

# End of Grade 6

## Understanding Provincial Achievement Standards in Reading and Writing

Helping your child to be successful



In earlier grades, your child developed many skills in reading and writing. Although he or she is becoming increasingly independent, you can continue to help him or her on the path to being an effective reader and writer.



## You can be involved in building your child's writing skills.

### Encouragement

- Encourage your child to pursue forms of writing that interest her or him. You might begin an online space to share family updates and events.
- Write with your child. If your child has an online space, request an invitation to contribute.
- Encourage your child to ask the questions on the attached bookmark.
- Point out the specific strengths of your child's writing. For example, "I love the colourful details you used in this part."

### Focus

- We learn to write by writing, so help your child to set aside time to write.
- Ask your child what he or she is working on as a writer. Assure your child that writing benefits from attention and practice.
- Encourage your child to follow the writing process: prewriting, drafting, revising, editing, publishing.

### Awareness

- Help your child see that people write for many purposes (e.g., to-do lists, blogs, emails).
- Writers use good penmanship and punctuation to make it easy for the reader to understand their message.
- Writers who read develop stronger writing skills. Encourage any form of reading, such as comics, graphic novels or blogs.

## Be a successful writer.

Reflect on your writing by asking these questions:

### Did I

- ✓ select a specific topic and support my ideas with relevant details?
- ✓ choose a form that suits my purpose?
- ✓ include an introduction and a conclusion?
- ✓ put my ideas in order and organize them into paragraphs?
- ✓ use interesting and descriptive words that say what I mean?
- ✓ write with my audience in mind and show that I care about the topic?
- ✓ include different kinds and lengths of sentences with varied beginnings?
- ✓ spell words correctly and use correct grammar?
- ✓ use correct punctuation?

## Recognize the signs of a successful writer.

Teachers look at six areas of a student's writing to identify success, as reflected in the Provincial Achievement Standards for the end of Grade 6. The *Troubled Waters* story on this page is an example of acceptable writing by a student at the end of Grade 6.

**Content** includes the ideas and details of the piece of writing. In the *Troubled Waters* example, the writer has focused on a specific topic (the surfing incident) and included details to support this main idea (Melissa nodded happily. . . and ...too far from shore to be heard).

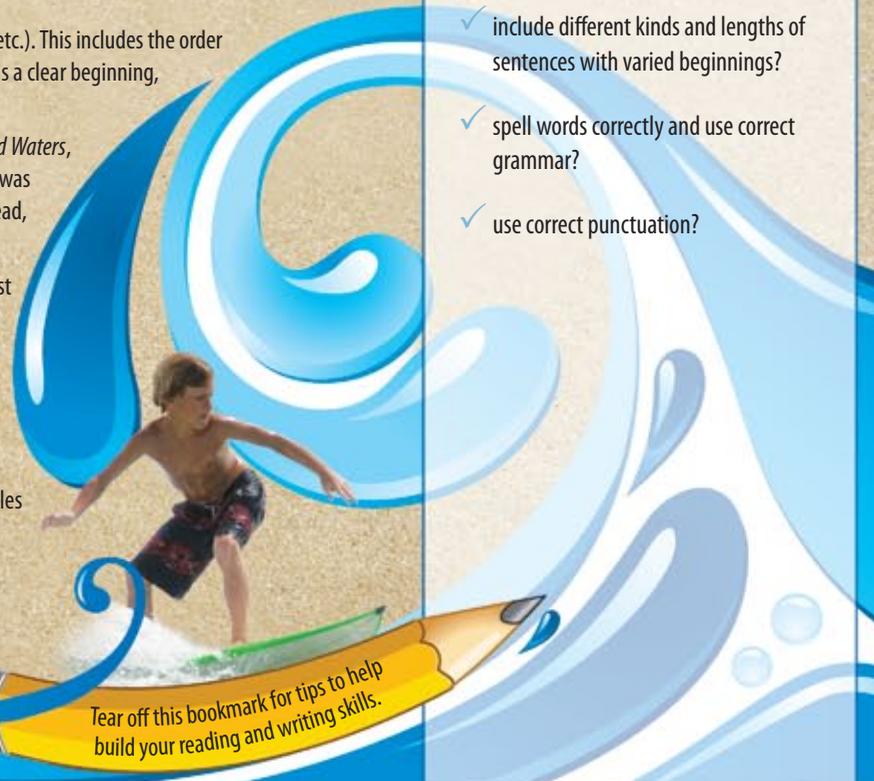
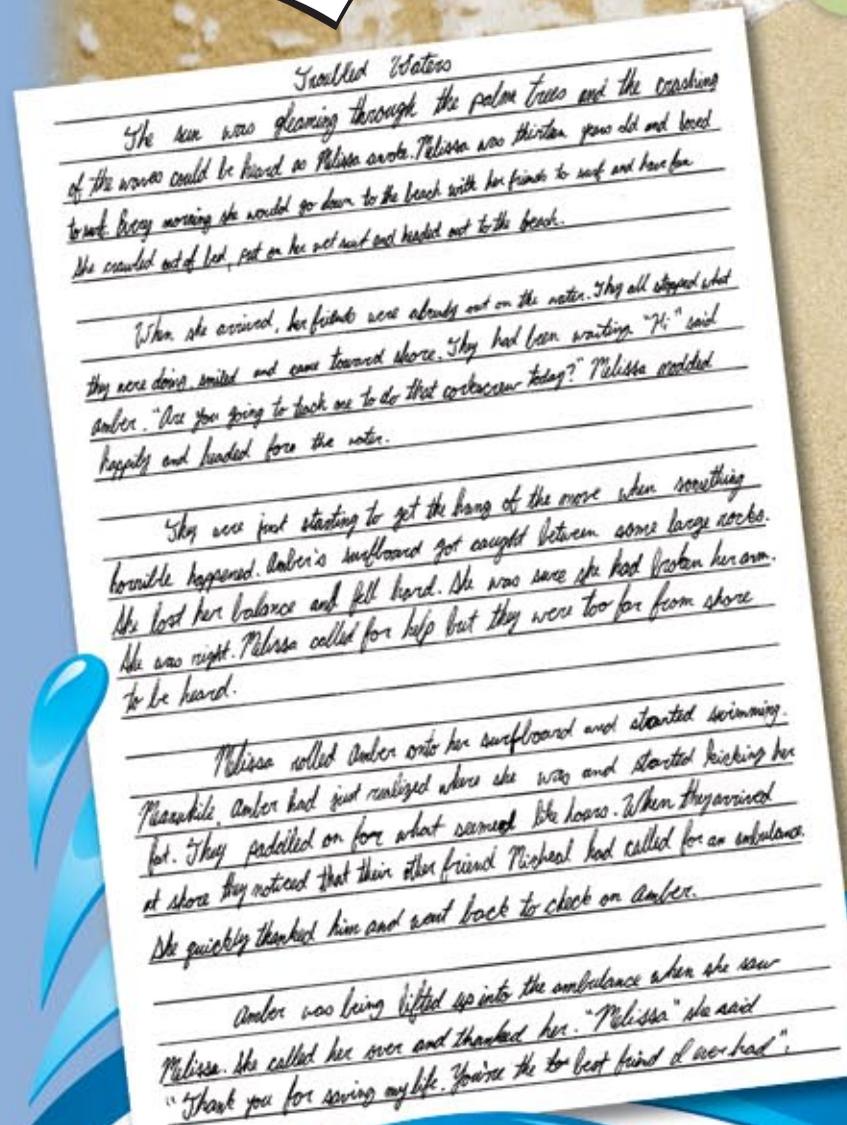
**Organization** involves the structure and form of the writing (letter, story, report, etc.). This includes the order and grouping of ideas. The story *Troubled Waters* is written in a logical order and has a clear beginning, middle and end. The paragraph divisions are appropriate and helpful to the reader.

**Sentence Structure** means the writer uses a variety of sentence types. In *Troubled Waters*, the writer used different kinds of sentences, including some complex ones (Amber was being lifted up into the ambulance when she saw Melissa). The writing is easy to read, as sentences have different lengths and beginnings.

**Voice** shows that the student cares about the topic and understands how to interest the reader. The writing gives glimpses of the writer's personality. (Are you going to teach me to do that corkscrew today?)

**Conventions** include spelling, punctuation and grammar. All of the common words in *Troubled Waters* are spelled correctly. Quotation marks, commas and other punctuation marks are used properly in most places.

**Word Choice** means that descriptive and interesting words are used. Some examples from *Troubled Waters* are: gleaming, noticed and crashing of the waves.



Tear off this bookmark for tips to help build your reading and writing skills.