

Name: _____

Date: _____

Information Writing Checklist

	Grade 4	NOT YET	STARTING TO	YES!
	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"/>
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"/>
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"/>
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"/>
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"/>
	Development			
Elaboration	<p>I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.</p> <p>I included different kinds of facts and details such as numbers, names, and examples.</p> <p>I got my information from talking to people, reading books, and from my own knowledge and observations.</p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	<p>I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.</p> <p>When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.</p> <p>I made choices about which information was best to include or not include.</p> <p>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></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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"/>
Punctuation	When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>