

# Text Forms

The following describe the specific elements of common text forms explored in grade nine. 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 (*Population density is related to climate.*)
- 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 (a person who studies climate becomes climatologist)

## 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 (observed events in meiosis and mitosis) showing the relationship among the parts including cause and effect connections
- Summary:** can state 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 splitting/duplicating)
  - technical, subject-specific vocabulary (homozygous, heterozygous, dominant, recessive)

## 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 relevant details including the subject's feelings revealed through describing actions or using quotes
- Conclusion:** communicates 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**
- subjects feelings may be revealed in quotes
  - supplemental texts (e.g., 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: Literary Essay

- Purpose:** to inform an audience of the writer's interpretation of a reading text
- Introduction:** a thesis is stated (the character development in a historical fiction text does not match the time period in which it is set), the work and author are identified, and at least three supporting sub-topics are identified (language, motivations, and types of conflict seem to be from a more modern time)
- Body:** the sub-topics are presented in paragraph form in a logical order with linking statements tying the sub-topics to each other and to the overlying thesis
- Summary:** the thesis and supporting sub-topics are restated as the final opportunity to persuade the audience to agree with the writer's interpretation of the reading text
- Special Features**
- third person voice
  - connecting statements interrelating the sub-topics to the thesis
  - formal language
  - short embedded quotations and longer centre-indented quotations as proof/evidence

## Form: Instructions/Procedures

- Purpose:** to tell how to do something (use a mendellian punnet square to determine percentages of inherited traits)
- 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 (e.g., dominant and recessive genes are coded as upper- or lower-case initials)

## 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, plot and sets the mood or tone (humour, personalization, sarcasm)
- Events:** develop the main character, including insights into actions and feelings, and builds 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)

## Form: Poetry

- Purpose:** to entertain, communicate deep meaning, evoke emotion 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 9

## Writing Strategies and Behaviours Appropriate Achievement

- Students:
- select and develop a topic based on a purpose; demonstrate awareness of audience and competence crafting a variety of text forms (including hybrids)
  - 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, recognize different perspectives, and make new connections; apply knowledge of copyright/plagiarism
  - draft a piece of writing making critical choices about ideas/content based on the purpose and intended audience, often using word-processing software
  - independently reread to add to, delete from, or reorganize the text to clarify and strengthen content
  - request, obtain, and make decisions about, constructive criticism
  - refine writing to enhance impact
  - select linguistic (e.g., analogy, colloquialism, figurative language, flattery) and print devices (e.g., print size, font, page design) designed to influence audience
  - reread writing aloud for fluency; make changes to sentence structures and word choices to provide variety
  - use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions, and strengthen word choice
  - use a variety of publishing formats (e.g., books, pamphlets, posters, web sites) with appropriate text and text features
  - use specific devices to achieve purpose (instruct, persuade, entertain)
  - explain form choice as it pertains to purpose and intended audience
  - reflect on reading processes and strategies to ensure deeper understanding of content
  - pamphlets, posters,web sites) with appropriate text and text features
  - use specific devices to achieve purpose (instruct, persuade, entertain)
  - explain form choice as it pertains to purpose and intended audience

## Writing Strategies and Behaviours Strong Achievement

Students demonstrating strong achievement consistently apply the strategies and behaviours listed to the left. They take more risks and attempt techniques observed during independent reading/viewing.



Education, Early Learning and Culture  
English Programs

Writing Achievement Standards

Appropriate Achievement  
Students

<b>Content</b> overall topic, degree of focus, and related details	<ul style="list-style-type: none"><li>• define a specific topic with a main idea that supports the purpose and audience</li><li>• develop ideas relevant to the topic</li><li>• elaborate on the main idea, add relevant details, and maintain focus with minimal distractions</li></ul>
<b>Organization</b> structure and form, dependent on purpose and audience	<ul style="list-style-type: none"><li>• select an appropriate form and use an engaging introduction that includes the purpose</li><li>• use an underlying structure to present ideas (e.g., temporal sequence, cause and effect, compare and contrast)</li><li>• has well-developed paragraphs with smooth transitions</li><li>• has a definite conclusion</li></ul> <p>See Text Forms for elements of literary and information texts</p>
<b>Word Choice</b> vocabulary, language, and phrasing	<ul style="list-style-type: none"><li>• include interesting words and/or technical/subject-specific language to enhance meaning (strong nouns and verbs, colourful adjectives and adverbs)</li><li>• use figurative language (e.g., metaphor, analogy, symbolism)</li></ul>
<b>Voice</b> evidence of author’s style, personality, and experience	<ul style="list-style-type: none"><li>• skillfully connect the audience to the topic</li><li>• show care and commitment to the topic</li><li>• generate strong feeling, energy, and individuality</li></ul>
<b>Sentence Structure</b> variety and complexity of sentences	<ul style="list-style-type: none"><li>• include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability through coherent paragraphs</li><li>• vary sentence length for rhythmic flow</li></ul>
<b>Conventions</b> spelling, punctuation, capitalization, and usage (grammar)	<ul style="list-style-type: none"><li>• include internal punctuation (e.g., commas, semi-colons, colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue</li><li>• apply correct grammatical structures that make the text readable (numbers, apostrophe, contractions, plurals, conjunctions, all parts of speech, etc.)</li><li>• correctly spell almost all words; use spelling support (e.g., dictionary, spell checker); correctly use homophones</li><li>• use a range of print characteristics and layout to enhance the meaning (e.g., headings, visuals, white space, italics, bold, font size, and style)</li></ul>

Writing Achievement Standards

Strong Achievement  
Students

<ul style="list-style-type: none"><li>• define a specific topic with a main idea that captures the purpose and audience</li><li>• remain focused on the main idea, with original, thoughtful and/ or compelling ideas</li><li>• provide relevant supportive reasoning and maintain focus throughout</li></ul>	<p><i>What specific details do you think would enhance this part for your audience?</i></p> <p><i>What can be accomplished through this piece of writing?</i></p>
<ul style="list-style-type: none"><li>• introduce with a compelling statement that informs purpose</li><li>• include smooth paragraphs with fluid transitions</li><li>• vary the organizational structures to enhance interest (e.g., hybrids, flashback, story within a story) and use a variety of ways to focus the topic (e.g., time structures, theme)</li><li>• include a supportive and effective conclusion</li></ul> <p>See Text Forms for elements of literary and information texts</p>	<p><i>What did you do to help you organize your writing before you began?</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>
<ul style="list-style-type: none"><li>• effectively include vivid descriptive vocabulary/precise technical words (strong nouns and verbs, colourful modifiers)</li><li>• use figurative language effectively</li></ul>	<p><i>Find a place in your writing where you wrote so the reader could visualize.</i></p> <p><i>Show me the thesaurus words that you used to replace some of your ordinary 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>
<ul style="list-style-type: none"><li>• skillfully connect with the audience by sharing thoughts, feelings, inner conflict, and convictions</li><li>• demonstrate a strong commitment to the topic</li><li>• develop ideas in a unique or unusual way, revealing the writer’s perspective</li></ul>	<p><i>Where did you really try to make the reader agree with you? What devices did you use?</i></p> <p><i>Will your reader be able to tell that you know and care a lot about ____?</i></p> <p><i>This part made me feel _____.</i></p>
<ul style="list-style-type: none"><li>• include well-crafted sentences that enhance meaning and readability through sustained and coherent paragraphs</li><li>• vary sentence length to further ideas and create a lyrical flow</li></ul>	<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>
<ul style="list-style-type: none"><li>• use conventions skillfully to enhance meaning and voice</li><li>• make informed decisions about text layout and print characteristics to enhance meaning (e.g., headings, visuals, white space, italics, bold, font size, and style)</li></ul>	<p><i>Are there grammar checker suggestions that you need help understanding?</i></p> <p><i>Did you use a mentor text to help you with text layout?</i></p> <p><b>General Conference Prompts</b></p> <p><i>What did you decide to revise after you shared your draft with a peer?</i></p> <p><i>What is the best way to publish this writing?</i></p>