

Text Forms

The following describes the specific elements of common text forms at the end of grade one. Refer to the **Organization Trait** to distinguish between appropriate and strong achievement.

Form: Persuasive

Purpose: to convince someone to do something or to think in a particular way

Opening statement – states an opinion or request (*We would like a hamster*)

Arguments and Reasons – one or two statements provided as arguments, often based on personal opinion (*Hamsters are cute. I know how to take care of a hamster.*)

Conclusion – final statement, if present, tends to be a repetition of opinion or request (*We would really like a hamster!*)

Special Features

- simple connecting words (so, because)
- first person singular or plural (I, we)
- present tense

Form: Explanatory Report

Purpose: to tell how/why something came to be or to explain how something works

(Often seen as list of rules, e.g., *What You Need to Play Hockey, Safety Rules for 4-Wheeling*)

Statement or definition – identifies topic with a statement or question

Explanation of how or why – attempts personal observations (*You can't drive fast.*) or cause and effect (*It snows because it is cold in the sky.*)

Summary – often omitted; may be personal comment (*Snow is fun.*)

Special Features

- may include a title or illustrations
- simple connecting words (so, because)
- present tense

Form: Recount

Purpose: to tell about past events (personal or others' experiences)

Setting – introduction (when, where, who, and/or what)

Key Events in Time Order – has two or three events in sequence

Concluding Statement – concludes with last event

(*I went to bed.*) or evaluative comment (*That was a good day!*)

Special Features

- may include a title
- simple connecting words
- past tense
- first person
- action verbs

Form: Descriptive Report

Purpose: to describe a topic

Introduction – introduces topic with a general or personal statement (*Bears are animals. My tree house is awesome.*)

Description of Topic – includes a few details related to main topic (appearance, behaviour, food)

Conclusion – concluding statement, when present, may be personal (*I like bears.*)

Special Features

- may include a title or illustrations
- simple connecting words (and)
- present tense

Form: Instructions/Procedures

Purpose: to tell how to do something

Goal or aim – topic identified by title (*How to Sew*)

Materials/ingredients – may list materials

Method/process – include some steps in order (*You get the needle and then...*)

Special Features

- may number steps
- may include illustrations and labels
- simple connecting words (and, then)
- write to audience (e.g., *You get the yarn.*)
- present tense

Form: Narrative

Purpose: to entertain with an imaginative experience

Orientation (time, place and characters) – includes a simple beginning and may introduce characters for unspecified reasons

Problem – may not specify an apparent problem

Events – focuses on action that may or may not relate to resolution

Resolution – may conclude abruptly with a final event

Special Features

- may include a title or illustrations
- simple connecting words related to time (then, so)
- past tense
- usually first (I, we) or third person (he, she, they)
- action verbs



Writing Achievement Standards End of Grade 1

Writing Strategies and Behaviours Appropriate Achievement

Students

- generate ideas from peer and class discussions, topic lists/personal interests, and models (e.g., books, class charts, student samples)
- use drawings and graphic organizers (with support), to plan and organize writing
- reread while drafting to monitor word sequence and to check for meaning
- use writing tools such as a word wall, environmental print, and simple dictionaries
- use sound/symbol knowledge, word structures (*ed, s, ing* endings), familiar onset and rimes and word chunks to write unknown words
- revise some pieces of writing, with teacher direction and support, by adding details or changing words
- edit a piece of writing, with teacher-support, using a simple editing checklist (e.g., capitals, periods, spelling)
- present writing orally and/or in simple publishing forms

Writing Strategies and Behaviours Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, and

- attend to organization and include more details when planning and organizing writing
- choose language which shows an awareness of audience (i.e. writing with the reader's reaction in mind)
- apply a well-established knowledge of sound/symbol, word structures, onset and rime, and word chunks to write unknown words with fluency

Writing Achievement Standards

Appropriate Achievement Students

Content

overall topic, degree of focus, and related details

- choose a general topic and often support or extend written ideas with drawings
- include one or more ideas/events (may not be explicitly stated or explained), usually based on personal experiences, or basic information
- include limited or general details to expand upon the ideas/events; may include some irrelevant information

Organization

structure and form, dependent on purpose and audience

- decide upon a general purpose; show an emerging understanding of simple text forms
- include a simple beginning that may identify the topic
- present ideas/events in a basic sequence; may have a few missteps
- link ideas with simple connecting words (e.g., and, then); may overuse such words

See **Text Forms** for elements of narrative and information texts.

Word Choice

vocabulary, language, and phrasing

- use basic vocabulary
- may attempt to use some descriptive language

Voice

evidence of author's style, personality, and experience

- begin to show some awareness of audience according to purpose (e.g., write a personal note "to" someone)
- demonstrate some basic knowledge of and/or interest in subject
- show a glimpse of personal feeling or style (e.g., bold punctuation or letters, speech bubbles)

Sentence Structure

variety and complexity of sentences

- use simple sentences, many of which are complete; may rely on repetitive patterns
- may include a few longer sentences and/or sentences that begin in different ways; longer sentences may be run-on or incomplete

Conventions

spelling, punctuation, capitalization, and usage (grammar)

- use periods to end most simple sentences; may use exclamation and question marks correctly
- use capital letters for people's names, first word in sentences, and the pronoun "I", in many cases; may capitalize some words unnecessarily
- spell many high-frequency words correctly; attempt to spell unknown words using phonetic approximations
- use conventional spacing between words

Writing Achievement Standards

Strong Achievement Students

- choose and expand upon a general topic
- include ideas/events (may not be explicitly stated or explained), usually based on personal experiences or basic information
- include some relevant details to expand upon the ideas/events

- decide upon a general purpose
- identify topic, usually with first sentence or title
- present ideas/events in a logical sequence
- link ideas with a variety of simple connecting words (e.g., then, and, so), creating some flow to the writing

See **Text Forms** for elements of narrative and information texts.

- use basic vocabulary
- include some simple descriptive language

- show some awareness of audience; attempts to consider reader according to purpose
- demonstrate some specific knowledge of and/or personal interest in subject
- convey a personal feeling or individual style

- use simple sentences, most of which are complete; attempt some longer sentences (e.g., compound), which may be run-on or incomplete
- include some sentences that vary in length or beginnings (e.g., nouns, pronouns, phrases)

- use correct end punctuation (e.g., periods, question marks, exclamation marks) in most sentences
- use capital letters for people's names, first word in sentences, and pronoun "I", in most cases; may capitalize a few words unnecessarily
- spell many high frequency words correctly and attempt to spell unknown words using phonetic and visual approximations; may over-generalize use of visual patterns
- use conventional spacing between words

Conference Prompts

Tell me what your writing is about. Where did you get your idea?

What's happening in this part of your drawing?

What else do you know about this topic?

What's the first/last thing that happened?

Tell me more about this part.

What will you write next in this piece? Tell me one more thing about this topic

Tell me more about _____. Can you add that word to your writing? I like that word _____. It makes me see a picture in my mind.

What is your favorite word in this piece?

Why did you write this? Who would you like to have read this?

You make this sound so interesting, I want to keep reading. I can tell you know a lot about _____. How did you learn so much about this topic?

Does this make sense? Is there something missing in this sentence?

Listen while I read this. Is there a word you hear over and over (e.g., then, and)? I really like how this sentence sounds.

Tell me what you know about _____ (e.g., periods, question marks, exclamation marks).

This part is very exciting! Do you think we should add an exclamation mark?

I like how you saved the capital letter for the start of the sentence and for _____'s name.

Let's stretch the sounds in that word. Are there more letters you can write?

General Prompts

What do you think you did really well in this piece?

What is one thing you did to make your writing even better?

What would you like to work on improving in your next piece?