

# DEVELOPING CONCEPTS OF TEXT - GR. 3-5

Concepts of text are an essential component of reading and writing development. They include:

- Identifying and creating different forms and genres of text
- Considering purpose, audience and perspective in exploring and creating texts
- Identifying and using structures and elements of story
- Identifying and using text features
- Identifying and using different sentence structures
- Identifying and using punctuation (comma, quotation marks, apostrophe)

FORMS OF TEXT: oral, written, visual, digital, and

GENRES OF TEXT: narrative, expository, report, graphic, poetry

## WORK WITH NON-FICTION TEXT FEATURES

Explore, identify and use text features to support comprehension while reading non-fiction. Students can also be invited to use text features to help communicate ideas in their own writing.

Click [here](#) for more ideas for working with non-fiction texts.

**ZOOM IN!**  
To Nonfiction Features

Depth	Teacher	Mean
4	Mrs. Zorn	24
3	Mr. Brown	30
2	Miss Singh	17

A T-Rex's teeth is the size of a corn cob.

The turtle has a hard shell.

**Animal Habitats**

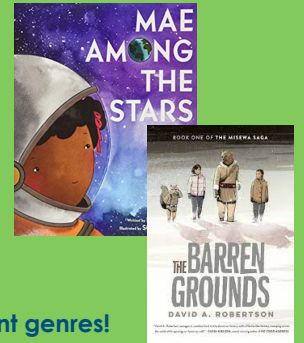
Forest	3
Desert	9
Ocean/Beach	17
Swamp	25
Arctic	31

**Bold Print**  
**Italics**  
• **Bullets**

## TRY A GENRE SORT

Invite students to look at a variety of texts and sort them based on what they notice. What features do you notice? What features are similar and different? What is the purpose? What genres do you enjoy reading and why?

Make sure to read aloud different genres!

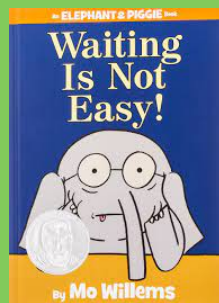


## TRY READER'S THEATRE

Model and practice paying attention to punctuation and reading with expression and intonation to represent how a character is feeling and the mood of the story. Consider how to captivate an audience.

Having trouble finding scripts? Create your own based on your students' favourite books.

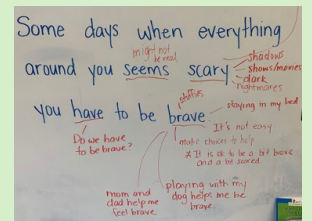
Click [here](#) for more ideas.



## USE MENTOR TEXTS TO STUDY AN AUTHOR'S CRAFT

Try an explode the text (click [here](#) for a video) with a passage from a text to look closely at how an author crafted that passage: types sentences, punctuation, text features, ideas, elements of story etc.

Use read alouds to study an author's craft and to look at how authors communicate their ideas and stories. Click [here](#) for ideas.



## WRITE IN FRONT OF AND WITH STUDENTS

By writing in front of students and thinking aloud while writing, teachers can model concepts of text such as using punctuation, using different sentence structures, using text features and considering audience purpose and perspective.

This is also a great way to co-construct criteria for independent writing with your students.

- add lots of details and describing words
- use different kinds of punctuation
- capitals to start a sentence

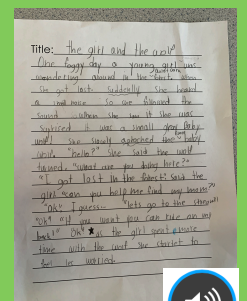
Splash! I could hear the waves crash on the rocks as we walked on the beach. It was a warm, sunny day and Grandma and I were doing our favourite activity. We were looking for special rocks on the beach at Saxe Point. Suddenly, I spotted a bright blue rock, the colour of the ocean. Grandma, I yelled...

## PROVIDE LOTS OF TIME FOR WRITING - WRITER'S WORKSHOP

Students can be invited to use different genres and forms of texts to create and communicate their ideas and stories. This can be a time for students to practice using a variety of concepts of text in their own writing.

This might also include opportunities to edit writing, paying attention to punctuation, sentence structure and idea formation.

Click [here](#) for more ideas.



Developing an understanding of concepts of text will help students **communicate their ideas**



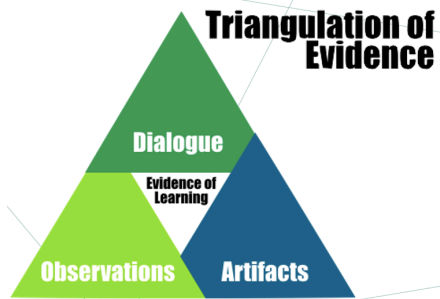
As **thinkers**, students can practice **thinking critically** about how a text is written. Students can also use text features to help them **make meaning**.

**RICHMOND**  
SCHOOL DISTRICT NO. 38

**MAKE SURE YOUR CLASS LIBRARY HAS A VARIETY OF GENRES AND TYPES OF TEXTS FOR STUDENTS TO CHOOSE DURING INDEPENDENT READING.**

# ASSESSING CONCEPTS OF TEXT GR. 3-5

According to our BC curriculum, what are the proficiency indicators for each grade?  
Click [here](#) for an overview document



Here are some ways teachers can gather assessment information about concepts of text:

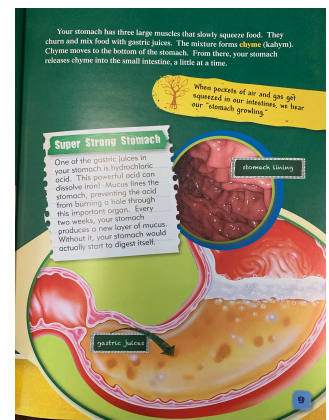
- **Observations** during read alouds, literacy talks, lit circles, independent reading, working with non-fiction texts, writing and other whole class or small group literacy learning experiences
- **Observations and conversations** during short reading and writing conferences
- **Artifacts** such as student writing or a video of a student talking about a text

## WHAT TO NOTICE

Here are examples of what we might notice about concepts of text as students engage in different literacy learning experiences and read and write more complex texts.

### The student:

- Reads and writes a variety of genres and forms of text
- Identifies and uses a variety of text features and can explain their purpose
- Uses text features to effectively locate information
- Uses text features effectively and clearly in their writing
- Writes with a clear purpose and topic
- Includes a clear introduction and a logical conclusion
- Considers audience and perspective in writing
- Logically sequences events of a story: includes description of characters, setting and events
- Includes dialogue in story writing
- Uses a variety of sentence lengths and patterns
- Uses a variety of sentence structures (simple, compound, complex) that include subject, verb, adjectives, adverbs and/or dependent clauses.
- Uses simple punctuation correctly and is learning how to use commas, quotation marks and apostrophes
- Makes some errors in spelling, sentence structure and punctuation but those errors do not interfere with meaning



The BC Performance Standards (quick scales) are a tool that can support reading and writing assessment.

Click [here](#)

Click [here](#) to watch a video of a reading conference.  
Click [here](#) to watch a video of a writing conference.

What do you notice?

What is the teacher doing and saying to support the student's development of concepts of text?

What pieces of information about the student's understanding of concepts of text can we gather from these conferences?