

Other considerations that determine effective writing

To write more effectively, your child can

- clarify ideas by identifying what is important
- organize the story by writing a strong lead, middle, and ending
- create a unique voice that sounds just like him or her
- make thoughtful word choices
- create sentences that flow smoothly
- attend to conventions by creating and following an editing and proofreading checklist
- present his or her work in an appealing way

You can help your child by

- encouraging your child to write at home
- talking to your child about his or her ideas and writing
- sharing what you notice about your child's writing with the teacher
- providing an array of writing materials such as different types of pencils, pens, and markers to increase his or her level of engagement in the writing process.
- showing your child many purposes for writing

Let's talk about ...

Effective Writing Grades 3–6



This pamphlet is part of a series to inform parents about the Nova Scotia Department of Education Public School Program for students in grades 3–6.

For more information, contact your child's teacher.

The Atlantic Canada English language arts curriculum is shaped by a vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.

Let's talk about ...

Effective Writing Grades 3–6

Effective writing involves students working creatively on their own and in groups to explore, construct, and convey meaning. Students also clarify and reflect upon their thoughts, feelings, and experiences. Effective writing demonstrates an awareness of audience and purpose. Ideas are clearly stated, well organized, and show attention to matters of correctness. Effective writing has an impact on the reader.

Ideas

When developing ideas your child

- brainstorms to record and organize thoughts
- collects and selects information
- focusses on a topic
- determines purpose and audience for the writing
- writes about what he or she knows and imagines
- revisits and reshapes the writing

Organization

When organizing his or her writing, your child

- develops a plan or outline for key ideas
- chooses a form of writing (poem, report, letter, story) that fits the topic, purpose, and audience
- creates a logical flow of ideas
- stays on topic
- creates a good closing in the writing

Matters of Correctness

When working on matters of correctness, your child

- uses what he or she knows about matters of correctness (spelling, capitalization, punctuation, usage, and grammar) to support the flow of ideas in early drafts
- works toward a final draft with increased attention to matters of correctness
- may use a handbook, dictionary, or other reference
- seeks support on matters of correctness from peers and the teacher
- recognizes the importance of matters of correctness in presentation to an audience

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