

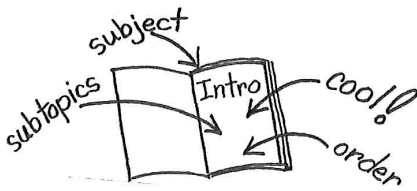

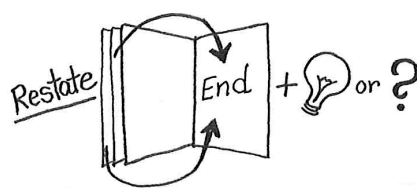
Name: \_\_\_\_\_

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

## Information Writing Checklist


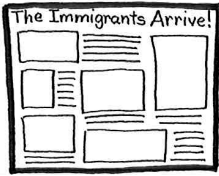
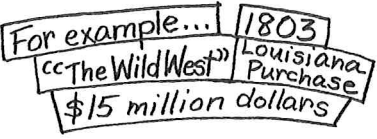
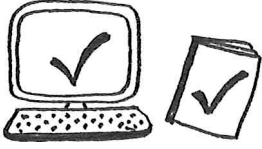

### Grade 5

#### 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"/>

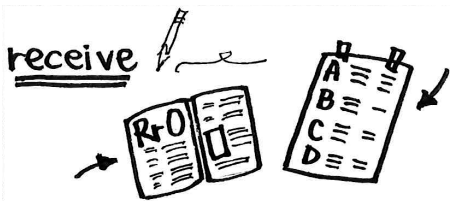
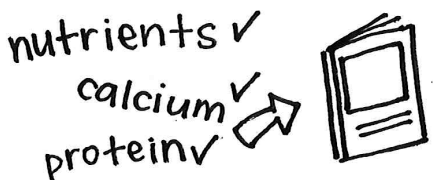
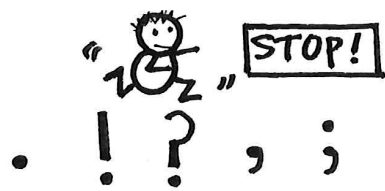
## Information Writing Checklist (continued)

Grade 5		DEVELOPMENT (continued)		
		NOT YET	STARTING TO	YES!
Craft		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>*phrase *image *comparison</p>	<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

#### LANGUAGE CONVENTIONS

		Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!
Spelling		I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I made sure to correctly spell words that were important to my topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	<p>Meanwhile, ↙</p> <p>Later that day, ↙</p> <p>As I read on, ↙</p>	I used commas to set off introductory parts of sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I used a variety of punctuation to fix any run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Experts say, “ — •</p>	I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>