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
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: 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: 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 or question
Explanation of how or why – attempts personal observations (You can’t drive fast.) or cause and effect (If 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: 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 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 rime 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

End of Grade 1

Appendage 629x480 to 1207x775

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Writing Achievement Standards

End of Grade 1
**Writing Achievement Standards**

### Appropriate Achievement Students

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<thead>
<tr>
<th>Content</th>
<th>Organization</th>
<th>Word Choice</th>
<th>Sentence Structure</th>
<th>Conventions</th>
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<tbody>
<tr>
<td>• choose a general topic and often support or extend written ideas with drawings</td>
<td>• decide upon a general purpose; show an emerging understanding of simple text forms</td>
<td>• use basic vocabulary</td>
<td>• use simple sentences, many of which are complete; may rely on repetitive patterns</td>
<td>• use periods to end most simple sentences; may use exclamation and question marks correctly</td>
</tr>
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<td>• include one or more ideas/events (may not be explicitly stated or explained), usually based on personal experiences, or basic information</td>
<td>• include a simple beginning that may identify the topic</td>
<td>• may attempt to use some descriptive language</td>
<td>• may include a few longer sentences and/or sentences that begin in different ways; some longer sentences (e.g., compound), which may be run-on or incomplete</td>
<td>• use capital letters for people’s names, first word in sentences, and the pronoun “I,” in many cases; may capitalize some words unnecessarily</td>
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<td>• include limited or general details to expand upon the ideas/events; may include some irrelevant information</td>
<td>• present ideas/events in a basic sequence; may have a few missteps</td>
<td>• begin to show some awareness of audience according to purpose (e.g., write a personal note “to” someone)</td>
<td>• include some relevant details to expand upon the ideas/events</td>
<td>• spell many high-frequency words correctly; attempt to spell unknown words using phonetic approximations</td>
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<tr>
<td>See Text Forms for elements of narrative and information texts.</td>
<td>• link ideas with simple connecting words (e.g., and, then); may overuse such words</td>
<td>• demonstrate some basic knowledge of and/or interest in subject</td>
<td>• include some simple descriptive language</td>
<td>• use conventional spacing between words</td>
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<td>• choose and expand upon a general topic</td>
<td>• decide upon a general purpose</td>
<td>• use basic vocabulary</td>
<td>• use simple sentences, most of which are complete; attempt some longer sentences (e.g., compound), which may be run-on or incomplete</td>
<td>• use correct end punctuation (e.g., periods, question marks, exclamation marks) in most sentences</td>
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<td>• include ideas/events (may not be explicitly stated or explained), usually based on personal experiences or basic information</td>
<td>• identify topic, usually with first sentence or title</td>
<td>• include some simple descriptive language</td>
<td>• include some sentences that vary in length or beginnings (e.g., nouns, pronouns, phrases)</td>
<td>• use capital letters for people’s names, first word in sentences, and the pronoun “I,” in most cases; may capitalize a few words unnecessarily</td>
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<td>• include some relevant details to expand upon the ideas/events</td>
<td>• present ideas/events in a logical sequence</td>
<td>• use basic vocabulary</td>
<td>• spell many high-frequency words correctly and attempt to spell unknown words using phonetic and visual approximations; may over-generalize use of visual patterns</td>
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### Conference Prompts

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<tr>
<td>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?</td>
<td>Tell me more about this part. What will you write next in this piece? Tell me one more thing about this topic</td>
<td>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?</td>
<td>Tell me more about ____ . 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?</td>
<td>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.</td>
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| 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? | 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? | 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? | What do you think you did really well in this piece? What do you think you did really well in this piece? | General Prompts

**General Prompts**

- Let’s read this. What have you learned about ____ ?
- How does the writing flow? What are some words you hear in this piece?
- Can you write a word to make the sentence complete?
- How does this writing make you feel? What feelings do you have about this writing?
- What is one thing you did to make your writing even better?
- What would you like to work on improving in your next piece?
- How did you learn so much about ____ ?
- What do you think you did really well in this piece? What do you think you did really well in this piece?
- What do you think you could work on improving in your next piece? What do you think you could work on improving in your next 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?
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