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)
- past 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

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

**Appropriate Achievement**

Students
- gather 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-prompt checks 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.)

**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
<table>
<thead>
<tr>
<th>Writing Achievement Standards</th>
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<td><strong>Appropriate Achievement Students</strong></td>
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| **Content**
overview 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 |
| • 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**
degree of focus, length, 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 made a cake) |
| **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 |
| **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. |

See Text Forms for elements of narrative and information texts.

**Word Choice**
- 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 |

**Sentence Structure**
- 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) |

**Conventions**
- use mostly 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 most cases, may capitalize a few words unnecessarily |
- spell most high-frequency words correctly; spell longer, more complex words using phonetic approximations |
- use many basic pronouns and verbs correctly; may make some errors (e.g., She made a cake)