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: Descriptive Report

**Purpose:** to describe a topic
- menus
- labels
- ‘show and tell’
- descriptions
- posters with illustrations and captions/labels

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: 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: Recount

**Purpose:** to tell about past events (personal or others’ experiences)
- news framework (who, what, when, where, why)

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 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

**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
<table>
<thead>
<tr>
<th>Writing Achievement Standards</th>
<th>Appropriate Achievement Students</th>
<th>Strong Achievement Students</th>
<th>Conference Prompts</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>convey a simple message or idea(s) about a personally significant, although somewhat general, topic; messages often initiated by drawing</td>
<td>convey a simple message or idea(s) about a personally significant, although somewhat general, topic; rely on print to communicate the message</td>
<td>Tell me what your writing is about. Where did you get your idea?</td>
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<tr>
<td></td>
<td>understand that written words record ideas (usually based on personal experiences, feelings or basic information) and remain constant from one reading to another</td>
<td>understand that written words record ideas (usually based on personal experiences, feelings or basic information) and remain constant from one reading to another</td>
<td>Point to the words and read your story to me. What’s happening in this part of your drawing?</td>
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<td></td>
<td>include some basic details using words and word approximations</td>
<td>expand a topic by adding some written details, using words, and word approximations</td>
<td>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?</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>recognize writing has a purpose</td>
<td>recognize writing has a variety of purposes</td>
<td>What will you write next in this piece? Can you tell me one more thing about this topic?</td>
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<tr>
<td>structure and form, dependent on purpose and audience</td>
<td>include one or more ideas, often presented as a list not requiring attention to sequence</td>
<td>list related ideas; may not attend to sequence</td>
<td>Show me your favourite part. Tell why it is important to learn to write. What have you seen someone writing?</td>
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<tr>
<td></td>
<td>attempt a variety of forms <em>(See Text Forms)</em>; write to communicate a message, an experience, or feeling</td>
<td>demonstrate an emerging understanding of form <em>(See Text Forms)</em>; write to communicate a message, an experience, or feeling</td>
<td>Tell me more about ____ . Can you add that word to your writing? It makes me see pictures in my mind. What is your favourite word in this piece?</td>
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<tr>
<td><strong>Word Choice</strong></td>
<td>use basic vocabulary</td>
<td>use basic vocabulary</td>
<td>Why did you write this? Who would you like to have read this?</td>
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<tr>
<td>vocabulary, language, and phrasing</td>
<td>begin to show some awareness that writing is to be read by an audience <em>(e.g., expressive drawings, labels, words)</em></td>
<td>use written language that sounds like “talk”</td>
<td>I make this sound so interesting, I want to keep reading. I can tell you know a lot about ____ .</td>
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<tr>
<td></td>
<td>use written language that sounds like “talk”</td>
<td>may include some more formal or “book language” <em>(e.g., once upon a time)</em></td>
<td>How did you learn so much about this topic?</td>
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<tr>
<td><strong>Voice</strong></td>
<td>evidence of author’s style, personality, and experience</td>
<td>show awareness that writing has an audience, expect writing to be read for a purpose</td>
<td>What is your favourite word in this piece?</td>
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<tr>
<td><strong>Sentence Structure</strong></td>
<td>include groups of words representing a logical thought, but not necessarily reflecting conventional sentence structures; may not punctuate the grouping of words</td>
<td>include simple, direct sentence structures; may attempt punctuation</td>
<td>Does this make sense? Is there something missing in this sentence? I really like how this sentence sounds.</td>
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<tr>
<td>variety and complexity of sentences</td>
<td>may rely on repetitive patterns</td>
<td>show some variety in sentence patterns</td>
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<td></td>
<td>experiment with punctuation (may overuse periods)</td>
<td>may attempt conventional use of periods and/or other punctuation; may be omitted in longer pieces when focus is on fluency of ideas</td>
<td>Tell me what you know about ____ <em>(e.g., periods, question marks)</em>. 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.</td>
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<tr>
<td><strong>Conventions</strong></td>
<td>print most upper- and lower-case letters; use capitalization indiscriminately; tend to use upper- and lower-case letters randomly</td>
<td>print most upper- and lower-case letters; attempt proper use of capitalization <em>(beginning of sentences, names, and pronoun “I”)</em></td>
<td>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?</td>
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<td>spelling, punctuation, capitalization, and usage (grammar)</td>
<td>include some high-frequency words spelled conventionally; use semi-phonetic and phonetic approximations for unknown words</td>
<td>spell many high-frequency words conventionally; use phonetic approximations for unknown words</td>
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<td></td>
<td>demonstrate left-to-right and top-to-bottom directionality</td>
<td>demonstrate conventional directionality</td>
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<td></td>
<td>begin to use conventional spacing</td>
<td>show general control of conventional spacing</td>
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