Name: _____ Date: _____

Information Writing Checklist

	Grade 8	NOT YET	STARTING TO	YES!
	Structure			
Overall	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.	☐	☐	☐
Lead	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.)	☐	☐	☐
Transitions	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 *just as*, *returning to*, *as we saw earlier*, *similarly to*, *unlike*, and *and yet*.	☐	☐	☐
Ending	In the conclusion, I suggested implications, built up the significance of the main points, and/or alluded to potential challenges.	☐	☐	☐
Organization	I focused on key concepts within the topic.	☐	☐	☐
	I organized information and ideas into broader categories and clarified how sections are ordered and connected.	☐	☐	☐
	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.	☐	☐	☐
	The sections and information built on each other throughout the piece: concepts and examples were introduced in a logical fashion.	☐	☐	☐
	Development			
Elaboration	I brought out the parts of the topic that were most significant to my audience and to my point(s).	☐	☐	☐
	I analyzed the relevance of my information and made sure the information supported the major concepts.	☐	☐	☐
	I incorporated trustworthy and significant sources, and explained if and when a source seemed problematic.	☐	☐	☐
Craft	I intended to affect my reader—to make the reader think, realize, or feel—a particular way, and I chose language to do that.	☐	☐	☐
	I consistently used comparisons, analogies, vivid examples, and/or anecdotes to help readers grasp the meaning of concepts and the significance of information.	☐	☐	☐
	I varied my tone to match the different purposes of different sections of my piece.	☐	☐	☐

Name: _____ **Date:** _____

Information Writing Checklist (continued)

	Grade 8	NOT YET	STARTING TO	YES!
	Conventions			
Spelling	I checked spelling of technical, domain-specific words and was careful with the spelling and details of citations, excerpts, quotations, and statistics.	☐	☐	☐
Punctuation and Sentence Structure	I used different sentence structures to achieve different purposes throughout my piece.	☐	☐	☐
	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.	☐	☐	☐
	I used internal punctuation effectively, including the use of ellipses to accurately put in excerpts from sources.	☐	☐	☐