Name: _____   Date: _____

Information Writing Checklist

	Grade 2	NOT YET	STARTING TO	YES!	**Grade 3**	NOT YET	STARTING TO	YES!
	Structure				**Structure**			
Overall	I taught readers some important points about a subject.	☐	☐	☐	I taught readers information about a subject. I put in ideas, observations, and questions.	☐	☐	☐
Lead	I wrote a beginning in which I named a subject and tried to interest readers.	☐	☐	☐	I wrote a beginning in which I got readers ready to learn a lot of information about the subject.	☐	☐	☐
Transitions	I used words such as *and* and *also* to show I had more to say.	☐	☐	☐	I used words to show sequence such as *before*, *after*, *then*, and *later*. I also used words to show what didn't fit such as *however* and *but*.	☐	☐	☐
Ending	I wrote some sentences or a section at the end to wrap up my piece.	☐	☐	☐	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	☐	☐	☐
Organization	My writing had different parts. Each part told different information about the topic.	☐	☐	☐	I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.	☐	☐	☐
	Development				**Development**			
Elaboration	I used different kinds of information in my writing such as facts, definitions, details, steps, and tips.	☐	☐	☐	I wrote facts, definitions, details, and observations about my topic and explained some of them.	☐	☐	☐
Craft	I tried to include the words that showed I'm an expert on the topic.	☐	☐	☐	I chose expert words to teach readers a lot about the subject. I taught information in a way to interest readers. I may have used drawings, captions, or diagrams.	☐	☐	☐

Information Writing (continued)

	Grade 2	NOT YET	STARTING TO	YES!	Grade 3	NOT YET	STARTING TO	YES!
	Language Conventions				**Language Conventions**			
Spelling	I used what I knew about spelling patterns (*tion*, *er*, *ly*, etc.) to spell a word.	☐	☐	☐	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	☐	☐	☐
	I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.				I got help from others to check my spelling and punctuation before I wrote my final draft.			
Punctuation	I used quotation marks to show what characters said.	☐	☐	☐	I punctuated dialogue correctly, with commas and quotation marks.	☐	☐	☐
	When I used words such as *can't* and *don't*, I put in the apostrophe.				I put punctuation at the end of every sentence while writing.			
					I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.			