Name:	Date:
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## **Information Writing Checklist**

Grade 3					
STRUCTURE					
Overall	I taught readers information about a subject. I put in ideas, observations, and questions.				
	Did I do it like a third grader?		NOT YET	STARTING TO	YESI
Lead	Cooking to a great shall cooking to be found to the state of the state	I wrote a beginning in which I got readers ready to learn a lot of information about the subject.			
Transitions	Before > Aften >Then \( \text{Laten} \)  *However  *But	I used words to show sequence such as before, after, then, and later. I also used words to show what didn't fit such as however and but.			
Ending	Therefore P What is P You will love	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.			
Organization	Cooling in a case of the case	I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.			

## **Information Writing Checklist (continued)**

	Grade 3					
DEVELOPMENT						
	Did I do it like a third grader?		NOT YET	STARTING TO	YES!	
Elaboration	FACTS  A Desirations  Provided to the service of th	I wrote facts, definitions, details, and observations about my topic and explained some of them.				
Craft	The lion is a predator also a carnivore who hunts for prey.	I chose expert words to teach readers a lot about the subject.				
	mane strips canine round teeth pupils The claws are razor-sharp.	I taught information in a way to interest readers. I may have used drawings, captions, or diagrams.				

## **Information Writing Checklist (continued)**

Grade 3					
LANGUAGE CONVENTIONS					
	Did I do it like a third grader?		NOT YET	STARTING TO	YES!
Spelling	could? should could've	I used what I knew 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	ceLet's go, "he said.	I punctuated dialogue correctly, with commas and quotation marks.			
BIG fast solonow quietly bold ?	While writing, I put punctuation at the end of every sentence.				
	• • • quietly	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 voice.			