**Teacher Checklist: Information Writing (Grades 2-3)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** | Excellent | Getting There | Not Yet |
| Is there a lead that engages the reader? |  |  |  |
| Does the introduction identify the topic clearly? |  |  |  |
| ***Development of Ideas*** |  |  |  |
| Is the information presented in an organized way? |  |  |  |
| Is there sufficient detail and elaboration? |  |  |  |
| Are transitions used to create cohesion? |  |  |  |
| Is the style, tone, and language appropriate to the audience, task, and purpose? |  |  |  |
| ***Content*** |  |  |  |
| Are the content requirements met? |  |  |  |
| Does the writing demonstrate understanding of content? |  |  |  |
| Is the information accurate and relevant? |  |  |  |
| Does the piece include subject-specific vocabulary? |  |  |  |
| ***Conclusion*** |  |  |  |
| Does the conclusion create closure to the piece? |  |  |  |

|  |  |  |
| --- | --- | --- |
| ***Conventions*** | Yes | No |
| Are there any capitalization or punctuation mistakes? |  |  |
| Are there any spelling mistakes? |  |  |
| Are the sentences grammatically correct? |  |  |

Comments:

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