

Name: _____ Date: _____

Information Writing Checklist

	Grade 2	NOT YET	STARTING TO	YES!
	Structure			
Overall	I taught readers some important points about a subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I named a subject and tried to interest readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used words such as <i>and</i> and <i>also</i> to show I had more to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote some sentences or a section at the end to wrap up my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	My writing had different parts. Each part told different information about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I used different kinds of information in my writing such as facts, definitions, details, steps, and tips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I tried to include the words that showed I'm an expert on the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used what I knew about spelling patterns (<i>tion, er, ly, etc.</i>) to spell a word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I used quotation marks to show what characters said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	When I used words such as <i>can't</i> and <i>don't</i> , I put in the apostrophe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>