

Text Forms

The following describes the specific elements of common text forms at the end of grade five. 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 know you will agree with me...*)

Arguments and Reasons – provides three or more arguments that have supporting statements (I think... because...) drawn from facts or personal experience; may begin to address counter-arguments

Conclusion – includes a conclusion that reinforces or summarizes position

Special Features

- linking words/phrases (because, however, also)
- present tense
- first person singular or plural (I, we)
- persuasive adjectives/adverbs (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., digestive system) 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) and/or sequence (next, then, 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 with appropriate focus/main idea

Key Events in Time Order – has key events in logical order with sufficient relevant details

Concluding Statement – includes a personal response or evaluation (*We drove off thinking we would visit again some day. Boston Rocks!*)

Special Features

- may include a title
- linking words and phrases (*later that afternoon, as I walked out*)
- past tense
- first (I or we) or third person (he, s he, they)
- action verbs
- may include dialogue

Form: Descriptive Report

Purpose: to describe a topic

Introduction – introduces a manageable topic with a definition or a classification (*Three types of clouds are...*)

Description of Topic – includes factual details, from a variety of sources (books, photographs, websites), to support sub-topics (e.g., attributes, weather systems)

Conclusion – summarizes, or restates, key ideas

Special Features

- includes a title, headings, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (also, many other, has a variety of)
- present tense
- language to show comparisons/contrasts (as large as, smaller than)
- subject-specific vocabulary

Form: Instructions/Procedures

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 (*To taste like mine you should add maple syrup.*)

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 (*you...*)

Form: Narrative

Purpose: to entertain with an imaginative experience

Orientation (time, place, and characters) – establishes interest in characters and/or situation (*John Linden, a tall and rather nice man with short black hair, lived all alone...*)

Problem – establishes a problem (*This book is FORBIDDEN.*)

Events – includes some character description based on clear "types" using description and dialogue; focuses on predictable events to develop plot

Resolution – includes a reasonable ending but may have some "loose ends"

Special Features

- may include a title or illustrations
- connecting words related to time (later on, after that, that night)
- 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 5

Writing Strategies and Behaviours Appropriate Achievement

Students

- select and develop a topic through discussion, personal interests, books, or student samples demonstrating an awareness of audience and purpose
- 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 main idea, 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., trying effective leads, effective connecting words, interesting words, alternate endings); will add, delete, or substitute ideas but often require support to reorder ideas
- reread writing aloud to check for fluency; begin to make changes to sentence structures
- use an editing checklist with minimal support (e.g., spelling, capitals, end punctuation, commas, paragraphing); require support for editing dialogue
- use criteria to select piece to be published (e.g., e-mail, bulletin board, oral share, portfolio, brochure) with appropriate text features

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 develop a main idea with specific and relevant details; revise work-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



Education and Early
Childhood Development
English Programs

Writing Achievement Standards

Appropriate Achievement Students

Content

overall topic, degree of focus, and related details

- select a fairly well-defined topic with an identifiable or stated main idea/central message
- include a series of relevant ideas/events, usually based on personal experiences, supported 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 a brief introduction, with a title or heading where appropriate; attempt to provide some context for the reader
- generally present ideas/events in a logical order
- link ideas with a variety of ordering and connecting words and phrases to create some purposeful and smooth transitions
- usually express key ideas in paragraphs; provide some supporting details
- include a logical conclusion for key ideas/events but may have some “loose ends”

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

Word Choice

vocabulary, language, and phrasing

- include some precise or interesting words, technical language, creative phrases, or figurative language (e.g., similes)
- include some descriptive language (e.g., adjectives, adverbs) and strong verbs

Voice

evidence of author’s style, personality, and experience

- show awareness of audience according to purpose (e.g., letter, report, persuasive writing); overall tone is appropriate
- 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; errors are predominantly confined to complex structures
- include sentences with variations in length and beginnings (e.g., nouns, pronouns, phrases); many sentences flow from one to the other and are easy to read

Conventions

spelling, punctuation, capitalization, and usage (grammar)

- use correct end punctuation and capitalization in the majority of instances
- generally include correct use of commas, apostrophes and quotation marks; dialogue may not always be fully punctuated and/or paragraphed
- spell most familiar words correctly with close approximations for more complex words
- generally use basic grammatical structures correctly - subject/verb agreement; regular/irregular verb tense; use of pronouns (e.g., *Joe and I*)

Writing Achievement Standards

Strong Achievement Students

- select a well-defined and manageable topic with a developed main idea/central message
- include a series of related ideas/events, usually based on relevant personal experiences, well-supported opinions, or complete/accurate information
- include relevant details to support the ideas/events; some details add interest or originality

- 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
- present ideas/events in a logical order
- link ideas with a variety of words and phrases to make many smooth transitions
- express main ideas in paragraphs; include relevant supporting details
- include a clear conclusion that briefly sums up ideas/events

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

- include some well-chosen language (e.g., specific word choices, technical language, creative phrases, or figurative language)
- make use of descriptive language and meaningful verbs

- show awareness of audience according to purpose; tone is suitable and takes reader into consideration
- demonstrate engagement with the subject
- convey an identifiable feeling/tone or an individual style, some risk-taking, and originality is evident

- include a variety of sentence types and structures
- include sentences with many effective variations in length and beginnings to convey ideas smoothly

- use consistently correct end punctuation
- use internal punctuation consistently and correctly; conventions of showing dialogue may not always be followed
- use consistently correct capitalization
- include minimal spelling errors
- use basic grammatical structures correctly in most cases - subject/verb agreement; regular/irregular verb tense; use of pronouns (e.g., *Joe and I*)

Conference Prompts

What do you want your reader to know about this topic?

What special details do you need to add for this part?

What did you do to 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?

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 science that would help you tell about this topic?

Why did you write this? Who is your reader?

Where did you try to really make your voice come through?

Will your reader be able to tell how you know a lot about ____?

This part made me feel ____.

What is the strongest sentence/paragraph 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.

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, which trait are you really proud of?

What are some changes you made in this piece that made it better?

What did your buddy say about this piece when you shared the draft?

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?