

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Pre-Kindergarten	Yes!	Starting To	Not Yet
	Structure			
Overall	I told and drew pictures about a topic I know about.			
Lead	I started by drawing or saying something.			
Transitions	I kept on working.			
Ending	After I said, drew, and “wrote” all I could about my topic, I ended it.			
Organization	On my paper, there is a place for the drawing and a place where I tried to write words.			
	Development			
Elaboration	I put more and then more on the page.			
Description	I said, drew, and “wrote” things I know about the topic.			
	Language Conventions			
Spelling	I can read my pictures and some of my words. I tried to make words.			
Punctuation	I can label pictures. I can write my name.			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Kindergarten	Yes!	Starting To	Not Yet
	Structure			
Overall	I told, drew and wrote about a topic.			
Lead	I told what my topic was.			
Transitions	I put different things I know about the topic on my pages.			
Ending	I have a last part or page.			
Organization	I told, drew and wrote information across pages.			
	Development			
Elaboration	I drew and wrote important things about the topic.			
Description	I told, drew, and wrote some details about the topic.			
	Language Conventions			
Spelling	I can read my writing. I wrote a letter for the sounds I hear. I used the Word Wall to help me spell.			
Punctuation	I put spaces between words. I used lower case letters unless capitals were needed. I wrote capital letters to start every sentence.			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist	Yes!	Starting To	Not Yet
	Grade 1			
	Structure			
Overall	I taught my readers about a topic.			
Lead	In the beginning, I named my topic and got my reader's attention.			
Transitions	I told different parts about my topic on different pages.			
Ending	I wrote an ending.			
Organization	I told about my topic, part by part.			
	Development			
Elaboration	I put facts in my writing to teach people about my topic.			
Description	I used labels and words to give facts.			
	Language Conventions			
Spelling	I used all I know about words and chunks ("at," "op," "it"...) to help me spell. I spelled the Word Wall Words right and used the Word Wall to help me spell other words.			
Punctuation	I ended sentences with punctuation I used a capital letter for names. I used commas in dates and lists.			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 2	Yes!	Starting To	Not Yet
	Structure			
Overall	I taught readers some important points about a subject.			
Lead	In the beginning, I tried to interest readers and to tell them what my piece is about.			
Transitions	I used words like <i>and</i> and <i>also</i> to show I had more to say.			
Ending	I wrote some sentences or a section at the end to wrap up my piece.			
Organization	My writing has different parts. Each part tells different information about the topic.			
	Development			
Elaboration	I used different kinds of information like facts, definitions, details, steps, tips			
Description	I tried to include the words that show I'm an expert on the topic.			
	Language Conventions			
Spelling	To spell a word, I used what I know about spelling patterns ("tion," "er," "ly", etc.) I spelled all of the Word Wall words correctly and used the Word Wall to help me figure out how to spell other words.			
Punctuation	I used quotation marks to show what people said. When I used words like <i>can't</i> and <i>don't</i> , I put in the apostrophe.			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 3	Yes!	Starting To	Not Yet
	Structure			
Overall	I taught readers information about a subject. I put in ideas, observations, and questions.			
Lead	My beginning gets readers ready to learn a lot of information about the subject.			
Transitions	I used words to show sequence like <i>before, after, then, later</i> . I also used words to show what didn't fit like <i>however</i> and <i>but</i> .			
Ending	I wrote an ending that draws conclusions, asks questions, or suggests ways readers might respond.			
Organization	I grouped my information into parts. Each part of is mostly about one thing that connects to my big topic.			
	Development			
Elaboration	I wrote facts, definitions, details, observations about my topic and explained some of them.			
Description	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.			
	Language Conventions			
Spelling	I used what I know about spelling patterns to help me spell and edit before I wrote my final draft. I got help from others to check my spelling and punctuation before I wrote my final draft.			
Punctuation	I punctuated dialogue correctly, with commas and quotation marks. While writing, I put punctuation at the end of every sentence. 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.			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 4	Yes!	Starting To	Not Yet
	Structure			
Overall	My writing teaches readers different things about a subject. I put facts, details, quotes, and ideas into each part.			
Lead	I hooked my reader by explaining why the subject matters, telling a surprising fact, or giving a big picture. I let readers know that I will teach them different things about a subject.			
Transitions	I used words in each section that help the reader understand how one piece of information connects with others. If the section is written in sequence, I used words and phrases such as <i>before, later, next, then, after</i> . If the section is organized in kinds or parts then I used words such as <i>another, also, for example</i> .			
Ending	My ending reminds readers of my subject and may suggest a follow-up action, or leave them with a final insight. I added my thoughts, feelings, and questions about the subject at the end.			
Organization	I grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section has information that is mostly about the same thing. I may have used headings and subheadings to tell readers what each section is about.			
	Development			
Elaboration	<p>I taught my reader different things about the subject. I chose these subtopics because they were important and interesting. I included different kinds of facts and details like numbers, names, and examples to teach my reader about the subject.</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 me teach my readers.</p>			

Student Facing Checklist for Information Writing, Pre-K to10

<p>Description</p>	<p>I made deliberate word choices to teach my reader. 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/not include to help me to teach my reader.</p> <p>I used a teaching tone. To do so, I may have used phrases like <i>that means...</i>, <i>what that really means is...</i>, <i>let me explain...</i></p>			
Language Conventions				
<p>Spelling</p>	<p>I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.</p>			
<p>Punctuation</p>	<p>When writing long, complex sentences, I used commas to make them clear and correct.</p>			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 5	Yes!	Starting To	Not Yet
	Structure			
Overall	I taught readers different aspects of a subject. I used different kinds of information to teach about the subject. Sometimes I include little essays, stories, or “how-to” texts in sections of my writing.			
Lead	I wrote an introduction that helps the reader get interested in and understand the subject. I let the reader know the subtopics that I’ll be developing later.			
Transitions	When I wrote about results, I used words and phrases like <i>consequently, as a result, because of this</i> . When I compared information, I used words and phrases such as <i>in contrast, by comparison, especially</i> . In narrative parts, I used phrases that go with stories such as <i>before dawn, a little later, three hours later</i> . In the sections that state an opinion, I used words such as <i>one reason, but the most important reason, for example, consequently, specifically</i> .			
Ending	In my conclusion I restated the main points and may have offered a final thought or question for readers to consider.			
Organization	I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight those separate sections. I wrote each section according to an organizational plan shaped partly by the genre of the section.			
	Development			
Elaboration	I explained different aspects of a subject. I included a variety of information like examples, details, dates, and quotes to help me teach the reader. I used trusted sources and gave credit when appropriate. I made sure to research any details that seemed important to explain to the reader. I might have used different organizational structures within my piece including stories, essays, and how-to sections I worked to make my information understandable to readers. To do this, I may have referred to earlier parts of my text, summarized background information or raised questions. I let readers know when I was discussing facts and when I was offering my own thinking.			

Student Facing Checklist for Information Writing, Pre-K to10

<p>Description</p>	<p>I made deliberate word choices to have an effect on my reader. I used the vocabulary of experts and explained the meaning of important terms.</p> <p>I worked to include the exact phrase, comparison or image to explain information and concepts.</p> <p>Not only did I make choices about which details and facts to include, I also made choices about how to give my information to best teach my readers. I blended storytelling, summary and other genres as needed and used text features.</p> <p>I used a consistent, inviting teaching tone, and varied my sentences to help my reader take in and understand the information.</p>			
<p>Language Conventions</p>				
<p>Spelling</p>	<p>I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.</p>			
<p>Punctuation</p>	<p>I used commas to set off introductory parts of sentences. (As you might know, ...) I used a variety of punctuation to fix any run-on sentences. I used punctuation to cite my sources.</p>			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 6	Yes!	Starting To	Not Yet
	Structure			
Overall	I conveyed ideas and information about a subject. Sometimes I incorporated essays, explanations, stories, or procedural passages into my writing.			
Lead	I wrote an introduction that interests readers, perhaps with a quote or significant fact. I may have included my own ideas about the topic. I let the reader know the subtopics that I'll be developing later and how my text will unfold.			
Transitions	I used transition words to help my readers understand how different bits of information and different parts of my writing fit together. I used transitions to help connect ideas, information, and examples, and to compare and contrast and imply relationships such as <i>for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, on the other hand.</i>			
Ending	In my conclusion I restated the important ideas and offered a final insight or implication for readers to consider.			
Organization	I use subheadings and/or clear introductory transitions to separate my sections. I made deliberate choices about how to order sections and information within sections. I chose structures and text features to help me emphasize key points. I used transitions, introductions, and topic sentences to pop out my main points. I wrote multiple paragraphs in some sections.			
	Development			
Elaboration	I chose a focused subject, included a variety of information and organized my points to best inform my readers. I used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography I might have used different organizational structures within my piece including stories, essays, and how-to sections. I worked to make my information understandable and interesting. To do this, I may have referred to earlier parts of my text, summarized background information, raised questions, and considered possible implications.			

Student Facing Checklist for Information Writing, Pre-K to10

<p>Description</p>	<p>I chose my words carefully to explain my information and ideas and have an effect on my reader. I incorporated domain specific vocabulary and explained these terms to readers.</p> <p>I worked to include exact phrases, comparisons, analogies and/or images to explain information and concepts and keep my reader engaged.</p> <p>I chose how to present my information to clearly convey why and how the information supported my points.</p> <p>I supported readers' learning by shifting within a consistent teaching tone as appropriate, and I used language and sentence structure that matches with my teaching purpose throughout my piece.</p>			
Language Conventions				
<p>Spelling</p>	<p>I used resources to be sure the words in my writing are spelled correctly, including technical vocabulary.</p>			
<p>Punctuation</p>	<p>I used punctuation such as dashes, parentheses, colons, and semi-colons to help me include extra information and explanation in some of my sentences.</p>			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 7	Yes!	Starting To	Not Yet
	Structure			
Overall	I conveyed ideas and information about a subject and convey its significance. I incorporated a variety of text structures as needed, including argument, explanation, narrative, and procedural passages.			
Lead	I interested the reader in the topic by explaining its significance, or providing a compelling fact, statistic, or anecdote. I made it clear what parts of this topic this text will tackle, and how the text will unfold.			
Transitions	I used transitions to link information with concepts. The transitions help the reader follow from part to part and make it clear when information is an example of a bigger idea, is linked to another part, or introduces something new. These transitions might include <i>specifically, for instance, related to, just as, on the other hand, turning to.</i>			
Ending	In my conclusion, I suggested clear implications to and strengthened the potential significance of the topic.			
Organization	The parts of my piece are arranged purposefully to best suit my purpose. I used various organizational structures, formatting, graphics and multimedia (when appropriate) in order to clarify information and explain concepts. I made it clear how information related to concepts.			
	Development			
Elaboration	<p>I developed a few key concepts, supported these with examples and relevant information gathered through a variety of sources (e.g. qualitative and/or quantitative information gathered through research such as surveys, interviews, observation, experiments, and/or textual research) and taught my reader what he or she needed to know to understand my points.</p> <p>I incorporated sources and cited them, including visual information and/or data and/or historical anecdotes.</p> <p>I related information back to the major concepts I wanted to develop and analyzed what the information showed.</p> <p>I worked to make my topic compelling as well as understandable. I focused on why it mattered and why the audience should care about it.</p>			

Student Facing Checklist for Information Writing, Pre-K to10

<p>Description</p>	<p>I matched my vocabulary and word choice to the expertise of my audience, choosing precise words and using analogies or comparisons to explain what I mean and to achieve an intended effect. I defined domain specific, technical vocabulary. I cut any words that do not help me to get my meaning across exactly.</p> <p>I considered different meanings of words, including technical and figurative and thought about the impact of specific words on the mood and tone of my piece.</p> <p>Not only did I make choices about how to present my information, I also made choices about the way I analyze that information to make it understandable and engaging.</p> <p>Not only have I matched my tone to the purpose of the text and my knowledge of the audience, I have used a consistently formal tone.</p>			
Language Conventions				
<p>Spelling</p>	<p>I checked spelling of technical, domain-specific words and was careful with the spelling of citations.</p>			
<p>Punctuation</p>	<p>I used punctuation to convey meaning and relationships, to include information, and to cite sources.</p>			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 8	Yes!	Starting To	Not Yet
	Structure			
Overall	I taught explicit concepts and made it clear why these concepts are important and when information functions as important examples. I incorporated a variety of text structures and formatting as needed, including argument, explanation, narrative, and procedural passages as well as hyperlinks or digital technology to make concepts and information compelling and accessible.			
Lead	I interested the reader immediately in the topic by making its significance clear, or by introducing a provocative stance. I let the reader know the audience the text is intended for and how the text will unfold.			
Transitions	I used transitions to lead the reader across parts of the text and to help the reader return to earlier parts, using phrases such as <i>just as, returning to, similar to, unlike, in a departure from.</i>			
Ending	In my conclusion, I suggested implications, built up the significance and alluded to potential challenges.			
Organization	I made choices about when and how to use formatting, graphics, multimedia as well as transitions to organize information into broader categories and clarify how sections are ordered and connected. The ordering of sections and information builds on each other and introduces concepts in a logical fashion.			
	Development			
Elaboration	I introduced and developed some key concepts, showing how they are related and explaining with examples and significant information. I showed an awareness of my audience’s expertise in choosing what to explain. I incorporated trustworthy and significant sources, citing information, quotes, and charts and diagrams, as well as anecdotes. I explained when a source seems problematic. I analyzed the relevance of my information as well as how the information supported the development of major concepts. I considered my audience and worked to make them care about the topic as well as understand it. I focused on parts of the topic that were most significant to my audience.			

Student Facing Checklist for Information Writing, Pre-K to10

<p>Description</p>	<p>I do have intended effects on the reader and these are accomplished through the way I present and analyze information.</p> <p>I employed comparisons, analogies, vivid examples, and historical anecdotes or allusions to explain concepts and defined vocabulary and concepts for my audience, using language appropriate to the expertise of my audience.</p> <p>I considered multiple meanings and nuances of words in order to use them for different purposes, including figuratively.</p> <p>I angled my presentation of information to develop complex concepts.</p> <p>I shifted my tone across parts of the text to engage my audience and match the concepts and format of the text.</p>			
Language Conventions				
<p>Spelling</p>	<p>I checked spelling of technical, domain specific words and was careful with the spelling and details of citations, excerpts, quotations, and statistics.</p>			
<p>Punctuation</p>	<p>Punctuation enhances meaning and style in my text.</p>			

Student Facing Checklist for Information Writing, Pre-K to10

	Information Checklist Grade 9/10	Yes!	Starting To	Not Yet
	Structure			
Overall	I matched my publishing mode to my purpose and audience. Within my chosen format and genre, I adapted text structures to convey concepts and link information to these as examples.			
Lead	I established the significance of the topic by explaining its social, cultural, scientific, or political relevance, or by introducing a provocative stance. I spoke directly to the question of audience, making it clear if this text is an introductory text or one for more expert readers, and laying out an organizational structure for the reader.			
Transitions	My transitions make clear the relationship between parts of the text, and also between cited information and original ideas. These transitions might include <i>adapted from, excerpted from, according to, building from, revealed in, suggested by, illustrated by, demonstrated in.</i>			
Ending	In my conclusion, I strengthened implications, suggested applications, and alluded to multiple perspectives or potential challenges.			
Organization	My organizational structure introduces and layers concepts and information and my publishing platform is appropriate for the discipline and intended audience. The sections build upon each other so that the reader builds knowledge and is led to more sophisticated understandings.			
	Development			
Elaboration	I introduced and developed some key concepts, giving some context and background and making it clear why these concepts are important. I used examples to clarify, explain, and interest. I chose examples that would be relevant to and accessible to my audience. I made choices about what kind of data to include and when (e.g. qualitative v. quantitative), according to my knowledge of my audience, my purpose, and the potential application of my topic. I provided citations and also digital links to helpful sources when appropriate. I analyzed the relevance and significance of each source and, if appropriate, its connection to the development of understandings in the topic. I considered how to help my reader gain a thorough understanding of the significance, complexity, and implications of the topic.			

Student Facing Checklist for Information Writing, Pre-K to10

<p>Description</p>	<p>Not only did I use comparisons, analogies, vivid examples, historical anecdotes, multimedia links, and/or allusions to give information and develop concepts as well as consider how word choice and the content of my piece will have an effect on my reader, I also considered how the way my piece reads will affect the reader. I used words and syntax to make my work more powerful.</p> <p>I angled my presentation of information to not only develop complex concepts but also to give the reader a thorough understanding of the topic</p> <p>I used words precisely, and/or figuratively, and/or symbolically, to strengthen a particular tone or meaning. I angled the presentation of my information.</p> <p>My tone and media platform is appropriate for the purposes of each part of my piece and in keeping with the discipline within which I am writing.</p>			
<p align="center">Language Conventions</p>				
<p>Spelling</p>	<p>Citations, vocabulary, statistics, allusions and quotations are accurately spelled.</p>			
<p>Punctuation</p>	<p>Punctuation enhances meaning and marks shifts in style, tone, or sections of my text.</p>			