The following describes the specific elements of common text forms at the end of grade four. 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 – identifies a clear position or desired action (I believe...) to provide support for the statement (I think... because...)
- Arguments and Reasons – provides three or more arguments that have supporting statements (I think... because...)
- Conclusion – includes a conclusion that reinforces position

**Special Features**

- linking words/phrases (because, so then, but)
- present tense
- first person singular or plural (I, we)
- persuasive adjectives/advverbs (most, must, strongly)

**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 – describes parts (e.g., rock formations) and explains how or why something happens in a logical order; cause-effect connections may not be clear in all instances
- Summary – connects to topic or question but may be abrupt
- Special Features
  - may include a title, illustrations or diagrams
  - connecting words to signal cause-effect (if, because, then)
  - may include a title, illustrations, or photographs with labels or captions
  - subject-specific vocabulary

**Form: Recount**

**Purpose:** to entertain with an imaginative experience

- Orientation – identifies when, where, who, and what, with attempt to narrow focus
- Key Events in Time Order – has key events in logical order with sufficient relevant details
- Concluding Statement – includes a personal response or evaluation

**Special Features**

- linking words and phrases (first, later, after that, before)
- past tense
- first (I or We) or third person (She or They)
- action verbs
- may include dialogue

**Form: Descriptive Report**

**Purpose:** to describe a topic

- Introduction – introduces topic with definition or a classification (The prairies are...)
- Description of Topic – includes factual details, drawn from two or more sources (books, photographs, personal experience, websites) to support sub-topics (e.g., location, attributes, sites)
- Conclusion – attempts to summarize with concluding statement(s)

**Special Features**

- may include a title, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (another, they, the are)
- present tense
- language to show comparisons/contrasts (as big as, not like)
- subject-specific vocabulary

**Form: Instructions/Procedures**

**Purpose:** to tell how to do something

- Goal or aim – identifies by title or opening statement(s)
- Materials/ingredients – lists materials
- Method/process – includes key steps in order with some relevant details focusing on how and when
- Conclusion or Evaluation – includes a closing statement or an evaluation (Test your paper airplane and see how far it flies!)

**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
- may be written in second person (First, you...)

**Form: Narrative**

**Purpose:** to entertain with an imaginative experience

- Orientation (time, place and characters) – introduces characters and setting
- Method/process – includes key steps in order with some relevant details focusing on how and when
- Conclusion or Evaluation – includes a closing statement or an evaluation

**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
- may be written in second person (First, you...)

**Writing Strategies and Behaviours**

**Appropriate Achievement**

- Students **Appropriate Achievement**
  - select a topic and begin to narrow the focus (e.g., equipment for hockey vs. hockey) through discussion, which leads to personal interests, books, or student samples
  - gather ideas from a variety of sources and use an organizational framework (e.g., web, drawing, graphic organizer, research, jot notes, sample of selected form)
  - draft a piece of writing showing awareness of need to develop a topic, provide the reader with sufficient information and consider the reader’s reaction (e.g., include clear connecting words, interesting word choices)
  - use writing tools such as a dictionary, thesaurus and class charts
  - revise a piece of writing after rereading, peer- or teacher-conferencing or using class revision charts (e.g., try a new form, use new vocabulary, use complex sentences)
  - write independently due to increased control of conventions

**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
  - apply writing strategies consistently and with minimal prompting
  - recognize purpose and audience and select form and content accordingly
  - draft a piece of writing with awareness of need to maintain a focus and support main idea with specific and relevant details; rewrite in progress
  - take risks with writing (e.g., try a new form, use new vocabulary, use complex sentences)
  - write independently due to increased control of conventions

**New Brunswick**

**Strong Achievement**
### Writing Achievement Standards

**Appropriate Achievement Students**

**Content**
- Overall topic, degree of focus, and related details
  - begin to narrow topic to a main idea; this central message may not be readily apparent
  - include a series of related ideas/events, usually based on relevant personal experiences, opinions or accurate information
  - include relevant details to support the ideas/events; a few details may lack clarity and/or pertinence

**Organization**
- Structure and form, dependent on purpose and audience
  - establish a purpose and select an appropriate form
  - include an introduction, with a title or heading where appropriate; provide minimal context for the reader
  - present most ideas/events in a logical order
  - link ideas with a variety of ordering and connecting words and phrases to create some smooth transitions
  - group key ideas/events; showing some evidence of conventional paragraphing
  - include a conclusion but may not sum up ideas/events

**Word Choice**
- Vocabulary, language, and phrasing
  - include a few precise or interesting words, technical language, or creative phrases
  - include a few descriptive words (e.g., adjectives, adverbs) and make varied verb choices

**Voice**
- Evidence of author’s style, personality, and experience
  - show some awareness of audience according to purpose (e.g., letter, report, recount, persuasive writing); attempts appropriate tone
  - demonstrate knowledge of and interest in subject
  - convey general feeling/mood or personal style

**Sentence Structure**
- Variety and complexity of sentences
  - include a variety of mostly complete sentence types and structures; may be some run-on/ incomplete sentences in complex structures
  - include sentences with variations in lengths and beginnings (e.g., nouns, pronouns, phrases) resulting in a few effective transitions

**Conventions**
- Spelling, punctuation, capitalization, and usage (grammar)
  - use correct end punctuation for the majority of sentences
  - use commas and apostrophes correctly in most instances (e.g., series, dates, contractions, singular possessives)
  - use quotation marks in many instances of direct speech; the quote generally shows internal punctuation and capitalization
  - consistently use capital letters for proper nouns (e.g., people, days of the week, months, common place names), first word of a sentence, and the pronoun “I”; generally use capital letters for common holidays and titles; may capitalize a few words unnecessarily
  - spell many familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words
  - generally use basic grammatical structures correctly (e.g., common subject/verb agreements, regular verb tenses, use of pronouns – Joe and I)

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

### Strong Achievement Students

**Content**
- Overall topic, degree of focus, and related details
  - determine a main idea and generally sustain this central message
  - include a series of related ideas/events, usually based on relevant personal experiences, supported opinions or complete/accurate information
  - include relevant details to support the ideas/events; some details add interest or originality

**Organization**
- Structure and form, dependent on purpose and audience
  - establish a purpose and select an appropriate form
  - include an effective introduction and, where appropriate, a title or heading; provide context and attempt to engage the reader
  - generally present ideas/events in a logical order
  - link ideas with a variety of words and phrases to make some purposeful and smooth transitions
  - use paragraphs for most related information or events
  - include a clear conclusion that briefly sums up key ideas/events

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

**Conventions**
- Spelling, punctuation, capitalization, and usage (grammar)
  - use commas and apostrophes consistently and correctly (e.g., series, dates, contractions, singular possessives)
  - use quotation marks in most instances of direct speech; the quote generally shows internal punctuation and capitalization, but spell quotations may not be accurately punctuated and capitalized
  - correctly use capital letters for proper names (e.g., people, days of the week, months, common place names), first word of a sentence, pronoun “I”; and in most cases, for common holidays and titles
  - spell most familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words
  - use basic grammatical structures correctly in most cases (e.g., common subject/verb agreements, regular verb tenses, use of pronouns – Joe and I)

### Conference Prompts

**Appropriate Achievement Students**

**Content**
- Overall topic, degree of focus, and related details
  - What do you want your reader to know about this topic?
  - What special details do you need to add for this part?

**Organization**
- Structure and form, dependent on purpose and audience
  - What did you do to help you organize your writing before you began?
  - How did you get your reader’s attention?
  - Does your ending pull your ideas together?
  - Here’s where I got confused...
  - What did you mean by ...?

**Word Choice**
- Vocabulary, language, and phrasing
  - How can you show that this part connects to the part you wrote here?

**Voice**
- Evidence of author’s style, personality, and experience
  - Find a place in your writing where you think you made a clear picture for your reader. What did you do to make that part work so well?

**Sentence Structure**
- Variety and complexity of sentences
  - Highlight three “tired” words in your writing. What words can you use to replace them? Where might you get ideas for new words?

**Conventions**
- Spelling, punctuation, capitalization, and usage (grammar)
  - What are some words we’ve been learning in science that would help you tell about this topic?

### General Prompts

- How can we make this sentence ____ (longer, shorter, etc.)?
- What is the strongest sentence/paragraph in your piece and why?
- Where did you try to really make your voice come through?
- Will your reader be able to tell how you know a lot about ____?
- What special details do you need to add for this part?
- What do you want your reader to know about this topic?
- After you checked your work using our class checklist, which trait are you most proud of?
- What would you like to work on improving for your next piece?
- General Prompts
  - Where can you check the spelling of this word?
  - Find a place in your writing where you used dialogue. Check the example and see if you used quotation marks in the right place.
  - Have you checked for everything on the editing checklist? What do you need help with?
  - Where did you try to really make your voice come through?
  - Where can you check the spelling of this word?
  - What special details do you need to add for this part?
  - What do you want your reader to know about this topic?
  - What would you like to work on improving for your next piece?
  - What is the best piece of advice you could give to the class about writing?