

Text Forms

By the end of the entry level, students are exposed to a variety of text forms through modeled and shared learning experiences. Students may experiment independently with various text forms. The following describes six major forms of writing and samples of the types of writing conducive to each form. Refer to the **Organization Trait** in the Writing Standard to distinguish between appropriate and strong achievement.

Form: Persuasive

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

- letters
- statements
- advertisements
- posters
- favorite author/book talks

Form: Explanatory Report

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

- graphs
- rules
- signs (*NO PEANUTS, DO NOT TOUCH*)
- labels
- observations (illustrations, labels, and/or captions [e.g., weather, life cycles, plant growth])

Form: Recount

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

- news framework (who, what, when, where, why)

Form: Descriptive Report

Purpose: to describe a topic

- menus
- labels
- 'show and tell'
- descriptions
- posters with illustrations and captions/labels

Form: Instructions/Procedures

Purpose: to tell how to do something

- recipes
- maps
- road signs
- instructions (how to's...)
- lists
- illustrations of experiments (e.g. sinking, floating)

Form: Narrative

Purpose: to entertain with an imaginative experience

- teacher-directed innovations of original texts
- puppet plays
- tell about imaginative actions of people or animals



Writing Achievement Standards End of Entry

Writing Strategies and Behaviours *Appropriate Achievement*

Students

- generate ideas from talk with teacher and peers, brainstorming, drawing and models (e.g., class charts, predictable Big Books)
- use drawings and repetitive patterns to organize ideas
- reread to match spoken to written language and confirm what comes next
- use writing tools, often with support (e.g., word wall, alphabet chart, environmental print)
- use sound/symbol knowledge to write unknown words
- share writing orally

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

- generate, extend, and organize ideas, relying less on the use of repetitive patterns
- apply a well-established sound/symbol knowledge to write unknown words with greater fluency

Writing Achievement Standards

Appropriate Achievement Students

Content

overall topic, degree of focus, and related details

- convey a simple message or idea(s) about a personally significant, although somewhat general, topic; messages often initiated by drawing
- understand that written words record ideas (usually personal experiences or feelings) and remain constant from one reading to another
- include some basic details using words and word approximations

Organization

structure and form, dependent on purpose and audience

- recognize writing has a purpose
- include one or more ideas, often presented as a list not requiring attention to sequence
- attempt a variety of forms (See *Text Forms*); write to communicate a message, an experience, or feeling

Word Choice

vocabulary, language, and phrasing

- use basic vocabulary

Voice

evidence of author's style, personality, and experience

- begin to show some awareness that writing is to be read by an audience (e.g., expressive drawings, labels, words)
- use written language that sounds like "talk"

Sentence Structure

variety and complexity of sentences

- include groups of words representing a logical thought, but not necessarily reflecting conventional sentence structures; may not punctuate the grouping of words
- may rely on repetitive patterns

Conventions

spelling, punctuation, capitalization, and usage (grammar)

- experiment with punctuation (may overuse periods)
- print most upper- and lower-case letters; use capitalization indiscriminately; tend to use upper- and lower-case letters randomly
- include some high-frequency words spelled conventionally; use semi-phonetic and phonetic approximations for unknown words
- demonstrate left-to-right and top-to-bottom directionality
- begin to use conventional spacing

Writing Achievement Standards

Strong Achievement Students

- convey a simple message or idea(s) about a personally significant, although somewhat general, topic; rely on print to communicate the message
- understand that written words record ideas (usually based on personal experiences, feelings or basic information) and remain constant from one reading to another
- expand a topic by adding some written details, using words, and word approximations

- recognize writing has a variety of purposes
- list related ideas; may not attend to sequence
- demonstrate an emerging understanding of form (See *Text Forms*); write to communicate a message, experience, or feelings

- use basic vocabulary
- use a few specific or interesting words

- show awareness that writing has an audience, expect writing to be read for a purpose
- may include some more formal or "book language" (e.g., once upon a time)

- include simple, direct sentence structures; may attempt punctuation
- show some variety in sentence patterns

- may attempt conventional use of periods and/or other punctuation; may be omitted in longer pieces when focus is on fluency of ideas
- print most upper- and lower-case letters; attempt proper use of capitalization (beginning of sentences, names, and pronoun "I")
- spell many high-frequency words conventionally; use phonetic approximations for unknown words
- demonstrate conventional directionality
- show general control of conventional spacing

Conference Prompts

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

Point to the words and read your story to me. What's happening in this part of your drawing?

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

Show me your favourite part. Tell why it is important to learn to write. What have you seen someone writing?

Tell me more about _____. Can you add that word to your writing?

I like that word _____. It makes me see pictures in my mind. What is your favourite 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?

I really like how this sentence sounds.

Tell me what you know about _____ (e.g., periods, question 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 that word out. Do you need another letter for that sound?

Let's point to the words when you write. How can we tell where one word ends and a new word starts?