

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Information Writing Checklist

	<b>Grade 8</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES!</b>
	<b>Structure</b>			
<b>Overall</b>	I discussed key concepts within a topic and made it clear why these concepts are important. I provided examples with relevant information, using a variety of text structures and formatting as needed to make concepts and information compelling and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	After hooking the reader, I provided context, introduced a focus/main idea, and oriented readers to the overall structure of the text (compare/contrast, cause and effect, claims and support, classification, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b>	I used transitions to lead the reader across parts of the text and to help the reader note how parts of the text relate back to earlier parts, using phrases such as <i>just as</i> , <i>returning to</i> , <i>as we saw earlier</i> , <i>similarly to</i> , <i>unlike</i> , and <i>and yet</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ending</b>	In the conclusion, I suggested implications, built up the significance of the main points, and/or alluded to potential challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I focused on key concepts within the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I organized information and ideas into broader categories and clarified how sections are ordered and connected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used the organizational structure to help the reader's comprehension, perhaps holding back details until first conveying broader points, or only offering a second perspective after the first was established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The sections and information built on each other throughout the piece: concepts and examples were introduced in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Development</b>			
<b>Elaboration</b>	I brought out the parts of the topic that were most significant to my audience and to my point(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I analyzed the relevance of my information and made sure the information supported the major concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I incorporated trustworthy and significant sources, and explained if and when a source seemed problematic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Craft</b>	I intended to affect my reader—to make the reader think, realize, or feel—a particular way, and I chose language to do that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I consistently used comparisons, analogies, vivid examples, and/or anecdotes to help readers grasp the meaning of concepts and the significance of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my tone to match the different purposes of different sections of my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Language Conventions</b>			
<b>Spelling</b>	I checked spelling of technical, domain-specific words and was careful with the spelling and details of citations, excerpts, quotations, and statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Information Writing Checklist (continued)

	<b>Grade 8</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES!</b>
<b>Punctuation and Sentence Structure</b>	I used different sentence structures to achieve different purposes throughout my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used verb tenses that shift when needed (as in when moving from a citation back to my own writing), deciding between active and passive voice where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used internal punctuation effectively, including the use of ellipses to accurately put in excerpts from sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>