Information Writing Checklist

	Grade 5			
STRUCTURE				
I taught readers different th	ings about a subject.			
I put facts, details, quotes, and	d ideas into each part of my writing.			
Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!
subtopics Intro 3000	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.			
Results: consequently: Fas a result. Br comparison. Specially Opinion the most result. To prime the most result. Dimion the most result. Marrative Haithe later.	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</i> <i>important reason</i> and <i>for example</i> .			
Restate End + Dor?	I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.			

Information Writing Checklist (continued)

	Grade 5			
STRUCTURE (continued)		NOT YET	STARTING TO	YESI
Bettlers from the East Traveling Over Land Sailing to America What a Deal: Long Harsh Jaurney A Different World New Vectors Ranches e the Train Spreading the News	I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight the separate sections.			
The Immigrants Arrive!	I wrote each section according to an organizational plan shaped partly by the genre of the section.			
DEVELOPMENT				
Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!
For example [1803] [ccThe WildWest" Durchase [\$15 million dollars]	I explained different aspects of a subject. I included a variety of information such as examples, details, dates, and quotes.			
	I used trusted sources and gave credit where appropriate. I made sure to research any details that would add to my writing.			
I know with I think.	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.			

Information Writing Checklist (continued)

Grade 5				
DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
6000 (000 C)	I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained the key terms.			
*phrase *image *companison	I worked to include the exact phrase, comparison, or image to explain information and concepts.			
	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.			
During Furthermore	I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information.			

Information Writing Checklist (continued)

	Grade 5			
LANGUAGE CONVENTIONS				
Did I do it like	Did I do it like a fifth grader?		STARTING TO	YES!
receive	I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed.			
nutrients V Calcium proteinv	I made sure to correctly spell words that were important to my topic.			
Meanwhile , Later that days As I read on , ~	I used commas to set off introductory parts of sentences.			
"10"z "STOP! 10"z "STOP! 10"z "	I used a variety of punctuation to fix any run-on sentences.			
Experts say,	I used punctuation to cite my sources.			