

# Writing

## *Types of Writing to Complete in Gr. 1*

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1. **Writing from Experience** – Create pieces of writing that describe personal experiences, ideas, likes and dislikes. Students will be expected to write with some letters that students hear in each word. This should be accompanied by pictures that include more details.

**Expectation:** In Grade 1 students are expected to use invented spelling to write a few words to a sentence along with a picture. The writing pieces may not make sense without the accompanying pictures and that is fine. Invented spelling means students write down the letters that they hear in each word. As the year progresses, their spelling will improve, especially for more commonly used words. Ask your support teacher for ideas on how to help students with spelling in a way that doesn't stifle their interest in writing.

**Examples:**

Journal entries about things the student has done, watched, thought or participated in.

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2. **Writing Stories** - Create simple stories with a beginning, middle and end that include pictures and an increasing number of words throughout the year.

**Expectation:** Students should be able to **invent simple stories** from their imagination and based on stories they have heard. Again these will likely include images that help the reader understand the story. To help students with ideas, read stories to them that they can use as models. Working through a **simplified writing process** with them is also incredibly helpful. E.g. Brainstorm characters, setting, problems and basic plots before student starts to write. After or while brainstorming, it helps students to tell/discuss how their story before writing it down. Once you go through this process 7 or 8 times together, your student may begin to do it with other students or by themselves.

**Examples:**

Fables  
Folk Tales  
Comic style

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*Consider the following:*

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**1. Before writing:**

- a) Set a purpose – what is your goal for this piece of writing – be funny, entertaining, informative, scary, descriptive, etc.
- b) Identify an audience (who is the writing for – a friend, parent, future generation, pet, etc.)
- c) Select a genre or form to use (historical fiction, fantasy, journal, recipe book, instruction manual, non-fiction book, brochure)
- d) Generate ideas – from personal interest, prompts, models of good literature, images

**2. Modeling:**

Once you and your student have selected the genre you want to write, find examples of it to show them student. This is an important step for students when they are starting to write. It may take 2 or 3 weeks to complete one piece of writing as you go through the writing process, it is important to support them throughout this by showing them, doing it with them and then once they are confident, letting the work independently.

**3. After writing:**

- a) Mumble read to make sure everything makes sense.
- b) Check spelling (of words the student knows are spelled incorrectly), punctuation, correct use of capitals.
- c) Are pictures complete and match the story.

# Writing

## *Types of Writing to Complete in Gr. 2*

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- 3. Personal Writing** – Create pieces of writing that describe personal experiences, ideas, likes and dislikes.

**Expectation:** By the end of Grade 2 students should be using simply paragraphs and compound sentences. Their personal writing will be organized logically and have ideas that are developed with some details. They will be starting to show some individuality and be using varied and descriptive language. To build vocabulary, you can build word walls around certain topics.

**Examples:** Retell experiences  
Journal entries about specific topics – holidays, favourite pets or activities, daily events, future dreams or goals, etc.

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- 4. Informational Writing** - Create writing pieces about non-complex topics and procedures.

**Expectation:** In informational writing students will now have a beginning that signals a topic that is followed by logically sequenced ideas. Their voice will begin to show through as their writing shows their thinking and feeling towards the topic.

**Examples:** Research reports  
Science experiment write-ups  
Recipes

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- 3. Imaginative Writing** – Imaginative writing is any type of writing that is created from the imagination of the student. It helps to provide students with a model. This could mean they copy the plot of a book or story they have read or heard but with their own characters, setting and conflicts.

**Expectation:** Imaginative writing in grade 2 begins to have a feeling of mood that is developed by including more details about the characters and setting. Their sentence structure will be more varied and include sensory language. They will have a well-developed start that is followed by logically ordered, imaginative ideas or details.

**Examples:** Stories  
Fables  
Poem

*Consider the following:*

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**4. Before writing:**

- e) Set a purpose – what is your goal for this piece of writing – be funny, entertaining, informative, scary, descriptive, etc.
- f) Identify an audience (who is the writing for – a friend, parent, future generation, pet, etc.)
- g) Select a genre or form to use (historical fiction, fantasy, journal, recipe book, instruction manual, non-fiction book, brochure)
- h) Generate ideas – from personal interest, prompts, models of good literature, images

**5. Modeling:**

Once you have selected the genre you want to write, find examples of it to show your student.

**6. After writing:**

- d) Mumble read to make sure everything makes sense.
- e) Check spelling, punctuation, correct use of capitals
- f) Are pictures complete and match the story.

# Writing

## *Types of Writing to Complete in Gr. 3*

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1. **Personal Writing** – Create pieces of writing that describe personal experiences, ideas, likes and dislikes.

**Expectation:** In Grade 3 students writing should make sense without pictures although they may be present. They should also be able to stick with one topic for several paragraphs.

**Examples:** Retell experiences

Reading responses

Journal entries

Story descriptions

Personal letters

Impromptu writing

Journal entries about specific topics – holidays, favourite pets or activities, daily events, future dreams or goals, etc.

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2. **Informational Writing** - Create writing pieces about non-complex topics and procedures.

**Expectation:** In Information writing students should be able to write in a way that explains the information, focuses on a clear and coherent topic, the information should be accurate and complete and visuals and text should work together to support the topic.

**Examples:** Research reports

Science experiment write-ups

Procedures

Recipes

Instructions

Posters

Charts

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**3. Imaginative Writing** – Imaginative writing is any type of writing that is created from the imagination of the student. It helps to provide students with a model. This could mean they can copy the structure of a book or story they have read or heard.

**Expectation:** Students imaginative writing should make sense and focus on a central idea, image or mood. At this stage their descriptions should include supportive sensory details and the topic should show some imagination. There may be several paragraphs and include pictures that enhance the main ideas but aren't necessary to understand the story.

**Examples:** Stories

Fables

Plays

Poem

*Consider the following:*

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**7. Before writing:**

- i) Set a purpose – what is your goal for this piece of writing – be funny, entertaining, informative, scary, descriptive, etc.
- j) Identify an audience (who is the writing for – a friend, parent, future generation, pet, etc.)
- k) Select a genre or form to use (historical fiction, fantasy, journal, recipe book, instruction manual, non-fiction book, brochure)
- l) Generate ideas – from personal interest, prompts, models of good literature, images

**8. Modeling:** Read stories from a genre, discussing the major features of it before the students start writing. This will give them some of the knowledge required to do the writing.

**9. After writing:**

- g) Mumble read to make sure everything makes sense.
- h) Check spelling, punctuation, correct use of capitals
- i) Are pictures complete and match the story.

# Writing

## *Types of Writing to Complete in Gr. 4*

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5. **Personal Writing** – Use writing to express connections to personal experiences, ideas, likes and dislikes.

**Expectation:** In grade 4 students are beginning to identify a specific audience for the writing, editing by themselves for grammar, capitalization, punctuation and spelling. They also are starting to include revising and editing throughout their writing process. They use new paragraphs for each new idea, using comma's and experimenting with new words. The writing should focus around one main idea or theme.

**Examples:** Retell experiences

Journal entries about specific topics – holidays, favourite pets or activities, daily events, future dreams or goals, etc.

Opinion piece – e.g. a book or movie review, analysis of a sports event or historic event that includes the student's opinion

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6. **Informational Writing** - Use writing to share factual information with a particular audience (other students, teachers, parents, family, future generations, someone from a different planet, Prime Minister, a pet, etc.)

**Expectation:** Information writing at this stage will include an introduction that states the purpose. This is then followed with logically sequenced details and an ending that makes sense.

**Examples:** Research reports

Science experiment write-ups

Social Studies reports that show different perspectives on a similar issue

Persuasive piece

Instructions

Summaries

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**3. Imaginative Writing** – Imaginative writing is any type of writing that is created from the imagination of the student.

**Expectation:** Imaginative writing in grade 4 has ideas that are well developed with sensory details. You begin to get some fluidity in the writing through sentences of varying length and effective word choice. There should be an engaging opening that is followed with logical details that lead to a satisfying ending.

**Examples:** Short stories  
Fables  
Narrative (this can be modeled on other stories read by the student or parent)  
Poem

*Consider the following:*

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**10. Before writing:**

- m) Set a purpose – what is your goal for this piece of writing – be funny, entertaining, informative, scary, descriptive, etc.
- n) Identify an audience (who is the writing for – a friend, parent, future generation, pet, etc.)
- o) Select a genre or form to use (historical fiction, fantasy, journal, recipe book, instruction manual, non-fiction book, brochure)
- p) Generate ideas – from personal interest, prompts, models of good literature, images

**11. Modeling:**

Once you have selected the genre you want to write, find examples of it to show your student.

**12. Writing Process:**

At this stage you will want to make sure your student is using a writing process that includes idea generation, rough copy, revising, editing and publishing. Every piece of writing your student does, doesn't have to be published.

# Writing

## *Types of Writing to Complete in Gr. 5*

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7. **Personal Writing** – Use writing to express connections to personal experiences, ideas, and opinions.

**Expectations:** Students should be continuing to experiment with new, powerful and more precise words at this stage. Their writing should be meaningfully organized, effective and showcase a central idea or theme. They should be able to include other perspectives and explore new ideas at this point.

**Examples:** Retell experiences

Journal entries about specific topics – holidays, favourite pets or activities, daily events, future dreams or goals, etc.

Opinion piece – e.g. a book or movie review, analysis of a sports event or historic event that focuses on the student’s opinion

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8. **Informational Writing** - Use writing to share factual information with a particular audience (other students, teachers, parents, family, future generations, someone from a different planet, Prime Minister, a pet, etc.).

**Expectations:** Include a purposeful introduction paragraph in Grade 5 along with a well developed sequence of details and a conclusion that summarizes these details. Word choice should be careful and precise. E.g. “slowly pour water into cup” instead of “put water in cup”.

**Examples:** Research reports

Science experiment write-ups

Social Studies reports that show different perspectives on a similar issue

Short Persuasive essay (2-3 pages at most)

Instructions

Procedures

Articles

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3. **Imaginative Writing** – Imaginative writing is any type of writing that is created from the imagination of the student. Student will be expected to have an engaging opening, a sequence of effectively described ideas and a satisfying conclusion.

**Expectation:** Student will be expected to have an engaging opening, a sequence of effectively described ideas and a satisfying conclusion at this point. They should also be comfortable using figurative and sensory language.

**Examples:** Stories  
Poems modeled from literature  
Short stories

*Consider the following:*

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**13. Before writing:**

- q) Set a purpose – what is your goal for this piece of writing – be funny, entertaining, informative, scary, descriptive, etc.
- r) Identify an audience (who is the writing for – a friend, parent, future generation, pet, etc.)
- s) Select a genre or form to use (historical fiction, fantasy, journal, recipe book, instruction manual, non-fiction book, brochure)
- t) Generate ideas – from personal interest, prompts, models of good literature, images

**14. Modeling:** Once you have selected the genre you want to write, find examples of it to show your student.

**15. Writing process:** Students should be confident and comfortable with the writing process in grade 5 and encouraged to use it for the pieces of writing they take through to the publishing stage.

# Writing

## *Types of writing to complete in Gr. 6*

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- 9. Personal Writing** – Use writing to express connections to personal experiences, ideas, and opinions.

**Expectation:** Student will be able to organize their writing in a logical and effective way that showcases a central idea or theme. Ideas should be supported with effective details, explanations, comparisons and insights.

**Examples:** Retell experiences

Journal entries about specific topics – holidays, favourite pets or activities, daily events, future dreams or goals, etc.

Opinion piece – e.g. a book or movie review, analysis of a sports event or historic event that focuses on the student's opinion

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- 10. Informational Writing** - Use writing to share factual information with a particular audience (other students, teachers, parents, family, future generations, someone from a different planet, Prime Minister, a pet, etc.).

**Expectation:** Writing pieces should begin with a topic sentence or paragraph that clearly indicates the purpose of the piece. It should flow smoothly with logically sequenced paragraphs and include a conclusion that summarizes the details.

**Examples:** Research reports

Science experiment write-ups

Social Studies reports that show different perspectives on a similar issue

Short Persuasive essay (2-3 pages at most)

Instructions

Procedures

Articles

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**11. Imaginative Writing** – Imaginative writing is any type of writing that is created from the imagination of the student.

**Expectation:** Stories, poems and other pieces of imaginative writing should have an enticing opening that is followed with a sequence of events, ideas and images that lead to a logical and interesting/imaginative ending. There should be effective use of details which create pictures in the readers head.

**Examples:** Stories from various genres – science fiction, historical fiction, mystery, fantasy  
Poems modeled from literature  
Short Stories

*Consider the following:*

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**16. Before writing:**

- u) Set a purpose – what is your goal for this piece of writing – be funny, entertaining, informative, scary, descriptive, etc.
- v) Identify an audience (who is the writing for – a friend, parent, future generation, pet, etc.)
- w) Select a genre or form to use (historical fiction, fantasy, journal, recipe book, instruction manual, non-fiction book, brochure)
- x) Generate ideas – from personal interest, prompts, models of good literature, images

**17. Modeling:**

Once you have selected the genre you want to write, find examples of it to show your student.

**18. After Writing:**

Students should be confident revising and editing their work for fluidity, powerful language and writing conventions (paragraph use, punctuation, spelling, etc) at this point.

# Writing

## *Types of Writing to Complete in Gr. 7*

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**12. Personal Writing** – Use writing to express connections to personal experiences, ideas, and opinions.

**Expectation:** Student will be able to organize their writing in a logical and effective way that showcases a central idea or theme. Ideas should be supported with effective details, explanations, analysis and insights. Students should also be choosing specific nouns, verbs and adjectives to give the reader precise details. E.g. Hilarious for funny, biodiversity for “lots of plants”, sprinting for running.

**Examples:** Retell experiences

Journal entries about specific topics – holidays, favourite pets or activities, daily events, future dreams or goals, etc.

Opinion piece – e.g. a book or movie review, analysis of a sports event or historic event that focuses on the student’s opinion

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**13. Informational Writing** - Use writing that communicates ideas to inform or persuade people (other students, teachers, parents, family, future generations, decision makers, other citizens, etc.).

**Expectation:** This writing piece should begin with a topic sentence or paragraph that clearly indicates the purpose of the piece. It should flow smoothly with logically sequenced paragraphs and include a strong conclusion that summarizes the details.

**Examples:** Research reports

Science experiment write-ups

Social Studies reports that show different perspectives on a similar issue

Short Persuasive essay (2-3 pages at most)

Instructions

Procedures

Articles

**14. Imaginative Writing** – Imaginative writing is any type of writing that is created from the imagination of the student.

**Expectation:** Stories, poems and other pieces of imaginative writing should have an enticing opening that is followed with a sequence of events, ideas and images that lead to a logical and interesting/imaginative ending. Ideas should be strategically developed using sensory details and literary devices (metaphor, simile, personification, irony)

**Examples:** Stories  
Poems modeled from literature

*Consider the following:*

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**19. Before writing:**

- y) Set a purpose – what is your goal for this piece of writing – be funny, entertaining, informative, scary, descriptive, etc.
- z) Identify an audience (who is the writing for – a friend, parent, future generation, pet, etc.)
- aa) Select a genre or form to use (historical fiction, fantasy, journal, recipe book, instruction manual, non-fiction book, brochure)
- bb) Generate ideas – from personal interest, prompts, models of good literature, images

**20. Modeling:** Once you have selected the genre you want to write, find examples of it to show your student.

**21. Writing Process:** Students should be comfortable and used to using the writing process now. This means working through idea generation, rough copy, revising and editing as many times as needed and publishing for those pieces chosen by the student.