

**Writing Standard 2: Writing Purposes and Resulting Genres  
Getting Things Done: Functional and Procedural Writing  
Second-Grade**

Element of the Standard	Meaning of the Element	What to Teach	Resources
<ul style="list-style-type: none"> <li>Establish a context for the piece</li> </ul>	<p>The 2<sup>nd</sup>-grade writer has grown in sophistication and realizes that even when writing a procedural piece there is a need to engage the reader. As a result, the writer sets the scene or establishes the need for the reader to go on reading by using a phrase such as “If you want to know how to.”</p>	<ul style="list-style-type: none"> <li>Awareness of audience</li> <li>Leads – engage the reader</li> </ul>	<ul style="list-style-type: none"> <li><a href="#"><u>Is That a Fact?</u></a> Tony Stead</li> <li><a href="#"><u>Nonfiction Writing: Procedures and Reports</u></a> Lucy Calkins and Laurie Pessah</li> </ul>
<ul style="list-style-type: none"> <li>Identify the topic</li> </ul>	<p>The writer identifies the topic of the piece for the reader, often by giving a title of the piece.</p>	<ul style="list-style-type: none"> <li>Brainstorm topics</li> <li>Topic selection and identification</li> <li>Using headings</li> </ul>	
<ul style="list-style-type: none"> <li>Show the steps in an action in enough detail to follow them</li> </ul>	<p>The 2<sup>nd</sup>-grade writer relates the steps of the procedure in a clear and sequential manner. The piece contains a significant amount of detail. These details add to the meaning of the text, often helping the reader visualize the process or procedure being described. For example, in a piece on kite making, the writer will use details such as “diamond-shaped,” “pulled real tight” and “very small holes.” The writer uses transitional words to make the sequence of the steps clear to the reader.</p>	<ul style="list-style-type: none"> <li>Sequence</li> <li>Transitional words, phrases</li> <li>Descriptive language</li> <li>Elaborated explanations</li> <li>Numbering steps</li> <li>Visualization</li> <li>Closure</li> <li>Breaking down the procedure into small steps</li> </ul>	
<ul style="list-style-type: none"> <li>Include relevant information</li> </ul>	<p>The 2<sup>nd</sup>-grade writer includes information that keeps the reader focused on the topic. The information needed to follow the procedure is expanded so that the reader now has a sense of not only what to do but a beginning sense of how to do it.</p>	<ul style="list-style-type: none"> <li>Determining importance</li> <li>Extraneous details</li> <li>Include all essential steps</li> <li>List items and quantities needed</li> </ul>	

<ul style="list-style-type: none"> <li>• Use language that is straightforward and clear</li> </ul>	<p>The writer uses words that are direct and exact to describe the materials and steps in the process. The tone of the piece is purposeful. In discussing using a banana for making a fruit salad, the writer is more Likely to describe the banana as a yellow fruit with a peel than as a delicious-tasting tropical fruit with a soft mushy center.</p>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Linking words (ex. First, then after, when)</li> <li>• Consistent</li> <li>• Present tense</li> <li>• Action verbs (ex. Take, proceed, open, was)</li> <li>• Adverbs (carefully open, gently turn, slowly push)</li> <li>• Adjectives</li> </ul>	
<ul style="list-style-type: none"> <li>• Frequently use pictures to illustrate steps in the procedure</li> </ul>	<p>The 2<sup>nd</sup>-grade writer realizes the need to clarify as much as possible for the reader and so includes illustrations that demonstrate the steps of the procedure being discussed.</p>	<ul style="list-style-type: none"> <li>• Visual and graphic representations</li> </ul>	