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.	☐	☐	☐	I used different kinds of information to teach about the subject. Sometimes I included little essays, stories, or "how-to" sections in my writing.	☐	☐	☐
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.	☐	☐	☐	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.	☐	☐	☐
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 *before*, *later*, *next*, *then*, and *after*. If I organized the section in kinds or parts, I used words such as *another*, *also*, and *for example*.	☐	☐	☐	When I wrote about results, I used words and phrases like *consequently*, *as a result*, and *because of this*. When I compared information, I used words and phrases such as *in contrast*, *by comparison*, and *especially*. In narrative parts, I used phrases that go with stories such as *a little later* and *three hours later*. In the sections that stated an opinion, I used words such as *but the most important reason*, *for example*, and *consequently*.	☐	☐	☐
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.	☐	☐	☐	I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.	☐	☐	☐
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.	☐	☐	☐	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.	☐	☐	☐

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.	☐	☐	☐	I explained different aspects of a subject. I included a variety of information such as examples, details, dates, and quotes.	☐	☐	☐
	I included different kinds of facts and details such as numbers, names, and examples.	☐	☐	☐	I used trusted sources and gave credit when appropriate. I made sure to research any details that would add to my writing.	☐	☐	☐
	I got my information from talking to people, reading books, and from my own knowledge and observations.	☐	☐	☐	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	☐	☐	☐
	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.	☐	☐	☐				

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.	☐	☐	☐	I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained the key terms.	☐	☐	☐
	When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.	☐	☐	☐	I worked to include the exact phrase, comparison, or image to explain information and concepts.	☐	☐	☐
	I made choices about which information was best to include or not include.	☐	☐	☐	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.	☐	☐	☐
	I used a teaching tone. To do so, I may have used phrases such as *that means … , what that really means is … ,* and *let me explain … .*	☐	☐	☐	I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information.	☐	☐	☐
	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.	☐	☐	☐	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.	☐	☐	☐
Punctuation	When writing long, complex sentences, I used commas to make them clear and correct.	☐	☐	☐	I used commas to set off introductory parts of sentences (for example, *As you might know,*).	☐	☐	☐
					I used a variety of punctuation to fix any run-on sentences. I used punctuation to cite my sources.	☐	☐	☐