

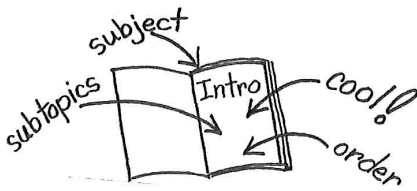

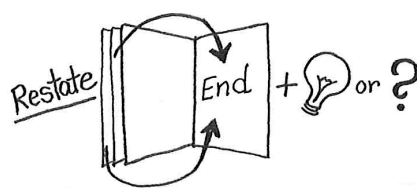
Name: _____

Date: _____

Information Writing Checklist


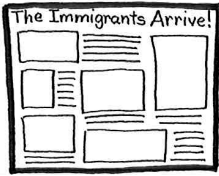
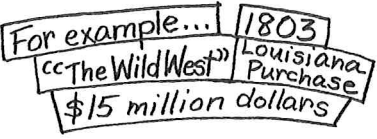
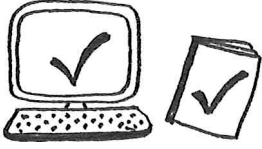

Grade 5

STRUCTURE

Overall	I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing.				
	Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!	
Lead		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"/>
Transitions		When I wrote about results, I used words and phrases like <i>consequently</i> or <i>as a result</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 such as <i>a little later</i> . In sections that stated an opinion, I used words such as <i>but the most important reason</i> and <i>for example</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		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"/>




Information Writing Checklist (continued)

Grade 5

STRUCTURE (continued)		NOT YET	STARTING TO	YES!
Organization		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEVELOPMENT				
Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!
Elaboration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

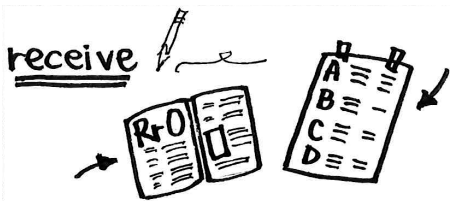
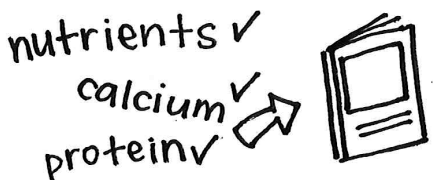
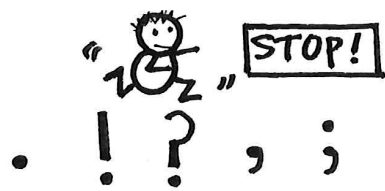
Grade 5

		DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
Craft		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"/>
	<p>*phrase *image *comparison</p>	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 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 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"/>

Information Writing Checklist (continued)

Grade 5

LANGUAGE CONVENTIONS

	Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!
Spelling		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	<p>Meanwhile, ↙ Later that day, ↙ As I read on, ↙</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Experts say, “ — •</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>