

Text Forms

The following describe the specific elements of common text forms explored in grade six, seven, and eight. Refer to the Organization Trait to distinguish between appropriate and strong achievement.

Form: Persuasive

Purpose: to discuss and/or debate ideas developing an argument to convince the reader to agree with the writer's premise
Opening Statement: provides an overview of the topic and states the writer's position (*Racial slurs are damaging and should not be permitted.*)
Arguments and Reasons: provides three or more arguments or assertions that have supporting statements (*I believe...because...*) drawn from facts or personal experience; begins to identify other points of view and counter-arguments
Conclusion: includes a statement to reinforce or summarize position
Special Features

- persuasive devices (quotes from experts, examples, anecdotes, flattery, authorial intrusion, irony, wit, humour)
- linking words/phrases (because, however, also)
- present tense
- first person singular or plural (I, we)
- persuasive adjectives/adverbs (most, must, strongly)
- technical terms which are often verbs changed into nouns (new-comers become immigrants)

Form: Explanatory Report

Purpose: to tell how/why something came to be or to explain how something works
Statement or definition: identifies topic with a statement, question or definition
Explanation of how or why: analyzes a process (movements in the earth's crust) showing the relationship among the parts including cause and effect connections
Summary: states unusual features of the phenomenon and/or reiterates the main points
Special Features

- may include a title, illustrations, or diagrams
- connecting words to signal cause-effect (if, because, then) and/or sequence (next, then, when)
- present tense with some passive verbs (are folding/faulting)
- technical, subject-specific vocabulary

Form: Memoir

Purpose: to capture a defining personal memory
Orientation: begins with a purposeful lead, identifies the personal event and may give the reason for selecting the topic
Key Events: has key events in logical order (single day, flashback) with sufficient relevant details including the subject's feelings revealed through describing actions or using quotes
Conclusion: communicate the larger meaning or reason for the writing
Special Features

- literary language (powerful nouns and verbs, figurative language)
- linking words and phrases (later that afternoon, as I walked out)
- past tense

Form: Biography and Autobiography

Purpose: to give a true or fictionalized account of a person's life
Orientation: identifies the subject, the important events in the subject's life, and the reason for the selections
Events: important events are described in a logical order (chronological, categories); provides reasons for omitting significant parts of the subject's life (only focusing on the childhood or adult years)
Conclusion: includes a personal response, evaluative statement, or a comment on the significance of the subject
Special Features

- subject's feelings may be revealed in quotes
- supplemental texts (interviews, awards, newspaper clippings, foreword, afterword)
- dialogue

Form: Hybrid Texts (multigenre texts)

As writers become familiar with certain writing forms and as they read mentor texts that mix two or more genres, they begin to produce hybrid texts to communicate information in different ways (Procedures and explanation, narrative and letters). The different forms to be combined are chosen with a clear purpose and integrated into one harmonious text that communicates a message.

Form: Descriptive Report

Purpose: to describe a topic
Introduction: introduces a manageable topic with a definition or a classification (*Three types of soil are*)
Description of Topic: includes factual details, from a variety of sources (books, photographs, websites), to support sub-topics (attributes, weather systems) sequenced in a specific way
Conclusion: summarizes, or restates, key ideas; may include an impersonal evaluative comment
Special Features

- includes a title, headings, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (also, many other, has a variety of)
- present tense
- language to show comparisons/contrasts (as hard as), definitions (are called), classification (belong to)

Form: Instructions/Procedures

Purpose: to tell how to do something
Goal or aim: identifies topic by title or opening statement(s)
Materials/ingredients: lists materials
Method/process: includes key steps in correct order with adequate details focusing on how/when
Conclusion or Evaluation: includes a closing statement or an evaluation which may be a photograph or drawing of the completed item
Special Features

- may include headings, illustrations, diagrams, or labels
- numbered-steps or words showing sequence (first, next, then)
- point form or full sentences starting with sequence words or verbs
- present tense often written as commands
- technical language - verbs, adverbs and adjectives (*whip the cooled cream vigorously*)

Form: Narrative (short story)

Purpose: to entertain with an imaginative experience
Orientation (time, place and characters): attempts to establish an emotional response through the development of character, setting, and plot and setting the mood or tone (humor, personalization, sarcasm)
Events: involve the main character development, including insights into their actions and feelings, and build tension that leads to the climax
Resolution: the complication is generally resolved and the loose ends are tied up
Special Features

- use of literary devices to create imagery (metaphor, personification, idiom, hyperbole)
- connecting words related to time (later on, after that,)
- action verbs and verbs related to character's thoughts and feelings
- include dialogue (with change in tense from past to present)
- pronouns refer to specific characters

Form: Poetry

Purpose: to entertain, communicate deep meaning or create a new perspective on a subject
Organization: a variety of forms with specific structures (ballad, Haiku, Cinquain, sonnet, diamantes) as well as free verse which has no set structure or conventions
Special Features

- title communicates the meaning of the poem
- lines of text usually short and concise
- words evoke strong images, moods, and/or emotions
- poetic devices (repetition, refrain, rhyme, rhythm, sensory images)
- literary devices are used (alliteration, assonance, onomatopoeia, symbolism, personification, rhetorical question)
- the line breaks and white space on the page may have meaning

Important Note: In all forms of writing, where appropriate, all research references are cited

Writing Achievement Standards End of Grade 6



Writing Strategies and Behaviours *Appropriate Achievement*

Students

- select and develop a topic within a chosen form demonstrating an awareness of audience
- write with purpose and understand the influence of the writer
- gather ideas from a variety of sources and use a framework (e.g., web, graphic organizer) to sort and classify the information/ideas and make new connections; apply knowledge of copyright/plagiarism
- draft a piece of writing making critical choices about ideas/content based on purpose and intended audience
- independently reread to add to, delete from, or reorganize the text to strengthen content
- request, obtain, and make decisions about, constructive criticism
- understand revision supports clarification and strengthens communication
- reread writing aloud for fluency; begin to make changes to sentence structures
- use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions and strengthen word choice; may require teacher support for split dialogue
- use a variety of publishing formats (e.g., books, pamphlets, posters, web sites) with appropriate text and text features

Writing Strategies and Behaviours *Strong Achievement*

Students demonstrating strong achievement apply the strategies and behaviours described at the appropriate level in an increasingly independent manner. They are also more willing to take risks in their writing.



Education, Early Learning and Culture
English Programs

Writing Achievement Standards

Appropriate Achievement
Students

Content overall topic, degree of focus, and related details	<ul style="list-style-type: none">• select a specific topic that establishes the purpose and audience• include straightforward and predictable ideas/events• support the ideas with relevant details
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Organization structure and form, dependent on purpose and audience	<ul style="list-style-type: none">• select an appropriate form and establish the purpose in the introduction• show evidence of logical sequencing• show control of paragraph divisions• provide an obvious conclusion <p>See Text Forms for elements of narrative and information texts.</p>
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Word Choice vocabulary, language, and phrasing	<ul style="list-style-type: none">• include precise/interesting words and/or technical language• include descriptive words (adjectives, adverbs, strong verbs, strong nouns)
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Voice evidence of author’s style, personality, and experience	<ul style="list-style-type: none">• show awareness of audience• demonstrate engagement with subject• include glimpses of personal feeling, energy, and individuality
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Sentence Structure variety and complexity of sentences	<ul style="list-style-type: none">• include different kinds of sentences, with a variety of complex structures (occasional errors)• include a variety of sentence lengths and beginnings to establish rhythm and create interest
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Conventions spelling, punctuation, capitalization, and usage (grammar)	<ul style="list-style-type: none">• use correct end punctuation and capitalization• include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence• spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes)• follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., Give it to Tom and me.)
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Writing Achievement Standards

Strong Achievement
Students

<ul style="list-style-type: none">• introduce specific topic with a main idea that establishes a clear purpose and definite audience• include some original/thoughtful ideas• develop ideas/information by including relevant details	<p><i>What and why do you want your reader to know about this topic?</i></p> <p><i>What specific details do you need to add to enhance this part?</i></p> <p><i>Have you included details that are not supporting your purpose/plot plan?</i></p>
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<ul style="list-style-type: none">• establish a clear purpose and provide an effective introduction• use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast)• create smooth transitions between paragraphs• provide a definite conclusion <p>See Text Forms for elements of narrative and information texts</p>	<p><i>What did you do to help you organize your writing before you began?</i></p> <p><i>How did you get your reader’s attention?</i></p> <p><i>Does your ending pull your ideas together?</i></p> <p><i>Here’s where I got confused _____.</i></p> <p><i>How can you show that this part connects to the part you wrote here?</i></p>
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<ul style="list-style-type: none">• use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father)• use descriptive vocabulary/phrases to strengthen meaning	<p><i>Find a place in your writing where you think you made a clear picture for your reader.</i></p> <p><i>What did you do to make that part work so well?</i></p> <p><i>Highlight three “tired” words in your writing. What words can you use to replace them? Where might you get ideas for new words?</i></p> <p><i>What are some words we’ve been learning in (subject area) that would help you tell about this topic?</i></p>
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<ul style="list-style-type: none">• demonstrate a confident awareness of audience• show a sincere engagement with subject• include personal feeling, energy, and individuality	<p><i>Why did you write this? Who is your reader?</i></p> <p><i>What devices have you used to make this engaging for the reader?</i></p> <p><i>Will your reader be able to tell how you know a lot about ____?</i></p> <p><i>This part made me feel _____.</i></p>
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<ul style="list-style-type: none">• show confident use of different kinds of sentences and structures (minimal errors)• create interesting rhythm through variety in sentence lengths and beginnings	<p><i>What is the strongest sentence in your piece and what makes it strong?</i></p> <p><i>How can we make this sentence _____ (longer, shorter, etc.)?</i></p> <p><i>Reread this part and see if it is easy to read aloud.</i></p>
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<p>S</p> <ul style="list-style-type: none">• show control with a range of internal punctuation (e.g., dashes, brackets, colons, hyphens, ellipses) punctuate most split dialogue correctly• use common homophones correctly (e.g., you’re-your, there-their-they’re, hour-our)• show overall control with grammatical structures and spelling	<p><i>Find a place in your writing where you used dialogue. Check the example and see if you used quotation marks and commas in the right place.</i></p> <p><i>I am not entirely sure which character ____ (a pronoun) is.</i></p> <p>General Conference Prompts</p> <p><i>After you checked your work using our class checklist, which trait are you really proud of?</i></p> <p><i>What are some changes you made in this piece that made it better?</i></p> <p><i>What did you decide to revise after you shared your draft with a peer?</i></p> <p><i>On what would you like to work to improve in your next piece?</i></p> <p><i>What is the best way to publish this writing?</i></p> <p><i>What can be accomplished through this piece of writing?</i></p>
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