

Text Forms

The following describe the specific elements of common text forms at the end of grade three. 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 position or desired action (*Smoking is bad for you.*)

Arguments and Reasons – provides two or three arguments that have supporting statements (*I think...because...*) drawn from facts, personal opinion, and promises (*I'll clean my room if...*)

Conclusion – concludes abruptly, often with a personal statement (e.g., *I need... I want...*)

Special Features

- simple connecting words (if, then)
- present tense
- first person singular or plural (I, we)

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 – attempts to describe parts (e.g., water, ice) and explain how or why something happens

Summary – may omit or may conclude abruptly (*That's what happens to water!*)

Special Features

- may include a title, illustrations, or diagrams
- simple connecting words (so, because, when)
- present tense
- subject-specific vocabulary

Form: Recount

Purpose: to tell about past events (personal or others' experiences)

Orientation – identifies when, where, who, and what

Key Events in Time Order – has key events in logical order with some supporting details

Concluding Statement – concludes abruptly (*I hope I win another race!*)

Special Features

- may include a title
- linking words and phrases (first, later, after, before)
- past tense
- first (I or we) or third person (he, she, they)
- action verbs

Form: Descriptive Report

Purpose: to describe a topic

Introduction – introduces topic

Description of Topic – includes some factual details relevant to sub-topics (appearance, behaviour, food) drawn from two or more sources (books, photographs, personal experiences, websites)

Conclusion – concludes abruptly or may include a personal comment (*They are awesome!*)

Special Features

- may include a title, illustrations, labels and/or captions
- simple connecting words and phrases (they are, it is, too)
- present tense
- descriptive vocabulary (colour, shape, size)
- subject-specific vocabulary

Form: Instructions/Procedures

Purpose: to tell how to do something

Goal or aim – identifies by title or opening statement

Materials/ingredients – lists materials

Method/process – includes key steps in order with some relevant details focusing on how and when

Conclusion or Evaluation – concludes abruptly and may include an evaluation (*Make sure ice cream is frozen before you eat it!*)

Special Features

- may include illustrations, diagrams or labels
- numbered-steps or words showing sequence (first, next, then)
- point form or full sentences starting with sequence or action words
- present tense
- may be written in second person (*You take out...*)

Form: Narrative

Purpose: to entertain with an imaginative experience

Orientation (time, place and characters) – introduces characters and setting (*One day Lauren was...*)

Problem – establishes a problem at the beginning (*There is going to be a tsunami.*)

Events – focuses on actions which do not always add to plot development

Resolution – may have a predictable or contrived resolution (e.g., a dream) with some "loose ends" (*Some people had to build a new house.*)

Special Features

- may include a title or illustrations
- simple connecting words related to time (first, next, later)
- past tense
- usually first (I, we) or third person (he, she, they)
- action verbs and verbs related to character's thoughts and feelings
- may include dialogue (with change in tense from past to present)



Writing Achievement Standards End of Grade 3

Writing Strategies and Behaviours Appropriate Achievement

Students

- select and develop a topic (often very broad) from discussion, topic lists/personal interests, and models (e.g., books, samples), demonstrating an awareness of audience and purpose
- gather and organize ideas in a variety of ways, often with teacher direction (e.g., drawing, graphic organizers, lists, making notes, research, key words, headings)
- draft a piece of writing showing awareness of need to develop a topic, provide the reader with information (e.g., an introduction, a logical sequence, supporting details), and consider reader's reaction (e.g., choose interesting words)
- use writing tools such as a word wall, dictionaries, and class charts
- revise a piece of writing after re-reading, peer- or teacher-conferencing or using a simple checklist, (e.g., word choice or sentence structure); will add or delete ideas and change words
- edit for some conventions independently (e.g., capitals, end punctuation, spelling), using a checklist
- select a finished piece of writing to share or publish (e.g., bulletin board, orally, book, portfolio) which meets identified requirements (e.g., class generated criteria), and justify this choice (*I had a good beginning. I used interesting details.*)

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

- recognize purpose and audience, and have a clear plan for piece
- draft writing with reader's reaction in mind and revise work-in-progress
- take risks (e.g., try a new form, apply new vocabulary, use complex sentence structures)
- write fluently due to increased control of conventions
- recognize many of their own spelling errors and use resources to correct them (e.g., dictionaries, charts, word walls)



Education and Early
Childhood Development
English Programs

Writing Achievement Standards

Appropriate Achievement Students

Content

overall topic, degree of focus, and related details

- select a specific topic (may be broad and challenging to manage)
- include a series of related ideas/events, usually based on personal experiences, opinions or generally accurate information
- include relevant details to expand upon the ideas/events; may include some unnecessary information

Organization

structure and form, dependent on purpose and audience

- decide upon a purpose and select an appropriate form
- include an apparent introduction, often one statement; title or heading may be needed to clarify purpose
- present most ideas/events in an appropriate order
- link ideas with a variety of simple ordering and connecting words and phrases; some connections may not be clear
- begin to group ideas/events; may not demonstrate conventional paragraphing
- include a conclusion but it may be abrupt

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

Word Choice

vocabulary, language, and phrasing

- include a few precise or interesting words or phrases with little repetition
- include some descriptive vocabulary (e.g., adjectives, active verbs)

Voice

evidence of author's style, personality, and experience

- show some awareness of audience according to purpose (e.g., personal letter, report, recount, persuasive writing); tone may be quite informal
- demonstrate a general knowledge of, and interest in, subject
- convey personal feeling (may be general, e.g., happy, sad) or style

Sentence Structure

variety and complexity of sentences

- include mostly complete sentence types and structures (simple, compound and sometimes complex); may have some run-on/incomplete sentences in complex structures
- include sentences that vary in length and beginnings (e.g., nouns, pronouns, phrases); limited variation in pattern may create a mechanical text

Conventions

spelling, punctuation, capitalization, and usage (grammar)

- use correct end punctuation (periods, question marks, exclamation marks) in most sentences
- attempt to use commas in a series and in dates, and apostrophes in contractions
- attempt to use quotation marks in direct speech; may overuse or under use
- include the correct use of capital letters for proper nouns (e.g., people, days of the week, months, common place names), the first word in sentences, and the pronoun "I" in most cases; may capitalize a few words unnecessarily
- spell most high-frequency words correctly; longer, more complex words may be spelled phonetically but are recognizable
- generally use simple grammatical structures correctly – common subject-verb agreement; use of pronouns (e.g., *Joe and I...*)

Writing Achievement Standards

Strong Achievement Students

- select a specific topic, with an attempt to narrow focus
- include a series of related ideas/events, usually based on personal experiences, opinions or complete/accurate information
- include relevant details to support the ideas/events

- decide upon a purpose and select an appropriate form
- include a brief introduction and, where appropriate, a title or heading; provide some context
- generally present ideas/events in a logical order
- link ideas with a variety of words and phrases, showing some ability to create smooth transitions
- demonstrate some awareness of conventional paragraphing
- include a brief conclusion; often it is a restatement of purpose, feeling, or opinion

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

- include precise or interesting words or phrases
- include a variety of descriptive words or strong verbs; may overuse some choices

- make some attempt to adjust tone for audience and purpose
- demonstrate some specific knowledge of, and personal interest in, subject
- convey identifiable feeling or individual style

- include predominantly complete sentences; use some complex structures correctly
- include sentences that vary in length and beginnings; begin to create an easy-to-read flow

- use correct end punctuation consistently
- use commas and apostrophes correctly in many cases (e.g., commas in a series and in dates, and apostrophes in contractions)
- generally show quotation marks in direct speech (commas may be missing and end punctuation may be misplaced)
- include correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, pronoun "I"; and in some cases, for common holidays and titles
- spell high frequency words correctly; longer, more complex words may include some errors but these do not interfere with meaning
- use simple grammatical structures correctly in most cases – common subject-verb agreement; use of pronouns (e.g., *Joe and I*)

Conference Prompts

*What do you want your reader to know about?
What else can you tell me about this topic? Show me where you would put that.*

*What did you do to organize your writing before you started?
How did you let your reader know what the topic was right from the start? Is there another way to get your reader's attention?
How does this part connect to what you wrote in this part?
How are you going to wrap things up?*

*What do you think are the interesting words in this piece?
Find a place in your writing where you think you made a clear picture for your reader.
I like the words you used to show ____.*

*Why did you write this? Who is your reader?
This sounds like you know a lot about ____.
What else do you know that you could add?
Will your reader be able to tell how you feel about ____?
This sounds so much like you! I can tell you're the author because ____.*

*Let's look at how you've started sentences. Do you have enough variety?
I see a lot of short sentences. Let's find ways to make some sentences longer.
Read this part out loud and make sure you haven't left out any words.*

Let's read this out loud. When we need to take a breath, we need to add some punctuation.

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 can you check the spelling of this word?

General Prompts

*After you checked your work using our class checklist, what do you think you did really well?
What is one change you made in this piece that made it better?
What would you like to work on improving in your next piece?
What is the best piece of advice you could give to the class about writing?*