The following describe the specific elements of common text forms explored in grade six, seven, and eight. Refer to the Organization Trait to distinguish between appropriate and strong achievement.

**Writing Strategies and Behaviours**

**End of Grade 6**

**Appropriate Achievement**

- Students demonstrating strong achievement apply the strategies and behaviours described at the appropriate level in an increasingly independent manner. They are also more willing to take risks in their writing.

**Strong Achievement**

- Students demonstrating strong achievement apply the strategies and behaviours described at the appropriate level in an increasingly independent manner. They are also more willing to take risks in their writing.

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**Form: Persuasive**

- Purpose: to discuss and/or debate ideas developing an argument to convince the reader to agree with the writer’s perspective.

**Form: Explanatory Report**

- Purpose: to tell a story or explain something.

**Form: Explanatory Report**

- Purpose: to describe an event or process.

**Form: Description Report**

- Description: introduces a manageable topic with a definition or a classification.

**Form: Descriptive Report**

- Description of Topic: includes factual details, from a variety of sources (books, photographs, websites), to support sub-topics (affluence, weather systems) sequenced in a specific way.

**Form: Instructions/Procedures**

- Purpose: to describe an event or process.

**Form: Narrative (short story)**

- Purpose: to entertain an imaginative experience

**Form: Biography and Autobiography**

- Purpose: to give a true or fictionalized account of a person’s life

**Form: History**

- Purpose: to describe an event or process.

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**Writing Strategies and Behaviours**

**Appropriate Achievement**

- Students select and develop a topic within a chosen form demonstrating an awareness of audience

- Students write with purpose and understand the influence of the writer

- Students gather ideas from a variety of sources and use a framework (e.g., web, graphic organizer) to sort and classify the information/ideas and make new connections; apply knowledge of copyright/plagiarism

- Students independently read to add, delete from, or reorganize the text to strengthen content.

- Students request, obtain, and make decisions about, constructive criticism

- Students understand revision supports clarification and strengthens communication

- Students reread writing about fluency; begin to make changes to sentence structures

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**Writing Strategies and Behaviours**

**Strong Achievement**

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**Form: History**

- Purpose: to describe an event or process.
### Writing Achievement Standards

#### Appropriate Achievement Students
- **Content** overall topic, degree of focus, and related details
  - select a specific topic that establishes the purpose and audience
  - include straightforward and predictable ideas/events
  - support the ideas with relevant details

- **Organization** structure and form, dependent on purpose and audience
  - select an appropriate form and establish the purpose in the introduction
  - show evidence of logical sequencing
  - show control of paragraph divisions
  - provide an obvious conclusion

See Text Forms for elements of narrative and information texts.

- **Word Choice** vocabulary, language, and phrasing
  - include precise/interesting words and/or technical language
  - include descriptive words (adjectives, adverbs, strong verbs, strong nouns)

- **Voice** evidence of author’s style, personality, and experience
  - show awareness of audience
  - demonstrate engagement with subject
  - include glimpses of personal feeling, energy, and individuality

- **Sentence Structure** variety and complexity of sentences
  - include different kinds of sentences, with a variety of complex structures (occasional errors)
  - include a variety of sentence lengths and beginnings to establish rhythm and create interest

- **Conventions** spelling, punctuation, capitalization, and usage (grammar)
  - use correct end punctuation and capitalization
  - include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence
  - spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes)
  - follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., Give it to Tom and me.)

#### Strong Achievement Students
- **Content** overall topic, degree of focus, and related details
  - introduce specific topic with a main idea that establishes a clear purpose and definite audience
  - include some original/thoughtful ideas
  - develop ideas/information by including relevant details

- **Organization** structure and form, dependent on purpose and audience
  - establish a clear purpose and provide an effective introduction
  - use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast)
  - create smooth transitions between paragraphs
  - provide a definite conclusion

See Text Forms for elements of narrative and information texts.

- **Word Choice** vocabulary, language, and phrasing
  - use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father)
  - use descriptive vocabulary/phrases to strengthen meaning
  - use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father)

- **Voice** evidence of author’s style, personality, and experience
  - demonstrate a confident awareness of audience
  - show a sincere engagement with subject
  - include personal feeling, energy, and individuality

- **Sentence Structure** variety and complexity of sentences
  - show confident use of different kinds of sentences and structures (minimal errors)
  - create interesting rhythm through variety in sentence lengths and beginnings

- **Conventions** spelling, punctuation, capitalization, and usage (grammar)
  - show control with a range of internal punctuation (e.g., dashes, brackets, colons, hyphens, ellipses) punctuate most split dialogue correctly
  - use common homophones correctly (e.g., you’re-your, there-their-they’re, hour-our)
  - show overall control with grammatical structures and spelling

#### Conference Prompts
- **Strong Achievement Students**
  - What and why do you want your reader to know about this topic?
  - What specific details do you need to add to enhance this part?
  - Have you included details that are not supporting your purpose/pilot plan?

  - What did you do to help you organize your writing before you began?
  - Does your ending pull your ideas together?
  - Here’s where I got confused _______.
  - How can you show that this part connects to the part you wrote here?

  - 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?
  - Highlight three “tired” words in your writing. What words can you use to replace them? Where might you get ideas for new words?
  - What are some words we’ve been learning in (subject area) that would help you tell about this topic?

  - Why did you write this? Who is your reader?
  - What devices have you used to make this engaging for the reader?
  - Will your reader be able to tell how you know a lot about ______? This part made me feel ______.

  - What is the strongest sentence in your piece and what makes it strong?
  - How can we make this sentence _____ (longer, shorter, etc.)?
  - Reread this part and see if it is easy to read aloud.

  - Find a place in your writing where you used dialogue. Check the example and see if you used quotation marks and commas in the right place.
  - I am not entirely sure which character ____ (a pronoun) is.

  - General Conference Prompts
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