In a recent survey of 100 Chicago residents, 81 people said they think using a cell phone in a restaurant is rude. Half of those people said it was OK to use a phone in the entrance area to communicate with people you are meeting there. The other half said people should use cell phones only outside the restaurant. I agree with that half. You should keep your cell phone in your pocket when you are in a restaurant. Talk to the people you're with.

Another drawback about cell phones is that they distract people and make them slower at ordering their food. When people use cell phones at a restaurant table, they aren't looking at the menu. Because of phones, people take longer to decide what they want to order. Tanya Wood, the owner of the Home-Baked Grill in Burlington, Vermont, said, "I hear more and more complaints from the staff about people looking at their cell phones instead of ordering. This problem is getting worse."

What's more, most cell phones have cameras on them, and people are taking pictures all the time. They take selfies and make silly faces, which is just another distraction. The cameras go "click" and flashes go off, ruining the relaxing mood in the restaurant. I mean, one or two flashes per night might be OK, but not five hundred! Because everyone has a cell phone there are too many cameras in the restaurant. If people brought only regular cameras to restaurants, there wouldn't be so many. Therefore, fewer pictures would be taken.

I like having a cell phone. My parents want me to have it with me so they can call me. I also like being able to call and text my friends. But most of the time, I would rather talk to my friends and family in person. My family has a no-cell-phones-in-restaurants rule. We usually have a better time because of this rule. If there was a law that stopped people from using their cell phones in restaurants, everyone would be happier. People would get their food faster, and they would enjoy talking to the people at their table more. Servers and restaurant owners would be happier, too. So, come on, everybody! Put your cell phone away when you're in a restaurant.

The Big Business of Films and TV

Americans love seeing movies. We spend lots of money going to the theater. Millions around the world watch American movies, too. All that money helps our economy.

Some movies cost millions. The most expensive movie so far is "Pirates of the Caribbean: On Stranger Tides." It cost \$378 million to make. That is a lot to spend on one film. But the film made a lot of money. In its first four years, the film earned over \$1 billion.

Here are some ways films help America. Successful movies can make some people rich. Producers, directors, and actors can make a lot of money. Many people work behind the scenes, too. Films start with the scriptwriters. Then casting agents find the actors. Workers build sets and props. Makeup artists change how actors look. Costume makers make clothes for any time period. Animal trainers are hired for their special skills. Composers write music for scary, funny, or other kinds of scenes. Then musicians play the music! They earn money, too.

Also, it takes labor and food to feed the cast and crew. Some films take months. That's a lot of food and cooking! Grocers and chefs make money. There are other services that make money from the filming, too. There is equipment storage and insurance. After filming, crews are paid to clean up.

Finally, after a film is made, more people are hired. Some place ads on TV and in newspapers. Some make billboards. Airlines fly stars to film festivals. Trains, cars, and planes take stars to talk about the movie on TV. Movie theaters sell tickets. They also sell popcorn and treats. Toy companies sell toys based on movie characters.

Millions of Americans depend on movies for their income. Next time you see a movie, you can pat yourself on the back. You are keeping our country strong.

Penguin Parenting

In Antarctica, male and female emperor penguins work together to raise their young during the freezing cold winter. A baby emperor penguin cannot survive without lots of help from both its mother and father. It's a hard job and a very cold one! In Antarctica, the climate can reach -40°F in the winter.

The male penguins have an important role. First, the female penguins each lay one egg. They roll the egg onto their male partners' feet, and the males cover it with a warm layer of skin called a brood pouch. Then the females go back to the sea. The male penguins stand close to each other to keep warm. They stay still for two months in the cold and don't eat anything. They cannot leave their egg alone for even a second. The baby inside would die instantly from the extreme cold. The male penguins lose a lot of weight during this time. When the egg hatches, the male keeps the chick inside the brood pouch. If the female has not returned, he feeds it with a milk-like liquid from his throat.

The female penguins return to take over when the chicks are hatching. While the males have been keeping the eggs warm, the females have been swimming in the sea and eating and storing up food. They feed their babies some of the food they have stored in their bellies. They take over the male penguins' job as well. They must now protect the babies from the cold. The male penguins, who are very hungry, are able to leave and go back to the sea to eat. After 24 days, the male penguins return to bring food and to protect their babies again. The female penguins go back into the sea to hunt for food. For one or two months, the male and female penguins take turns like this, one keeping the chick warm and one going to the sea to get food.

Next, the baby penguins leave their parents and join a group of other chicks, all standing close together to stay warm. Both parents can now go to the sea to hunt for food at the same time. They bring food back to their chick. After a few more months, the chicks are ready to leave the breeding grounds and make the trip to the sea. There they will learn to live on their own. When they are about four years old, they will return to the breeding grounds to become parents themselves.

Most animal species don't need to work together as much as emperor penguins do. If the males and females didn't know how to work with each other to raise a baby, the species wouldn't survive. Emperor penguins use cooperation and instinct to keep their life cycle going.

At the Movies with a Mop

Mario's family owned the Main Street Cinema in the center of town. Every Saturday Mario helped his parents around the theater. Sometimes he worked behind the concession stand, sometimes he sold tickets, and sometimes he cleaned up.

Today Mario's dad had asked him to clean up the mess in Theater 2. Rowdy kids had tossed popcorn and candy bar wrappers everywhere and left puddles of soft drinks between the seats.

Mario took a broom and swept up what he could. Then he wiped off the seats, got a mop out of the janitor's closet, and gave the floor a good mopping.

Just as he was leaving Theater 2 with mop in hand, he caught sight of some boys from his school heading straight toward him. There was Starr Lawson, the top-scoring basketball player; Turk Freedman, the team captain; and José Domingo, the point guard.

At this point Mario's heart started beating faster. That always happened when he was nervous. He knew these guys thought he was a nerd because he wasn't into sports. He hated for them to catch him mopping floors at his dad's theater.

Mario bent his head down low over his bucket and tried to slip out the door without being seen. No luck. Starr spotted him. "Is that you?" he heard the six-foot-two athlete bellow. "Woah. What's up, maintenance man?" The other boys laughed.

"Oh, hi," Mario heard himself saying. "Just helping out my dad."

"Your dad?" said Turk. "Your dad runs this place?"

"Actually, he owns it," replied Mario.

"Really," said José. "You can watch a movie whenever you want? And eat popcorn?"

"Well, yes," said Mario, sheepishly, "as long as I've done my homework."

"Awesome," said Starr. "Wish my dad had a movie theater."

Gradually, Mario's heartbeat calmed down. "Well, there are pros and cons," said Mario. "I have to work on weekends."

"A small price to pay, my man," said Starr. "A small price to pay."

As the boys walked away, Mario headed for the broom closet. As he put the mop away, he thought about how lucky he was. Finally his shift was over, his homework was done, and the matinee was just about to start.

Squirrel on the Loose

Last night I played the lead role in my own nightmare.

I had just turned off the light and snuggled down in my bed when I sensed something above my head. At first, I thought it might be a moth or a fly. So I pulled a sheet over my head, closed my eyes, and tried to go to sleep. No luck.

A few moments later I heard something. Now I was a little alarmed. I turned on the lamp beside my bed and looked around. Then I saw it. A tiny squirrel with big black eyes was looking at me from atop the armoire. No doubt it had come in through the fireplace. *Now what?* I thought.

I love squirrels—don't get me wrong. But I love them outside, in the yard, not inside, in my bedroom. This little guy had to go. But how?

Ever so slowly I climbed out of bed with the idea of opening the window to let the culprit out. Yikes! The squirrel, obviously panicked, went berserk. It hurled itself through the air onto the bureau, chattering and squealing all the while. I took one more step toward the window. Then it started leaping from one piece of furniture to another like a ball in a pinball machine. You never saw such leaps and bounds and jumps! What an athlete this tiny squirrel was! It even scaled the wall at one point and set a picture frame rocking back and forth.

Now, a bit panicked myself and fearing the squirrel might jump on my head, I covered myself with my bedspread. Then I made a dash for the window and threw open the screen. Next, still buried under the bedspread and no doubt looking like some kind of ghostly monster, I started clapping my hands and trying to shoo the squirrel in the direction of the window. But the squirrel would have none of that. More running, leaping, and bounding. I just couldn't get it to leave.

After about a half hour of this, I gave up and left the room myself, closing the door behind me. Better to spend the night with my little sister, I thought, than remain in a room with a crazy squirrel on the loose. I can't say I slept peacefully that night, but at least I didn't have a squirrel jumping on my head.

Early the next morning I opened the door to my room very slowly. I peeked in to see if the little squirrel was still there. I checked under the bed, behind and on top of every piece of furniture, and around the curtains. Thankfully it was gone, but it had left a mess and a few surprise droppings behind. Evidently squirrels do that when they get scared.