

Name: _____

Date: _____

Information Writing Checklist

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	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"/>	I used different kinds of information to teach about the subject. Sometimes I included little essays, stories, or "how-to" sections in my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	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"/>	I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	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"/>	When I wrote about results, I used words and phrases like <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When I compared information, I used words and phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, I used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, I used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	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"/>	I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	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"/>	I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight the separate sections. I wrote each section according to an organizational plan shaped partly by the genre of the section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
	Development				Development			
Elaboration	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 explained different aspects of a subject. I included a variety of information such as examples, details, dates, and quotes.	<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 used trusted sources and gave credit when appropriate. I made sure to research any details that would add to my writing.	<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 worked to make my information understandable to readers. To do this, I may have referred to earlier parts of my text and summarized background information. I let readers know when I was discussing facts and when I was offering my own thinking	<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"/>				

Information Writing Checklist (continued)

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
Craft	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"/>	I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained the key terms.	<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 worked to include the exact phrase, comparison, or image to explain information and concepts.	<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 not only made choices about which details and facts to include but also made choices about how to convey my information so it would make sense to readers. I blended storytelling, summary, and other genres as needed and used text features.	<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"/>	I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions				Language Conventions			
Spelling	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 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"/>
Punctuation	When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used commas to set off introductory parts of sentences (for example, <i>As you might know,</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I used a variety of punctuation to fix any run-on sentences. I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>