

## 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 (he, s he, 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



Education and Early  
Childhood Development  
English Programs

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

*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.*

- 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.

*What did you do to 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...*

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

*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 \_\_\_\_.*

- 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

*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 \_\_\_\_.*

- 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)

*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.*

- 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 (e.g., use most basic pronouns and verbs correctly)

*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?*