

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

<b>COMMUNICATION (Content, Purpose, Voice, and Audience)</b>		
	<b>Prompts</b>	<b>Observations</b>
<ul style="list-style-type: none"> <li>• writes for an increasing range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Why did you choose to write a poem (story, letter, report)?</li> <li>• How is this list going to be useful? Is it just for you?</li> <li>• Why are you sending this letter?</li> <li>• How can you make this game easy to understand? Would directions help?</li> </ul>	
<ul style="list-style-type: none"> <li>• is aware that writers have a range of possible audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Who will read this poster?</li> <li>• Why do you think directions for the game need to be short?</li> <li>• Who are you trying to persuade?</li> <li>• Who do you think will enjoy this story?</li> <li>• Did you write the book recommendation with anyone in mind?</li> </ul>	
<ul style="list-style-type: none"> <li>• is aware of voice (expressive, personal, informative, and artistic/poetic)</li> </ul>	<ul style="list-style-type: none"> <li>• I like your friendly tone in this letter. Jay will enjoy this. (reinforcement)</li> <li>• You have strong feelings about... I can really hear that when I read your writing.</li> <li>• This piece of writing sounds like you.</li> <li>• If you were trying to persuade the class, what would you say? I'll pretend to be the class, now try to persuade me. (role playing to stimulate the development of voice)</li> <li>• Tell your buddy what you really think about... Now write it down. (buddy talk to stimulate voice)</li> </ul>	
<ul style="list-style-type: none"> <li>• uses a wide range of text types (e.g., explanations, directions, persuasion, and narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• Maybe you could describe how to get to the park with a map and some directions?</li> <li>• You've told me so much about your uncle's combine harvester. Maybe you could write about it. You'd need to include a picture with labels of the parts.</li> <li>• Perhaps you could explain how the remote control car works.</li> <li>• That would make a good story.</li> </ul>	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

<b>COMMUNICATION (Content, Purpose, Voice, and Audience) continued</b>		
	<b>Prompts</b>	<b>Observations</b>
<ul style="list-style-type: none"> <li>uses a variety of forms of writing (e.g., story, letter, poem, report, directions, recipe, play)</li> </ul>	<ul style="list-style-type: none"> <li>I like the way you made your book recommendation into a poster.</li> <li>Try retelling how you made the pancakes in a recipe.</li> <li>Perhaps you could write a story like the one we wrote on our project on <i>The Ruler of the Courtyard</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>initiates own writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>You've a good reason for writing this invitation to your parents.</li> <li>You wanted to write a notice about feeding the rabbit. Writing down the feeding times was good thinking.</li> <li>It's got a good idea to write a story about the character you like in the book you're reading.</li> </ul>	
<ul style="list-style-type: none"> <li>chooses an increasing range of topics (e.g., personal accounts, reports on animals, a play about a fairytale)</li> </ul>	<ul style="list-style-type: none"> <li>It's a good idea to write about cats because you have two cats, but I like the way you have found out about large cats and compared your cats with lions.</li> <li>You're writing about...because it really interests you. That's a good plan.</li> <li>Check out your list of topics...maybe you need to think about adding some new ideas.</li> </ul>	
<ul style="list-style-type: none"> <li>makes written responses to literature, forms opinions, and makes book recommendations for others</li> </ul>	<ul style="list-style-type: none"> <li>You enjoyed that book. Who else would like it? Can you make a book recommendation for our bulletin board?</li> <li>You didn't like that book much. Write and tell us why.</li> <li>What's your opinion about... in the book? Write down your ideas and we'll talk about them in sharing time.</li> </ul>	
<ul style="list-style-type: none"> <li>records observations with text and supportive pictures: offers a written explanation</li> </ul>	<ul style="list-style-type: none"> <li>You've written about using the sun for energy. Can you draw a picture and show us how it works?</li> </ul>	

continued next page

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

<b>COMMUNICATION (Content, Purpose, Voice, and Audience) continued</b>		
	<b>Prompts</b>	<b>Observations</b>
	<ul style="list-style-type: none"> <li>Your pictures show us how your magnet picked up the metal objects. Can you write about it to explain what happened?</li> </ul>	
<ul style="list-style-type: none"> <li>expresses an opinion and tries to justify the view (may need support)</li> </ul>	<ul style="list-style-type: none"> <li>You wrote that you really liked the book. Can you write some reasons so that a reader knows why you liked it?</li> <li>You think recycling is a good idea. Can you add some details, and tell us how paper and glass are re-used?</li> </ul>	
<ul style="list-style-type: none"> <li>develops an idea into a completed account</li> </ul>	<ul style="list-style-type: none"> <li>I like your report on how hockey sticks are made. What would be an interesting way of finishing it?</li> <li>Good, you have a great description of penguins. I wonder if a glossary would help a reader to understand some of the tricky words e.g., polar ice cap.</li> </ul>	
<ul style="list-style-type: none"> <li>writes a story with a setting, characters, a problem, events, and a resolution</li> </ul>	<ul style="list-style-type: none"> <li>You wrote about the baby dinosaur being brought to the present with his mother still in the past. That was the problem in the story. How could you solve that problem?</li> <li>You have a lot of characters here. Are they all important in the story? Could you leave some out and still have a good story?</li> </ul>	
<ul style="list-style-type: none"> <li>writes a report containing main and supporting details, and illustrated with pictures and charts. Obtains researched information from a couple of sources.</li> </ul>	<ul style="list-style-type: none"> <li>You've looked at one book about volcanoes. Maybe you could go to the volcano book tub and find another to get a bit more information.</li> <li>Can you interview someone who recycles to find out how they do it?</li> <li>I see your big idea is to explain how to set up an aquarium I think you need some more details. Did you mention what plants to put on the bottom?</li> </ul>	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

LANGUAGE STRUCTURE		
	Prompts	Observations
<ul style="list-style-type: none"> <li>uses a variety of sentence structures (simple, compound, and complex)</li> </ul>	<ul style="list-style-type: none"> <li>Could you link those sentences together with "so"?</li> <li>(Student wrote, "When you put in fish food, the fish swim to the top right away to eat it.") That's a really clear sentence. You have linked putting in the fish food, and the fish eating it, in one sentence. (reinforcement for a complex sentence)</li> </ul>	
<ul style="list-style-type: none"> <li>varies sentence structures within an account</li> </ul>	<ul style="list-style-type: none"> <li>I like the way you have linked two ideas with "but" and then written a short sentence next, to say "Let's recycle." That catches our attention.</li> <li>It's a good idea to start your sentences in different ways so that most sentences don't start with "I've got..." Let's think of how we can add more details to the first sentence.</li> </ul>	
<ul style="list-style-type: none"> <li>uses first-person and third-person, depending on the text structure, purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>When you are retelling you need to say, "<b>I</b> did this, and then <b>I</b> went there" because you are writing about what <b>you</b> did.</li> <li>When people write reports they usually write he/she/they because they are not writing about themselves. Let's look at the book on whales and find out what the author did.</li> </ul>	
<ul style="list-style-type: none"> <li>is starting to use "book language" rather than "talk written down"</li> </ul>	<ul style="list-style-type: none"> <li>That "A long time ago when there were giants..." beginning really makes it sound like a fairy tale.</li> <li>"The very green caterpillar ate the very green leaf..." has a nice rhythm like a poem. I can picture it in my mind.</li> </ul>	
<ul style="list-style-type: none"> <li>uses age-appropriate grammar (irregular past tenses may still be inconsistent)</li> </ul>	<ul style="list-style-type: none"> <li>("He seen it.") We say, "He saw it."</li> <li>("The apples is in the basket.") When there is more than one apple we say, "The apples <b>are</b> in the basket."</li> </ul>	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

<b>LANGUAGE STRUCTURE (continued)</b>		
	<b>Prompts</b>	<b>Observations</b>
<ul style="list-style-type: none"> <li>tenses are becoming consistent</li> </ul>	<ul style="list-style-type: none"> <li>Good, your action words...ran... went...rushed...all tell me you are retelling a trip that happened in the past.</li> </ul>	
<ul style="list-style-type: none"> <li>paragraphs are used but paragraph divisions may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>When you change from writing about what the lion looks like to writing about where it lives, it would be a good idea to start a new paragraph.</li> <li>Are all your ideas about planting the tree in this paragraph? Do you have any extra ideas that aren't about planting?</li> </ul>	
<ul style="list-style-type: none"> <li>uses a selection of linking ideas to combine ideas (e.g. "and," "but," "so")</li> </ul>	<ul style="list-style-type: none"> <li>I like the way you joined two sentences with "and then"</li> <li>Can you think of a word other than "and" to join those two sentences?</li> </ul>	
<ul style="list-style-type: none"> <li>writes in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Those are all whole sentences. (reinforcement)</li> <li>You need an ending for your sentence here ("I wish"). What do you wish?</li> </ul>	
<ul style="list-style-type: none"> <li>is beginning to use dialogue in written accounts</li> </ul>	<ul style="list-style-type: none"> <li>The prince is talking here, so let's put quotation marks around what he says.</li> <li>Let's look in this book and see what the author does when a character speaks.</li> </ul>	
<ul style="list-style-type: none"> <li>uses a variety of verbs in accounts and is beginning to use adjectives and adverbs to enrich descriptions</li> </ul>	<ul style="list-style-type: none"> <li>You have some nice action words here. "He tumbled to the ground." I like the word "tumbled." It gives me a clearer picture than saying "fell."</li> <li>Can you think of another word instead of "said"?</li> <li>Think of a way of making the character more interesting. Tell me what he looked like...talked liked.</li> </ul>	
<ul style="list-style-type: none"> <li>uses simple words to indicate comparisons (e.g., "but," "so")</li> </ul>	<ul style="list-style-type: none"> <li>You wrote, "The giant was enormous. Jim was small." Can you compare them and join those ideas together? (model if necessary)</li> </ul>	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

WRITING PROCESS		
	Prompts	Observations
<p><b>Planning and Research</b></p> <ul style="list-style-type: none"> <li>• talks about ideas for writing (e.g., with a buddy, a group, people in schools, interviews)</li> </ul>	<ul style="list-style-type: none"> <li>• It's a good plan to talk over ideas for your report with your buddy.</li> <li>• Talking things through with your writing group (Guided Writing) helps you to think about what you want to write.</li> <li>• Plan 4–5 questions before you interview the principal.</li> </ul>	
<ul style="list-style-type: none"> <li>• makes visual and written plans (may use a graphic organizer)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch your ideas and add a few important words as you plan what you are going to write about.</li> <li>• If I was writing about...I'd make some notes and draw a few ideas. (model in a craft lesson)</li> <li>• It's a good idea to plan your story using an organizer. It helps you to think about the ideas you need to have before you start writing.</li> <li>• Write each new thing you find out about...on an idea card. Then you can sort them afterwards.</li> </ul>	
<ul style="list-style-type: none"> <li>• gathers information by: talking with others; interviewing informed people; using books, labels, and diagrams; and watching visual media (films, videos, and DVDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Is there anybody you could ask about this topic?</li> <li>• How can you find out more about...?</li> <li>• Which books might help you?</li> <li>• Sometimes it helps to watch a movie to find out more about...let's watch this movie to find out about...(set a specific purpose e.g., to find out how a rocket is launched)</li> <li>• What are you planning on asking Mrs. X about...</li> </ul>	
<p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• writes a first draft with or without an organizer</li> </ul>	<ul style="list-style-type: none"> <li>• The most important thing is to get your ideas down in your writing.</li> <li>• Use your plan to help you write down your ideas.</li> <li>• Your notes will give you some details to write down about this part of your topic.</li> </ul>	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

WRITING PROCESS (continued)		
	Prompts	Observations
<p><b>Revising</b></p> <ul style="list-style-type: none"> <li>• adds, deletes, and substitutes ideas after discussion with others</li> </ul>	<ul style="list-style-type: none"> <li>• It helps you to read your writing out loud to yourself (or others). Then you can hear if it makes sense.</li> <li>• What do you think needs adding?</li> <li>• Do you think it would help to change the order of your ideas? Could this go first?</li> <li>• What part of your writing doesn't fit in? (or isn't on topic). Let's take that part out.</li> </ul>	
<ul style="list-style-type: none"> <li>• revises ideas with a buddy (will need some support)</li> </ul>	<ul style="list-style-type: none"> <li>• Read it out loud to your buddy. Does it make sense? Is there anything you can add/take out?</li> <li>• What part does your buddy like? Did he/she suggest any changes?</li> </ul>	
<p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• checks spellings with class resources (e.g., Word wall, wall charts) and a picture dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Can you check the Word Wall for that spelling?</li> <li>• I think you could check that word in a picture dictionary. (model if necessary)</li> <li>• Check "August" on the calendar.</li> </ul>	
<ul style="list-style-type: none"> <li>• checks for punctuation conventions (e.g., capitals, periods, question marks, exclamation marks, dialogue)</li> </ul>	<ul style="list-style-type: none"> <li>• Do you need a period or a question mark at the end of that sentence?</li> <li>• Remember, you only put exclamation marks when something you say will really surprise the reader.</li> <li>• When somebody is speaking, we use quotation marks. Read that part again and tell me when she is talking.</li> </ul>	
<ul style="list-style-type: none"> <li>• uses an editing checklist with a buddy or independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read your writing out loud, or read it in your head and point to each word. Check only one thing at a time. What will you check for first?</li> <li>• Ask your buddy to check for two things that you think you need help with...</li> </ul>	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

<b>WRITING PROCESS (continued)</b>		
	<b>Prompts</b>	<b>Observations</b>
<ul style="list-style-type: none"> <li>prints clearly to ensure legibility</li> </ul>	<ul style="list-style-type: none"> <li>Your final copy needs really clear printing so that other people can read your poem.</li> <li>That's nice, clear printing. (reinforcement)</li> <li>Your printing needs to be much bigger than it usually is when you are making a wall poster. Other people have to be able to see it from a distance.</li> </ul>	
<ul style="list-style-type: none"> <li>checks that the text has appropriate visual features (e.g., illustrations, tables of contents, labels on diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>Would another picture help here?</li> <li>Let's look at a table of contents in this book because I think a table of contents would help a reader to find all of your headings.</li> </ul>	
<p><b>Sharing and Publishing</b></p> <ul style="list-style-type: none"> <li>selects texts to be published</li> </ul>	<ul style="list-style-type: none"> <li>Why did you choose this piece of writing? What was special about it for you?</li> <li>You chose a story last time. Maybe you could choose a different type of writing this time.</li> </ul>	
<ul style="list-style-type: none"> <li>shares writing in an oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>Practise reading your writing to a buddy before you share it with the class.</li> <li>Thank you for sharing your writing. I really liked...What did everyone else like?</li> <li>I would like you to think about...Does anyone else have something to suggest that Leila can consider?</li> <li>Is there anything you'd like to change?</li> <li>What was your favourite part of your writing?</li> </ul>	
<ul style="list-style-type: none"> <li>publishes writing in a book or similar print form</li> </ul>	<ul style="list-style-type: none"> <li>Think about the paper you want to use to make the book. Do you want to make it into a shape book?</li> <li>I like your author biography on the back cover. (reinforcement)</li> </ul>	

*continued next page*



# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

CONVENTIONS		
	Prompts	Observations
<b>Form</b> • printing is legible and letters are correctly formed	• Remember to do really neat printing so that other people can read your book.	
• written accounts are spatially organized	• Maybe leave a space before you draw your picture. Then it won't look cramped. • I like the way you put the table of contents on a separate page. (reinforcement) • Writing on alternate lines may make your report clearer. I'll put a dot on each of the alternate lines to remind you.	
• uses classroom resources for spelling support (Word Wall, charts, and picture dictionary)	• Check the word on the Word Wall. • Let me help you check it in the picture dictionary. • Good, you used the chart heading to check the word "appearance." (reinforcement)	
• titles and labels are clear and helpful for a reader	• How can you make your title stand out more? • If you are dividing your report on Big Cats into "Lions" and "Tigers," it would be a good idea to put headings in to show each part. • I think your headings should match your table of contents. That would make it easier for a reader. Let's look at an example in this book...	
• illustrations, charts, and diagrams are used to support the text	• That chart comparing lions and tigers is very helpful. A reader can see how they are the same and how they are different very quickly. (reinforcement) • Maybe a picture here would help the reader to understand...	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

<b>CONVENTIONS (continued)</b>		
	<b>Prompts</b>	<b>Observations</b>
<b>Spelling</b> <i>(First half of grade two)</i> <ul style="list-style-type: none"> <li>uses an increasing range of high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Check your dictionary of Word Wall words. I think that word should be in there. (Dictionary contains grade one and grade two words.)</li> <li>I'm glad to see you checking that word on the Word Wall. (reinforcement)</li> </ul>	
<ul style="list-style-type: none"> <li>incorporates an increasing number of visual patterns into spellings</li> </ul>	<ul style="list-style-type: none"> <li>Does that word look right?</li> <li>You remembered "knock" starts with a silent "k." Good for you! (reinforcement)</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrates knowledge of word patterns and transfers those patterns to spell new words</li> </ul>	<ul style="list-style-type: none"> <li>You spelled "mound" so well. Were you thinking it looked like "round" at the end?</li> <li>If you know how to spell "rain" that can really help you to spell "draining."</li> <li>You can use words you know to help you spell other words.</li> </ul>	
<i>(Second half of grade two)</i> <ul style="list-style-type: none"> <li>spells more words conventionally</li> </ul>	<ul style="list-style-type: none"> <li>You didn't even need to check the Word Wall for these words because you've learned them now and can spell them yourself! (reinforcement)</li> <li>Does that word look right?</li> </ul>	
<ul style="list-style-type: none"> <li>builds a larger bank of instantly recalled high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>You know so many Word Wall words and use them in your writing. (reinforcement)</li> <li>Check your Word Wall dictionary for that word. (The dictionary contains grade one and grade two words.)</li> </ul>	
<b>Punctuation and Capitalization</b> <ul style="list-style-type: none"> <li>usually uses capitals for names, places, months, days of the week, titles, and beginnings of sentences</li> </ul>	<ul style="list-style-type: none"> <li>Check that the days of the week have capital letters at the beginning.</li> <li>Good, you've remembered to put capitals for the first letters of words in your title. (reinforcement)</li> </ul>	

*continued next page*

# Writing Development Checklist—Grade Two

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

<b>CONVENTIONS (continued)</b>		
	<b>Prompts</b>	<b>Observations</b>
<ul style="list-style-type: none"> <li>uses periods, question marks, or exclamation marks at the conclusion of sentences (some inconsistency may be apparent with exclamation marks)</li> </ul>	<ul style="list-style-type: none"> <li>If it's a question you need to put a question mark at the end.</li> <li>It's a good idea to put an exclamation mark when something is surprising, but then you should use periods to finish the other sentences. Which sentence do you think contains some surprising information? (overuse of newly learned exclamation marks)</li> </ul>	
<ul style="list-style-type: none"> <li>uses dialogue for speech (commas may be inconsistent)</li> </ul>	<ul style="list-style-type: none"> <li>Read what the person says out loud to me. That's the part that needs quotation marks.</li> <li>After the person finishes speaking we usually put in a comma. Let me show you where it goes.</li> </ul>	
<ul style="list-style-type: none"> <li>uses commas in lists (with support)</li> </ul>	<ul style="list-style-type: none"> <li>You have a list of a lot of things you need for a dog...a collar...leash...dog bowls...toys. When we write lists, we put a comma in between each of the things in the list. Let me show you...</li> </ul>	
<ul style="list-style-type: none"> <li>uses apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>When we miss out a letter we fill the space with an apostrophe. You wrote "don't" and that is short for "do not." We've missed the last "o" so we put an apostrophe there.</li> </ul>	