

Name: _____

Date: _____

Information Writing Checklist

| | Grade 3 | NOT YET | STARTING TO | YES! | Grade 4 | NOT YET | STARTING TO | YES! |
|---------------------|---|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
| | Structure | | | | Structure | | | |
| Overall | I taught readers information about a subject. I put in ideas, observations, and questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lead | I wrote a beginning in which I got readers ready to learn a lot of information about the subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I hooked my readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. I let readers know that I would teach them different things about a subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transitions | I used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . I also used words to show what didn't fit such as <i>however</i> and <i>but</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I used words in each section that help readers understand how one piece of information connected with others. If I wrote the section in sequence, I used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If I organized the section in kinds or parts, I used words such as <i>another</i> , <i>also</i> , and <i>for example</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ending | I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I wrote an ending that reminded readers of my subject and may have suggested a follow-up action or left readers with a final insight. I added my thoughts, feelings, and questions about the subject at the end. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization | I grouped my information into parts. Each part was mostly about one thing that connected to my big topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. I may have used headings and subheadings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Information Writing Checklist (continued)

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|--------------------|--|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
| | Development | | | | Development | | | |
| Elaboration | I wrote facts, definitions, details, and observations about my topic and explained some of them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I taught my readers different things about the subject. I chose those subtopics because they were important and interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I included different kinds of facts and details such as numbers, names, and examples. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I got my information from talking to people, reading books, and from my own knowledge and observations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I made choices about organization. I might have used compare/contrast, cause/effect, or pro/con. I may have used diagrams, charts, headings, bold words, and definition boxes to help teach my readers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Craft | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I made choices about which information was best to include or not include. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I used a teaching tone. To do so, I may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain . . .</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Information Writing Checklist (continued)

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|--------------------|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| | Language Conventions | | | | Language Conventions | | | |
| Spelling | I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I got help from others to check my spelling and punctuation before I wrote my final draft. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| Punctuation | I punctuated dialogue correctly, with commas and quotation marks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | When writing long, complex sentences, I used commas to make them clear and correct. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I put punctuation at the end of every sentence while writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |