

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

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

## Information Writing Checklist

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
	<b>Structure</b>				<b>Structure</b>			
<b>Overall</b>	I used different kinds of information to teach about the subject. Sometimes I included little essays, stories, or "how-to" sections in my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I conveyed ideas and information about a subject. Sometimes I incorporated essays, explanations, stories, or procedural passages into my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote an introduction in which I interested readers, perhaps with a quote or significant fact. I may have included my own ideas about the topic. I let readers know the subtopics that I would develop later and how my text will unfold.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b>	When I wrote about results, I used words and phrases like <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When I compared information, I used words and phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, I used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, I used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transition words to help my readers understand how different bits of information and different parts of my writing fit together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					The writer used transitions such as <i>for instance</i> , <i>in addition</i> , <i>therefore</i> , <i>such as</i> , <i>because of</i> , <i>as a result</i> , <i>in contrast to</i> , <i>unlike</i> , <i>despite</i> , and <i>on the other hand</i> to help connect ideas, information, and examples and to compare, contrast, and imply relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ending</b>	I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a conclusion in which I restated my important ideas and offered a final insight or implication for readers to consider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Information Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
<b>Organization</b>	I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight the separate sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used subheadings and/or clear introductory transitions to separate my sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I wrote each section according to an organizational plan shaped partly by the genre of the section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I made deliberate choices about how to order sections and information within sections. I chose structures and text features to help me emphasize key points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I used transitions, introductions, and topic sentences to pop out my main points. I wrote multiple paragraphs in some sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Development</b>				<b>Development</b>			
<b>Elaboration</b>	I explained different aspects of a subject. I included a variety of information such as examples, details, dates, and quotes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose a focused subject, included a variety of information, and organized my points to best inform readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used trusted sources and gave credit when appropriate. I made sure to research any details that would add to my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I worked to make my information understandable to readers. To do this, I may have referred to earlier parts of my text and summarized background information. I let readers know when I was discussing facts and when I was offering my own thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I worked to make my information understandable and interesting. To do this, I may have referred to earlier parts of my text, summarized background information, raised questions, and considered possible implications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I might have used different organizational structures within my piece including stories, essays, and how-to sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Information Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
<b>Craft</b>	I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained the key terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose my words carefully to explain my information and ideas and had an effect on readers. I incorporated domain-specific vocabulary and explained those terms to readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I worked to include the exact phrase, comparison, or image to explain information and concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts and keep my readers engaged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I not only made choices about which details and facts to include but also made choices about how to convey my information so it would make sense to readers. I blended storytelling, summary, and other genres as needed and used text features.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose how to present my information to clearly convey why and how the information supported my points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I supported readers' learning by shifting within a consistent teaching tone as appropriate. I used language and sentence structure that matched with my teaching purpose throughout my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Language Conventions</b>				<b>Language Conventions</b>			
<b>Spelling</b>	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used resources to be sure the words in my writing were spelled correctly, including technical vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Punctuation</b>	I used commas to set off introductory parts of sentences (for example, <i>As you might know</i> ). I used a variety of punctuation to fix any run-on sentences. I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used punctuation such as dashes, parentheses, colons, and semicolons to help include extra information and explanation in some of my sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>