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.

**Text Forms**

**Form: Persuasive**

**Purpose:** To discuss 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 (Racial issues are damaging and should not be permitted.)

**Arguments and Reasons:** Provides three or more arguments or assertions that have supporting statements (I believe…because…drawn from facts or personal experience, begin to identify other points of view and counterarguments.)

**Conclusion:** Includes a statement to reinforce or summarize position

**Special Features:**
- Persuasive devices (quotes from experts, examples, anecdotes, satire, authorial retort, irony, wit, humor)
- Linking words/phrases (because, however, also)
- Present tense
- In first person singular or plural (I, we)
- Persuasive adjectives/adverbs (most, much, 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 something works

**Statement or Definition:** Identifies topic with a statement, question or definition

**Explanation of how or why:** Analyzes a process (movements in the earth’s crust) showing the relationship among the parts including cause and effect connections

**Summary:** States unusual features of the phenomenon and reiterates the main points

**Special Features:**
- May include a table, illustrations or diagrams
- Connecting words to signal cause-effect (if, because, then) and sequence (next, then, when)
- Present tense with some passive verbs (are folding/faulting)
- Technical, subject-specific vocabulary

**Form: Memoir**

**Purpose:** To capture 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, flashback) 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)
- Past tense

**Form: Biography and Autobiography**

**Purpose:** To give a true or 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 (chronological, categories); provides reasons for omitting significant parts of the subject’s life 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, foreword, afterword)
- Dialogue

**Form: Hybrid Texts (multigenre texts)**

As writers become familiar with certain writing forms and as they read mentor texts that mix 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 and identify the salient features of a place, object or idea

**Introduction:** Introduces a manageable topic with a definition or a classification (three types of sea vegetables)

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

**Conclusion:** Summarizes, or restates, key ideas; may include an impersonal evaluative statement

**Special Features:**
- Includes title, headings, illustrations, maps, or photographs with labels or captions
- Connecting words and phrases (also, many other, has a variety of)
- Present tense
- Language: comparison/contrasts (as hard as), definitions (are called), classification (belong to)

**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 and tools

**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 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, adverbs and adjectives (whip the cooled vigorously)

**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 supporting it with language (honorability, personalization, sarcasm)

**Events:** Develop the main character, including insights into their 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 literary 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
- Include dialogue (with change in tense from past to present)
- Pronouns refer to specific characters

**Form: Poetry**

**Purpose:** To entertain, communicate deep meaning or create a new experience

**Organization:** A variety of forms with specific structures (ballad, Haiku, Cinquain, sonnet, diamante) as well as free verse which has no set structure or conventions

**Special Features:**
- Title often states the meaning of the poem
- Lines of text usually short and concise
- Words evoke strong images, mood, and/or emotions
- Poetic devices (repetition, refrain, rhyme, rhythm, sensory images)
- Literary devices are used (alliteration, assonance, onomatopoeia, symbolism, personification, rhetorical question)
- The line breaks and white space on the page may have meaning

**Writing Strategies and Behaviours**

**Appropriate Achievement**

- Select and develop a topic within a chosen form demonstrating an awareness of audience; some writing may combine text forms (hybrids)
- Write with purpose and understand the influence and power of the writer
- Gather ideas from a variety of sources and use a framework (e.g., web, graphic organizer) to sort and classify the information/ideas, organize perspectives, and make new connections; apply knowledge of copyright/plagiarism
- Draft a piece of writing making critical choices about ideas/content based on the purpose and intended audience
- Independently reread to add to, delete from, or reorganize the text to clarify and strengthen content
- Request, obtain, and make decisions about, constructive criticism
- Understand revision supports clarification and strengthens communication
- Reread writing aloud for fluency; make changes to sentence structures and word choices to provide variety
- Use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions and strengthen word choice
- Use a variety of publishing formats (e.g., books, pamphlets, posters, web sites) with appropriate text and text features
- Identify helpful strategies before, during, and after the writing
- Explain form choice as it pertains to purpose and intended audience

**End of Grade 7**

**Standards**

**Writing Achievement**

**Strong Achievement**

Students demonstrating strong achievement apply the strategies and behaviors described at the appropriate level in an increasingly independent manner. They also take more risks and attempt techniques observed during independent reading.