Non-Fiction Form: DESCRIBE

Purpose:

- To share information and facts about a specific topic;
- To give a general description: e.g. report or paragraph on animals, plants, technologies; and
- To give a specific description: e.g. report on a specific animal, plant, technology.
- Rather than telling a series of events, the intent of descriptive writing is to share information about a topic. Related subtopics tell us specific details about the main idea. Writers give details related to our five senses.

Text Structure:

- Main topic: what
  - subtopic: what
  - subtopic: what
  - subtopic: what
  - subtopic: what
- Summary: what

Language features:

- Usually in third person, present tense.
- Often includes technical vocabulary.
- Descriptive words that tell how big, what colour, shape, texture, etc. (Use senses).
- Verbs: include action verbs like **run, explode, swim** as well as linking verbs like **as well as, for one thing, is are**
- Factual description, not opinion.
- Text features might include diagrams, labels, webs, charts, maps.

Form: Descriptive writing often:

- Begins with a title.
- Has an opening paragraph or sentence that identifies the main topic.
- This is followed by an introduction of the subtopics.
- Each subtopic is described by a paragraph or sentence with details about that sub topic.
- Ends with a summary sentence or paragraph.

Assessment:

How do we know if descriptive writing is good?

- We need to consider subject area criteria – what are we expecting them to show of their science, social studies, etc. knowledge? You can learn more about assessing curricular outcomes at https://johansonconsulting.ca/2019/09/22/planning-for-outcomes-based-assessment/
- We can also assess their understanding of writing, either formatively for our purposes or share this evidence with their ELA teacher.

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Assessment of Descriptive Writing:

Criteria	Description				
Form:	• Topic is clear • subtopics are clear and connected to topic.				
Organization	• Facts are grouped together. • Headings and/or subheadings (optional).				
Research	• Student locates information from various sources, both book and non-book.				
Writing	• Student interprets facts and expresses ideas in his/her own words.				

Style	• Appropriate writing techniques:
	  o Details
	  o Triple scoop words
	  o Voice
	  o Comparisons
	  o Visual/text features				

Mechanics	• Effective use of spelling, punctuation and grammar.				

Assessment of Subject Knowledge:

Criteria	Description				
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Gear, A. (2014). *Nonfiction Writing Power.* Markham: Pembroke Publishers.

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