

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately.

This kind of writing:

- increases readers' *knowledge* of a subject
- helps readers better *understand* a procedure or process
- provide readers with an enhanced *comprehension* of a concept

Describes



types (What are the different types of poetry?)

components (What are the parts of a motor?)

size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?)

how things work (How does the legislative branch of government function?)

why things happen (Why do some authors blend genres?)

To produce this kind of writing, students draw from what they already know and from **primary** and **secondary sources**. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating **relevant examples, facts, and details** into their writing.

They are also able to use a variety of techniques to convey information, such as **naming, defining, describing, or differentiating** different types or parts; **comparing or contrasting** ideas or concepts; and **citing an anecdote** or a scenario to **illustrate a point**.


Informational/explanatory writing includes-

- literary analyses
- scientific and historical reports
- summaries
- workplace and functional writing
 - manuals, memos, reports
 - applications and résumés

As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Arguments	Explanations
<p>In an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue.</p> <p>Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior.</p>	<p>Explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on.</p> <p>Explanations start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view.</p>

Although information is provided in both arguments and explanations, the two types of writing have different aims. In short, **arguments are used for persuasion** and **explanations for clarification**.

Grade 3 Student	Grade 4 Student	Grade 5 Student
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>  <p>COMMON CORE STATE STANDARDS INITIATIVE <small>PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER</small></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation provided.</p>