

## WRITING GENRE CHARACTERISTICS

Description	Narration
<p style="text-align: center;"><b>Elements of Description:</b></p> <p><b>NOTE: Description is part of <i>all</i> good writing!</b></p> <ul style="list-style-type: none"> <li>● Sensory details of sight, sound, taste, texture, emotion, and smell</li> <li>● Simile, metaphor, or other comparisons</li> <li>● Specific descriptive attributes <i>beyond the obvious</i> [Don't Hit Your Reader Over the Head!] of topic</li> <li>● Observation and recollection of images and feelings</li> <li>● Strong verbs &amp; specific nouns that <i>show, not tell</i></li> <li>● Build an overall, dominant impression of a topic</li> <li>● Organization based on author's chosen attributes</li> <li>● Scenery/Objects: central item out to surroundings: top-to-bottom, far-to-near, etc.</li> <li>● People: Eyes first, then other significant features</li> <li>● Graphic Organizer: Sensory Detail/ Attribute Chart</li> </ul>	<p style="text-align: center;"><b>Elements of Narration:</b></p> <ul style="list-style-type: none"> <li>● <b>Story Components:</b> Character development, setting &amp; mood, <i>6 Basic Plots of Fiction</i> [Boy Meets Girl, Good Guys vs. Bad Guys; Lost &amp; Found; Character w. Problem/Goal; Character vs. Nature; Crime &amp; Punishment/Mystery &amp; Solution]</li> <li>● Focused Middle [Snake that Ate a Rat structure]</li> <li>● Creation of dramatic tension and suspense by use of setbacks/complications</li> <li>● Satisfying resolution as ending for fictional narratives OR lesson learned/overall meaning of event for personal narratives</li> <li>● Showing, not Telling of events/character traits</li> <li>● Chronological Organization</li> </ul> <p>Graphic Organizers: storyboards, timelines, plot outlines, character descriptions</p>
<p style="text-align: center;"><b>Common forms (modes) of DESCRIPTION:</b></p> <p><b>Riddles</b> – focus on all details except the who or what; uses descriptive attributes and common settings or behaviors as clues to help a reader determine the unnamed topic</p> <p><b>Biographical/Character Sketches</b> — focus on person/animal, use transitions of time/place, use incidents, examples, or quotations to show the subject's personality, reveal the writer's overall attitude toward the subject, and create an overall central impressions of the person's main physical and personality traits.</p> <p><b>Observation Reports</b> – identify the subject, convey the vantage point or angle from which the subject is observed, identifies the specific time and place in which the observation occurs, and uses descriptive attributes and sensory detail to describe the writer's observations</p> <p><b>Descriptive Essays</b> — focus on one person, place, or scene, use transitions of time/place, use descriptive attributes, sensory details, comparisons, incidents, examples, and quotations to create one overall impression of the person, place, or scene, and reveal the writer's overall attitude toward the subject - (but do NOT tell events that change over time) - A common form of descriptive essay would be seen in a <i>travel brochure</i>.</p>	<p style="text-align: center;"><b>Common forms (modes) of NARRATION:</b></p> <p><b>Fictional Narratives (Short Stories)</b> — focus on an imagined main event or theme in chronological order, use transitions of time/place/events, have a clear plot, setting, &amp; conflict, include complicating events/setbacks, use descriptive attributes, movements, comparisons which evoke the 5 senses, use dialogue to reveal character and advance plot, and end with a resolution to the central conflict [EX: Realistic Fiction, Tall Tales, Myths, Legends, etc.]</p> <p><b>Personal Narratives</b> – focus on a real event in chronological order, have introduction, body, &amp; conclusion, use transitions of time/place/events, use sensory details, movements, comparisons, &amp; descriptive attributes which evoke the 5 senses, reveals a personal voice, use dialogue to reveal character and advance plot, and end with a lesson learned or overall personal meaning of the event(s)</p> <p><b>Historical or Science Fiction Narratives</b> – focus on a researched and documented real historical (or an imagined science fiction) event in chronological order, have introduction, body, &amp; conclusion, use transitions of time/place/events, use sensory details, movements, comparisons, &amp; descriptive attributes which evoke the 5 senses, use dialogue to reveal character and advance plot, and end with a resolution to the central conflict</p>

## WRITING GENRE CHARACTERISTICS

Exposition	Persuasion
<p style="text-align: center;"><b>Elements of Exposition:</b></p> <ul style="list-style-type: none"> <li>• Expresses strong ideas, inc. background information</li> <li>• Uses accurate facts and information</li> <li>• Uses expository hooks/leads &amp; expository endings/clinchers</li> <li>• Organizes information logically &amp; sequentially: Comparison/Contrast; Problem/Solution, Cause/Effect; Definition/Classification; Sequence</li> <li>• Uses transitions that imitate specific organizational scheme: addition; comparison-contrast; cause-effect; sequence/time order; alternatives, exceptions; repetitions; emphasis; summary/conclusion.</li> <li>• Uses graphic organizers that vary by mode</li> </ul>	<p style="text-align: center;"><b>Elements of Persuasion:</b></p> <ul style="list-style-type: none"> <li>• Takes a clear stance on an issue (pro-con)</li> <li>• Argues logically with appeals to: shared values, benefits [health, \$, social, etc.], vanity/ego, emotion</li> <li>• Provides proof/evidence of writer's judgment through: concrete reasons, personal examples, anecdotes/vignettes, logic, example, facts/statistics, quoting acknowledged experts, etc.</li> <li>• Organizes support for position/opinion by importance to writer</li> <li>• Uses transitions of addition or progression</li> <li>• Acknowledges opposing viewpoint; then disproves it</li> <li>• Uses persuasive writing graphic organizer that ranks supporting details</li> </ul>
<p style="text-align: center;"><b>Common forms (modes) of EXPOSITION:</b></p> <p><b>Lists. Charts. Paraphrases. Summaries</b>  <b>Friendly/Business Letters. Memos. E-Mails</b>  <b>News Writings</b> which explain who, what, where, when, why, and how, are supported by examples and explanations, contain a title which hints at the topic of the piece, use headings and subheadings to break up the piece into smaller parts, use boldface and italics for important words, and which may contain an illustration with a caption</p> <p><b>How-To or Process Essays</b> which clearly explain the steps involved in doing or making something, uses chronological order, uses transitional phrases to guide the readers through the steps, gives helpful hints and tips to avoid problems and how to correct or avoid them, conveys the author's attitude toward the activity, and tells the benefits of learning the process</p> <p><b>Cause/Effect Essays</b> which provide relevant facts, statistics, reasons, examples. etc. to support the stated effects of a particular cause in a well-organized, logical sequence and which make cause-and-effect connections clear with transitional words like as a result, consequently, because, due to, therefore, etc.</p> <p><b>Problem-Solution Essays</b> which name a problem, explain the steps of a logical solution based upon an analysis of the problem, and support the worth of the proposed solution with facts, examples, or other relevant details to show why the solution will work</p> <p><b>Comparison/Contrast Pieces*</b> which name the two things being compared and an overall evaluation statement of similarity or difference, reveal unexpected relationships between them, maintain a consistent first-one-and-then-the-other or feature-by-feature organization, support the thesis with specific examples and descriptive details, and end with a final evaluation.</p> <p><small>* Format of LEAP21 Reading &amp; Responding Extended Response Essay</small></p>	<p style="text-align: center;"><b>Common forms (modes) of PERSUASION:</b></p> <p><b>Persuasive or Opinion/Position essays, Editorials:</b> 3-part organization of statement/opinion (15%). arguments with PROOF of each (75%), &amp; Summary (10%); state an opinion or position, include an acknowledgement of the opposition's stand &amp; show why that stand is weak/false; provide arguments with substantive evidence/proof, and end with a call to action &amp; best argument (clincher)</p> <p><b>Written Evaluations</b> - which state an opinion/judgment about a product, performance, book, idea, etc., describe the item in detail, including main strengths/differences, present facts, reasons, examples, logical arguments, &amp; other convincing evidence in support of the writer's judgment, &amp; end with a strong restatement of the writer's judgment</p> <p><b>Brochures. Commercials, or Print Advertisements</b> - which are aimed at a specific audience, have a clear message, include specific elements of propaganda, (an introduction, an overall image, a slogan, descriptive attributes, reasons to buy, and a call to action) and appropriate emotional appeals, and words, pictures, sound effects, voices, music, etc. to convey the overall message</p> <p><b>Personal Essays</b> which focus on a single personally-held view, a trend, or a news item, start with an introduction that grabs the reader's attention, reflect the writer's feelings (emotion words) and thoughts (direct quotations or paraphrases), are logically organized, sound like the writer, and leave the reader with something to think about</p>

## WRITING GENRE CHARACTERISTICS

Writing about Literature	Research
<p><b>Elements of <i>Writing about Literature</i>:</b></p> <ul style="list-style-type: none"> <li>• Identifies the work by title, author, and genre</li> <li>• Compares &amp; contrasts literary elements (characters, setting, themes, etc.)</li> <li>• Supports students' personal reactions (thoughts &amp; feelings) with text (quotations &amp; paraphrases)</li> <li>• Refers to personal images, ideas, memories evoked when reading the piece</li> <li>• When necessary, briefly summarizes work or passage explored</li> <li>• Organization is either: feature-by-feature (moves back and forth between two subjects comparing and contrasting the subjects point-by-point) or subject-by-subject (details of one subject and then the other)</li> <li>• Graphic Organizers: Venn Diagram, Y-Chart, T-Chart, Double-Entry Journal, etc.</li> </ul>	<p><b>Elements of Research:</b></p> <ul style="list-style-type: none"> <li>• Focuses on one narrowed research topic of student interest</li> <li>• Presents accurate factual information from multiple sources</li> <li>• Develops a single thesis or main idea</li> <li>• Organized logically</li> <li>• Correctly credits sources consulted</li> <li>• Includes a list of sources, the Works Cited, in MLA format</li> <li>• Has a clear beginning, middle, end</li> <li>• Uses paraphrase &amp; summary to synthesize information from research</li> <li>• Graphic Organizers: Source Cards, Note Cards, Bibliographic Entry Forms, double-entry journal, etc.</li> </ul>
<p style="text-align: center;"><b>Common forms (modes) of LITERARY ANALYSIS (WRITING ABOUT READING):</b></p> <p><b>Literature Response Pieces</b> (EX: story or novel element analysis) which include a brief summary of the work or passage, explain the student's thoughts &amp; feelings about it &amp; why it produces such a reaction, and support in the form of examples &amp; quotations from the work to show what is being responded to</p> <p><b>Literary Analysis Pieces</b> (EX: story or novel element analysis) which include a brief summary of the work or passage, explain the student's thoughts &amp; feelings about it &amp; why it produces such a reaction, and support in the form of examples &amp; quotations from the work to show what is being responded to</p>	<p style="text-align: center;"><b>Common forms (modes) of RESEARCH:</b></p> <p><b>I—Search Reports</b> which explain the reason for choosing the topic, tell the story of the search, including a personal interview, summarize what was learned, tell future plans, and document sources in MLA format parenthetical citations and Works Cited page.</p> <p><b>Interview Transcripts</b> which have a clear focus, and purpose (inform, persuade, evaluate, entertain), include questions that fulfill the purpose and focus, follow either the question-and-answer or narrative format, and may be incorporated into reports or projects</p> <p><b>Research Reports</b> which present factual information about an interesting topic, state and develop a main idea, bring together information from a variety of sources, have a beginning, middle, and end, and which credit sources for ideas, quotations, and information presented.</p>

## WRITING GENRE CHARACTERISTICS

Writing Poetry	Writing Drama
<p style="text-align: center;"><b>Elements of Poetry:</b></p> <ul style="list-style-type: none"> <li>● Focuses on a single topic from personal life</li> <li>● Uses precise and vivid words</li> <li>● Creates imaginative sensory images</li> <li>● Creates an overall mood</li> <li>● Uses figurative language devices: comparisons (simile, metaphor, analogy), alliteration, assonance, consonance, hyperbole, onomatopoeia, personification, opposition, anadiplosis, and repetition for effect [magic 3])</li> <li>● Expresses writer's personal meaning</li> <li>● Creates rhythm and meter</li> <li>● Correctly follows rules for mode of poetry (free verse, formula, lyric, etc.)</li> <li>● Breaks lines so each image stands on its own</li> <li>● Uses verses or stanzas as appropriate</li> <li>● Graphic Organizers: Vary by mode</li> </ul>	<p style="text-align: center;"><b>Elements of Drama:</b></p> <ul style="list-style-type: none"> <li>● Centers around a dramatic or suspenseful question or situation</li> <li>● Uses narrative elements (plot, character, setting) to tell a story with a central conflict to be performed on stage</li> <li>● Use dramatic elements and devices in script (title, setting description, a list of characters, act and scene division, stage directions)</li> <li>● Uses vocabulary of drama in script: At Rise, Curtain, etc.</li> <li>● Uses dialogue to advance plot &amp; reveal character</li> <li>● Often uses foreshadowing</li> <li>● Revolves around 4 parts:               <ol style="list-style-type: none"> <li>1. <b>Opening</b>, in which problem is revealed</li> <li>2. <b>Plan</b> for lead character to solve problem/reach goal</li> <li>3. <b>Obstacles &amp; complications</b> to the plan</li> <li>4. <b>Climax</b> in which characters solve problem or fail.</li> </ol> </li> <li>● Conclusion reveals success or failure of plan</li> <li>● Graphic Organizer: Dramatic Plot Diagram</li> </ul>
<p style="text-align: center;"><b>Common forms (modes) of POETRY:</b></p> <p><b>Rhymed traditional poetry</b> (EX. ballad, couplet, quatrain, limerick, sonnet, and narrative poems, etc.)</p> <p><b>Unrhymed traditional poetry</b> (EX: haiku, tanku, blank verse, elegy, lyric, ode, and free verse, etc.)</p> <p><b>Non-traditional, formula, or "invented" poems</b> (EX: alphabet, clerihew, concrete, contrast, definition, diamante', "found poems," list, name, phrase, riddle poems, etc)</p>	<p style="text-align: center;"><b>Common forms (modes) of DRAMA:</b></p> <p><b>Script</b> for a <b>short play</b>, a scene from a play, or a <b>screenplay/teleplay/radio play</b> with dialogue, list of characters &amp; props; and stage directions</p> <p><b>Readers Theater script</b> from literature or expository text which will involve little or no costuming, sets, or props; Story is told with the drama of the human voice as dialogue is read directly from scripts marked for individual, paired, teamed, or chorus of readers.</p>