Text Forms

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

Form: Persuasive
Purpose: to persuade and/or debate ideas developing an argument to convince the reader to agree with the writer's premise
Opening Statement: provides an overview of the topic and states the writer's position (rhetorical skills are demagogic and should not be permitted)
Arguments and Reasons: provides three or more arguments or assertions that have supporting statements (e.g., facts, statistics, stories, personal experiences); begins to identify other points of view and counter arguments
Conclusion: includes a statement to reinforce or summarize position
Special Features:
- persuasive devices (quotes from experts, examples, anecdotes, fallacy, authoritative Interview, irony, etc., humor)
- linking words/phrases (because, however, also)
- present tense
- first person singular or plural (-, we)
- persuasive adjectives/adverbs (most, must, strongly)
- technical terms which are often verbs changed into nouns (new-comers become immigrants)

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: to analyze a process (movements in the earth's crust) showing the relationships among the parts including cause and effect connections
Summary: can state unusual features of the phenomenon and/or restate the main points
Special Features:
- may include a title, illustrations or diagrams
- connecting words to signal cause-effect (if, because, however, also)
- present tense
- first person singular or plural (-, we)
- persuasive adjectives/adverbs (most, must, strongly)
- technical, subject-specific vocabulary

Form: Exposition
Purpose: to introduce a defining personal memory
Orientation: begins with a purposeful lead, identifies the personal event and may give the reason for selecting the topic
Key Events: has key events in logical order (single day, flash back) with sufficient relevant details including the subject's feelings revealed through describing actions or using quotes
Conclusion: communicates the larger meaning or reason for the writing
Special Features:
- literary language (powerful nouns and verbs, figurative language)
- linking words and phrases (later that afternoon, as I walked out)
- past tense

Form: Biography and Autobiography
Purpose: to give a true of fictionalized account of a person's life
Orientation: identifies the subject, the important events in the subject's life, and the reason for the selections
Events: important events are described in a logical order (e.g., chronological, categorical); provides reasons for omitting significant parts of the subject's life (e.g., only focusing on the childhood or adult years)
Conclusion: includes a personal response, evaluative statement, or a comment on the significance of the subject
Special Features:
- subject's feelings may be revealed in quotes
- supplemental texts (interviews, awards, newspaper clippings, forward, afterword)
- dialogue

Form: Hybrid Texts (multigenre texts)
As writers become familiar with certain writing forms and as they read mentor texts that into two or more genres, they begin to produce hybrid texts to communicate information in different ways (procedures and explanation, narrative and letters). The different forms to be combined are chosen with a clear purpose and integrated into one harmonious text that communicates a message.

Form: Descriptive Report
Purpose: to describe a topic
Introduction: introduces a manageable topic with a definition or a classification (Three types of cake)
Description of Topic: includes factual details, from a variety of sources (books, photographs, interviews, Internet sub-topics (attributes, weather systems) sequenced in a specific way
Conclusion: summarizes, restates, or notes, key ideas; may include an impassioned evaluative comment
Special Features:
- includes a title, headings, illustrations, maps, or photographs with captions
- connecting words and phrases (also, many, have a variety of)
- present tense
- language to show comparisons/contrasts (as hard as), definitions (are called), classification (belong to)

Form: Explanatory Report
Purpose: to tell how to do something
Goal or Aim: identifies topic by title or opening statement(s)
Materials/Ingredients: lists materials
Method/Process: includes key steps in correct order with adequate details focusing on how/when
Conclusion or Evaluation: includes a closing statement or an evaluation which may be a photograph or drawing of the completed item
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 often written as commands
- technical language - verbs, adjectives and adverbs (who the cooled cream

Form: Narrative (short story)
Purpose: to entertain with an imaginative experience
Orientation (time, place and characters): attempts to establish an emotional response through the development of character, setting, and plot and sets the mood or tone (humour, personalization, sarcasm)
Events: develop the main character, including insights into actions and feelings, and build tension that leads to the climax
Resolution: the complication is generally resolved and the loose ends are tied up
Special Features:
- use of Hairy devices to create imagery (metaphor, personification, idiom, hyperbole)
- connecting words related to time (later on, after that)
- action verbs and verbs related to character's thoughts and feelings
- includes dialogue (change in tense from past to present)
- pronouns refer to specific characters

Form: Poetry
Purpose: to entertain, communicate deep meaning or create a new (hybrid) genre
Organization: includes a form with specific structures (Ballad, Haiku, Cinquain, sonnet, diamantes) as well as free verse which has no set structure
Special Features:
- life communicates the meaning of the poem
- line of text usually short and concise
- words evoke strong images, moods, and/or emotions
- poetic devices (repetition, rhyme, rhythm, rhyme, sensory images)
- literary devices are used (alliteration, assonance, onomatopoeia, symbolism, personification, rhetorical questions)
- line breaks and white space on the page may have meaning

Important Note: In all forms of writing, where appropriate, all research references are cited.

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**Writing Achievement Standards**

**Appropriate Achievement Students**

- **Content**
  - overall topic, degree of focus, and related details
  - select a specific topic with a main idea that supports the purpose and audience
  - include thoughtful ideas/events relevant to the topic
  - include relevant/well-researched details to enhance the ideas

- **Organization**
  - structure and form, dependent on purpose and audience
  - select an appropriate form and clearly establish the purpose in the introduction
  - use an underlying structure to present information (e.g., temporal sequence, cause and effect, compare and contrast)
  - use transitions between and within paragraphs to show sequencing and connections
  - provide an adequate conclusion

See Text Forms for elements of narrative and information texts.

- **Word Choice**
  - vocabulary, language, and phrasing
  - include interesting words and/or technical/subject-specific language to enhance meaning (strong nouns and verbs, colourful adjectives and adverbs)
  - use figurative language (e.g., metaphor, analogy, symbolism)

- **Voice**
  - evidence of author's style, personality, and experience
  - skilfully connect the audience to the topic
  - show care and commitment to the topic
  - generate strong feeling, energy, and individuality

See Text Forms for elements of narrative and information texts.

- **Sentence Structure**
  - variety and complexity of sentences
  - include different kinds of sentences, with a variety of complex structures
  - include a variety of sentence lengths and beginnings to create fluidity

- **Conventions**
  - spelling, punctuation, capitalization, and usage (grammar)
  - include internal punctuation (e.g., commas, semi-colons, colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue
  - correctly spell almost all words; use spelling support (e.g., dictionary, spell checker); correctly use homophones
  - use standard grammatical structures (subject/verb agreement, verb tense, all parts of speech, numbers, contractions, plurals)
  - use a range of print characteristics and layout to enhance the meaning (e.g., headings, visuals, white space, italics, bold, font size, and style)

**Strong Achievement Students**

- **Content**
  - overall topic, degree of focus, and related details
  - select a specific topic with a main idea that clearly defines the purpose and engages the audience
  - include original and thoughtful ideas
  - support the strong main idea with relevant details and examples

- **Organization**
  - structure and form, dependent on purpose and audience
  - begin with an engaging lead that establishes the purpose and form
  - vary the organizational structures to enhance interest (e.g., hybrids, flashback, story within a story)
  - use a variety of ways to focus the topic (e.g., time structures, theme)
  - provide an effective/creative conclusion

See Text Forms for elements of narrative and information texts.

- **Word Choice**
  - vocabulary, language, and phrasing
  - effectively include vivid descriptive vocabulary/precise technical words (strong nouns and verbs, colourful modifiers)
  - use figurative language effectively

- **Voice**
  - evidence of author's style, personality, and experience
  - skilfully connect with the audience by sharing thoughts, feelings, inner conflict, and convictions
  - demonstrate a strong commitment to the topic
  - develop ideas in a unique or unusual way, revealing the writer's perspective

**Conference Prompts**

- What specific details do you think would enhance this part for your audience?
- Do you need to do more research/further explore?
- What can be accomplished through this piece of writing?

- 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 _______.
- How can you show that this part connects to the part you wrote here?
- What text features or illustrations could be used to make this part clearer to the reader?

- Find a place in your writing where you wrote so the reader could visualize.
- What did you do to make that part work so well?
- Show me the thesaurus words that you used to replace some of your ordinary words.
- Where did you really try to make the reader agree with you? What devices did you use?
- Will your reader be able to tell that you know a lot about _______?

- What is the strongest sentence in your piece and what makes it strong?
- How can we make this sentence longer, shorter, fixes?
- What form of writing would you like to work on next? What are you reading right now that could be a mentor text for this piece?

- What can be accomplished through this piece of writing?
- What is the best way to publish this writing?
- On what would you like to work to improve in your next piece?
- What did you decide to revise after you shared your draft with a peer?
- What are some words we've been learning in (subject area) that would help you tell about this topic?

- 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, (e.g., make a character feel), etc.?
- Reread this part and see if it is easy to read aloud.

- General Conference Prompts
- Did you use a mentor text to help you with text layout?
- How did you get your reader's attention?
- Did you use a mentor text to help you with text layout?
- What specific details do you think would enhance this part for your audience?
- Do you need to do more research/further explore?
- What can be accomplished through this piece of writing?

- What text features or illustrations could be used to make this part clearer to the reader?
- Find a place in your writing where you wrote so the reader could visualize.
- What did you do to make that part work so well?
- Show me the thesaurus words that you used to replace some of your ordinary words.
- Where did you really try to make the reader agree with you? What devices did you use?
- Will your reader be able to tell that you know a lot about _______?

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