

Text Forms

The following describes the specific elements of common text forms at the end of grade two. Refer to the **Organization Trait** to distinguish between appropriate and strong achievement.

Form: Persuasive

Purpose: to convince someone to do something or to think in a particular way

Opening statement – states an opinion or request (*I don't think we should have homework*)

Arguments and Reasons – provides two or three arguments that might have supporting statements (*I think... because...*); often based on personal opinion or promises rather than facts (*I'll clean my room if...*)

Conclusion – concludes abruptly or with a personal statement (*I need... I want...*)

Special Features

- simple connecting words (so, because)
- present tense
- first person singular or plural (I, we)

Form: Explanatory Report

Purpose: to tell how/why something came to be or to explain how something works

Statement or definition – identifies topic with a statement or question

Explanation of how or why – attempts personal observations (*Thunder is the sound of lightning.*) or cause and effect (*Tornados are made when hot and cold chase each other.*)

Summary – may omit or may include a personal comment (*Weather is awesome.*)

Special Features

- may include a title or illustrations
- simple connecting words (so, because, when)
- present tense

Form: Recount

Purpose: to tell about past events (personal or others' experiences)

Orientation – identifies when, where, who, and what

Key Events in Time Order – has two or three events in sequence with some supporting details

Concluding Statement – concludes with last event (*I went home*) or evaluative comment (*That was a good day!*)

Special Features

- may include a title
- simple connecting words (then, so, first)
- past tense
- first (I or We) or third person (She or They)
- action verbs

Form: Descriptive Report

Purpose: to describe a topic

Introduction – identifies topic (*Rattlesnakes are dangerous creatures; Penguins live in the Antarctic.*)

Description of Topic – includes details related to main topic (appearance, behaviour, food) and may include personal comments (*Cats are cute.*)

Conclusion – may omit or may conclude abruptly (*Now you know about cats!*)

Special Features

- may include a title or illustrations
- simple connecting words (and, they have, it is)
- present tense

Form: Instructions/Procedures

Purpose: to tell how to do something

Goal or aim – identifies by title (*Apple Pie*) or opening statement

Materials/ingredients – may list materials

Method/process – includes some steps in order (*First we roll the dough...*) with some details

Conclusion or Evaluation – may omit or may include a personal closing statement (*It tastes fantastic.*)

Special Features

- may include illustrations, diagrams or labels
- numbered-steps or simple connecting words to show sequence (first, next, then)
- present tense
- may be written in second person (*You ...*)

Form: Narrative

Purpose: to entertain with an imaginative experience

Orientation (time, place and characters) – introduces characters with little context (*One night my friend Bob had a sleepover..*)

Problem – establishes a problem at the beginning (*We heard a freaky noise.*)

Events – focuses on action loosely related to a problem

Resolution – may conclude abruptly with a final event

Special Features

- may include a title or illustrations
- simple connecting words related to time (then, so)
- past tense
- usually first (I, we) or third person (he, she, they)
- action verbs

Writing Achievement Standards End of Grade 2



Writing Strategies and Behaviours Appropriate Achievement

Students

- generate and develop a topic from discussion, topic lists/ personal interests, and models (e.g., books, samples) demonstrating a general awareness of audience and purpose
- gather and organize ideas in a variety of ways, often with teacher direction (e.g., drawings, graphic organizers, lists, research, key words, headings)
- draft a piece of writing showing awareness of need to stay on topic and provide the reader with information (e.g. basic sequence, supporting details)
- use writing tools such as a word wall, simple dictionaries, and class charts
- revise a piece of writing after re-reading, peer- or teacher-conferencing or using, with support, a checklist (e.g., word choice or sentence beginnings); most likely to add ideas or change words
- edit a piece of writing by using a simple checklist (e.g., capitals, periods, spelling), often relying on teacher-prompts to check whole piece
- select a finished piece of writing to share or publish (e.g., bulletin board, orally, book, portfolio) and identify as meeting the appropriate requirements, (e.g., *I can picture it. I stayed on topic. I used some interesting words. Most words are spelled correctly.*)

Writing Strategies and Behaviours Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, and

- recognize purpose and audience and have a clear plan for piece
- draft and revise a piece of writing, with increasing independence, considering the reader's reaction (e.g., a good lead sentence, interesting word choice)
- are willing to take risks (e.g., word choice and sentence structures)
- write fluently due to increased control of conventions
- recognize some of their own spelling errors and seek assistance in correcting them

Writing Achievement Standards

Appropriate Achievement Students

Content

overall topic, degree of focus, and related details

- choose a general topic; communicate message predominantly through written words
- include ideas/events (may not be explicitly stated), usually based on personal experiences, simple opinions or basic information
- include some supporting details to expand upon the ideas/events; may have some “gaps” or irrelevant information

Organization

structure and form, dependent on purpose and audience

- decide upon a general purpose
- include a simple beginning that identifies the topic
- present ideas/events in a basic sequence
- link ideas with simple connecting words (e.g., and, then, so)
- attempt a conclusion but may be abrupt

See **Text Forms** for elements of narrative and information texts.

Word Choice

vocabulary, language, and phrasing

- make many ordinary word choices, possibly some repetition
- may include a few descriptive words or phrases

Voice

evidence of author’s style, personality, and experience

- begin to show some awareness of audience according to purpose (e.g., write a letter “to” someone)
- demonstrate some basic knowledge of and/or interest in subject
- show a glimpse of personal feeling or style (e.g., bold punctuation, stylized letters, speech bubbles)

Sentence Structure

variety and complexity of sentences

- use mostly simple and compound sentence structures; many are complete
- include a few longer sentences and/or sentences which begin in different ways (e.g., nouns, pronouns, phrases)

Conventions

spelling, punctuation, capitalization, and usage (grammar)

- use correct end punctuation (e.g., periods, question marks, exclamation marks) in many sentences
- use capital letters for proper nouns (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I” in many cases; may capitalize some words unnecessarily
- spell many high-frequency words correctly; attempt to spell longer, more complex words using phonetic approximations
- use many basic pronouns and verbs correctly; may make some errors (e.g., *She maked a cake.*)

Writing Achievement Standards

Strong Achievement Students

- choose and expand upon a general topic; usually able to sustain focus
- include a series of ideas/events, usually based on personal experiences, opinions or background information; these key ideas/events may be stated explicitly as connecting sentences
- include supporting details to expand the ideas/events; most are relevant and support the writer’s intent

- decide upon a general purpose
- introduce topic with an attempt to engage or orient the reader
- present ideas/events in an appropriate sequence
- link ideas in a variety of ways (first, next, finally, because), creating some flow to the writing
- include an apparent conclusion; often simply restating purpose, feeling or opinion

See **Text Forms** for elements of narrative and information texts.

- add to ordinary word choices with a few interesting words or phrases
- include a few interesting descriptive words (e.g., adjectives, active verbs)

- show some awareness of audience according to purpose; some attempt to consider reader
- demonstrate some specific knowledge of and/or personal interest in subject
- convey a personal feeling or individual style

- attempt a few complex structures with use of phrases; most sentences are complete
- include some sentences that vary in length and beginnings (e.g., nouns, pronouns, phrases)

- use mostly correct end punctuation (e.g., periods, question marks, exclamation marks)
- begin to use commas, apostrophes and quotation marks but not always correctly
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I” in most cases, may capitalize a few words unnecessarily
- spell most high-frequency words correctly; spell longer, more complex words using phonetic approximations
- use simple grammatical structures correctly (i.e., use most basic pronouns and verbs correctly)

Conference Prompts

What do you want your reader to know about?

What else can you tell me about this topic? Show me where you would put that.

What did you do to help you organize your writing before you started?

How did you let your reader know what the topic was right from the start? Is there another way to get your reader’s attention?

How are you going to wrap things up?

Tell me what happened first, next, then...

What do you think the interesting words are in this piece?

Find a place where your words helped make a clear picture for your reader.

I like the way you said ____.

Why did you write this?

Who would you like to have read this?

This sounds like you know a lot about ____.

What else do you know that you could add?

Will your reader be able to tell how you feel about ____?

This sounds so much like you! I can tell you’re the author because ____.

Let’s look at how you’ve started sentences.

Do you have enough variety?

I see a lot of short sentences. Let’s find ways to make some sentences longer.

Read this part out loud and make sure you haven’t left out any words.

Let’s read this out loud. When we need to take a breath, we need to add some punctuation.

We need capitals at the beginning of each sentence, and for all names. Let’s read together to see if you’ve put capitals in the right places.

Where can you check the spelling of this word?

I see that you’ve tried to spell _____. Have you included all of the sounds that you hear in this word?

General Prompts

After you checked your work using our class checklist, what do you think you did really well?

What is one change you made in this piece that made it better?

What would you like to work on improving in your next piece?

What is the best piece of advice you could give to the class about writing?