**INFO SHEET #3: TYPES OF TEXT**

**Competency**

**MELC:** Develop paragraphs that illustrate each text type (narrative in

literature, expository, explanatory, factual and personal recount, persuasive)

**Objectives**

After the end of the lessons, the learners are expected to be able to:

1. Identify various text types;

2. Distinguish the structure, elements or features of different text types.

3. Write a paragraph using text types appropriate to the topic

**Key Information**

**NARRATIVE AND EXPOSITORY TEXT TYPE**

A **text** is a piece of writing that you read or create. The type of text depends on their purpose, structure, and

language features. Two of the common classification of text types are narrative and expository.

**Expository Text**

An expository text is a type of informational text that provides factual information about a topic using a clear,

non-narrative organizational structure with a major topic and supporting information. It strives to educate

readers based on facts and its main purpose is to explain, inform or describe.

Even though expository texts might include real characters, such as those involved in a news story, the

writer presents information in a way that informs readers, rather than telling a story. Writers depend on reliable sources, such as experts in the field, first-hand witnesses, or academic materials, to support their information.

Expository texts DO NOT involve the imagination, have a less personal, more purposeful appeal, and do

not typically engage the reader's emotions. As it is factual in nature, expository style of writing is to the point

and there is no fluff or filler content. The writer avoids abstract language and tries to be as concrete as possible.

The language used is precise, specific to the subject, and includes domain specific vocabulary to explain

concepts and information. Information is presented with a clear organizational text structure, which often

includes but is not limited to:

a. description – where the author describes a topic, its characteristics, features, attributes, etc. and gives

examples. It uses transitions such as for example, for instance, specifically, in addition, to illustrate,

such as, is like, looks like, etc.

b. procedure or sequence – the author lists different activities in their chronological order or enumerates items in a numerical order. It uses transitions such as first, next, after, initially, finally, then, meanwhile,

preceding, etc.

c. comparison – the author explains how two or more objects, events, experiences, are alike and/or different. It uses transitions such as compared with, although, as well as, different from, in contrast, likewise, on the other hand, similar to / with, whereas, however, etc.

d. cause-effect – the author presents ideas, events in time, or facts as causes and the resulting effect(s) in time. It uses transitions such as accordingly, as a result, is caused by, leads to, consequently, because, for this reason, may be due to, since, therefore, etc.

e. problem-solution – the author describes a problem and gives one or more solutions to the problem.

It uses transition words such as because, since, consequently, so that, nevertheless, a solution is, etc.

The structure of an expository text is held together by the following.

1. Introduction – which contains a clear, concise, and defined thesis statement, which states the topic

and purpose / main point of text

2. Body paragraphs – that include evidential support, which may be factual, logical, statistical, or anecdotal

3. Conclusion – that does not simply restate the thesis but readdresses it in light of the evidence provided.

4. Transitional words and phrases – that must be clear and logical to connect the introduction, body, and conclusion.

Examples of expository texts include research papers, news articles, instruction manuals, textbooks, recipes, language guides, self-help books, trade books, reports, interviews, and essays.

**Narrative Text**

A narrative text is a piece of writing that tells a story. The story can be imaginary / fictional (fairy tales,

novels, science fiction, horror or adventure stories, fables, myths, legends, etc.) or based on a real incident / non-fictional (articles, newspaper reports, historical writings). The purpose of a narrative text is to entertain, inform, or teach a lesson to readers by telling a story.

Most narrative essays also include themes or messages to help readers understand the point of the story. Authors use their creativity and experiences to create moving passages that discuss important themes such as friendship, equality, death, love or aging, or morals and deal with life lessons.

Narrative texts are usually told using the first person's viewpoint but some sometimes writers opt to use the third-person point of view if they want to talk about events from a variety of viewpoints. The language of narrative texts includes sensory details, use of figurative language, a clearly defined mood, and a strong underlying tone.

It also uses:

• noun as pronoun of person, animal (ex. the king, the queen, etc.),

• adjectives which are for noun phrase (ex. long black, hair, two red apples, etc.),

• time connectives and conjunctions to arrange the events (ex. then, before, after, soon, etc.),

• adverbs and adverbial phrase to show the time and location of events (ex. here, in the mountain, ever

after, etc.)

• dialogue to elicit an emotional response from the reader.

A narrative text engages the reader in a storytelling format that carefully examines the major characters and provides a sequence of events or a structured plotline. The plot often follows a chronological sequence of events, but not always. Some narratives involve flashbacks or shifts between time periods. The focus of a narrative text is the plot, which introduces some problems or conflict (an issue that must be addressed or resolved for the main character, or characters, to experience personal growth or change) leading to the climax and then turn into a solution to the problem.

The generic structure of a narrative text includes the following.

a. Orientation – sets the scene (where and when the story happens) and introduces the participants of

the story (who and what is involved in the story).

b. Complication – tells what happened to the characters, the beginning of the problem or conflict (e.g.

natural, social, psychological) which leads to climax of the story. This is the main element of a narrative.

c. Resolution – is the part that provides solution to the problem caused by the conflict leading towards

either in a happy ending or a sad (tragic) ending.

d. Re-orientation - is a closing remark to the story and it is optional. It consists of a moral or lesson, advice

or teaching from the writer

**Explanatory Text**

An explanatory text is a description of any non-fiction context. Basically, it enlightens one about the process, product and everything else that one needs to know about something particular. A reader will expect to know the in-depth details and complex ideas through such a text. It explains how and why natural, social, cultural, scientific, and other things occur.

*Example: The Changing Morals of Korean Students”*

**PERSONAL & FACTUAL RECOUNT TEXT TYPES**

Recount text retells an experience or an event that happened in the past. It may focus on a specific section of an event or retell the entire story but should always be told in the order that things happened. It differs from a narrative in that the events are portrayed in chronological order - in the order in which they occurred rather than manipulated for maximum impact or drama. The purpose of a recount is to inform, entertain or to reflect and evaluate.

References:

Villalobos, John Lerry F. (2020). PIVOT 4A Learner’s Module Quarter 1 p. 20-21

**There are two types of recounts:**

1. Personal Recount – retell an event that the writer was personally involved in (e.g. diary, personal letter)

2. Factual Recount – records the details of an incident (eg. a science experiment, police report)

**The general structure of a recount includes the following:**

1. Orientation – sets the scene and giving the necessary background information such as, who, when, where, what, and why.

2. Events – retells the event in chronological order or logical sequence, usually in the past (there is no

complication in recount). Use time signals such as when, after, before, next, later, then

3. Reorientation – restates the writer's opinion or personal comment of the writer on the incident, or a closing statement.

**Characteristics of a Recount**

• has a title, which usually summarizes the text

• has specific participants

• events are always arranged in chronological order

• written in the past tense (she yelled, it nipped, she walked)

• frequent use of words which link events in time, such as next, later, when, then, after, before, first, at the

same time, as soon as she left, late on Friday)

• describe events using verbs (action words) and adverbs (which describe or add more detail to verbs)

• details are often chosen to add interest or humour to the recount.

• use of personal pronouns (I, we) (Personal Recount)

• the passive voice may be used, eg. the bottle was filled with ink (Factual Recount)

Example:

A Memorable Underwater Trip **Title**

Last year, I went to Coron Bay Plawan with my friends. Getting there includes a one-hour flight to Busuanga (USU) followed by a 45-minute van ride to Coron.

Soon after our arrival, we were welcomed by tourist guide. He described to us where we will be diving and how to take pictures under water.

Then, we began our diving. Underwater, we saw groups of tiny fish. We also

saw different corals and the remains of a shipwreck. Our guide is very knowledgeable. He was able to tell us a lot of information.

In summary, the trip was mostly enjoyable. The place has an impressive

marine life. I might come back again in the future.

**Orientation –** answers who, what, where, when

**Event 1**

**Event 2**

**Re-orientation**

*Restates writer’s opinion*

**Proposed Performance Tasks**

Write a paragraph using your chosen text type. Choose from the topics below. Be guided by the rubrics.

**Narrative Text**

-I am going to tell you a story about “ Twilight Saga”

**Expository Text**

-The Biography of Marcos

**Explanatory Text**

-The Water Cycle

**Factual**

-News story on Covid-19

**Personal Recount**

-My family spent our holiday at…

**Persuasive**

-Mc Donald (Fries)

***Rubric:***

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Standards** | **Points** |
| Content | The content supports the chosen text type. The paragraphs contains rich details. | 5 |
| Language | The language used is appropriate for the type of text written. It helps achieve the purpose of the text. | 5 |
| Organization | Ideas were organized clearly, following the general structure for the chosen text type. | 5 |
| Mechanics | There were no errors / negligible errors in spelling, grammar, punctuations, and capitalization. | 5 |
| Effort | The output shows the learner’s effort to meet the requirements. The text is neatly written with little erasures. | 5 |

References:

*English Primbon. (2021). Recount Text. Retrieved from http://yantiapurnomo.blogspot.com/2012/02/recount-text.html*

*Mac Donnchaidh, S. (n.d.). A Complete Guide to Writing a Recount for Students and Teachers. Retrieved from https://www.literacyideas.com/recounts*

*Recount. (18 March 2020). Retrieved from https://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/Features-of-text-forms/Recounts*

*Recount Paragraph. (22 May 2021). Retrieved from https://ekayantipt.wordpress.com/2012/05/22/recountparagraph*

*/#:~:text=Recount%20paragraph%20is%20a%20paragraph,factual%20incidents%20or%20imaginary%20incidents.&text=It%20is%20utilized%20to%20inform%20or%20entertain%20the%20reader.*