

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

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

## Information Writing Checklist

### Grade 5

#### STRUCTURE

I taught readers different things about a subject.

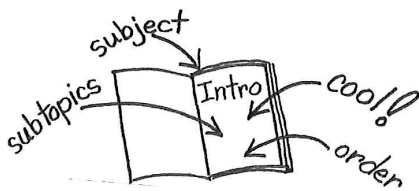
I put facts, details, quotes, and ideas into each part of my writing.

Did I do it like a fifth grader?

NOT  
YET

STARTING  
TO

YES!



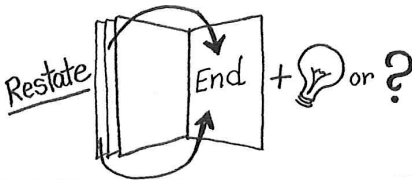
I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence.





When I wrote about results, I used words and phrases like *consequently* or *as a result*. When I compared information, I used words and phrases such as *in contrast*, *by comparison*, and *especially*. In narrative parts, I used phrases such as *a little later*. In sections that stated an opinion, I used words such as *but the most important reason* and *for example*.


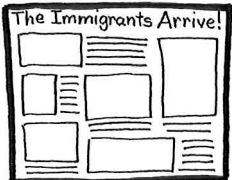
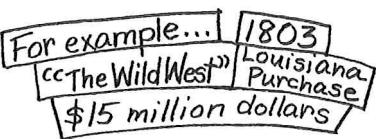






I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.



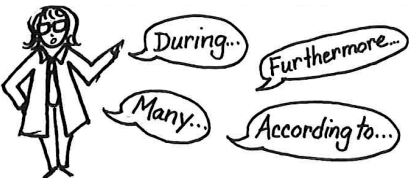
## Information Writing Checklist (continued)

### Grade 5

STRUCTURE (continued)		NOT YET	STARTING TO	YES!
	<p>I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight the separate sections.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I wrote each section according to an organizational plan shaped partly by the genre of the section.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEVELOPMENT				
Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!
	<p>I explained different aspects of a subject. I included a variety of information such as examples, details, dates, and quotes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I used trusted sources and gave credit where appropriate. I made sure to research any details that would add to my writing.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Information Writing Checklist (continued)

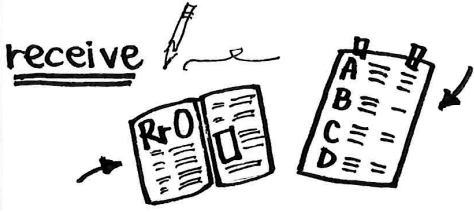
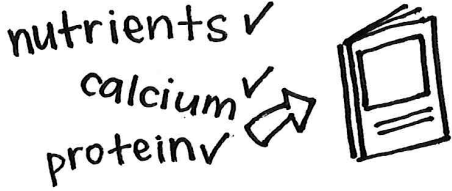
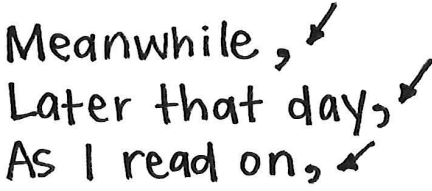
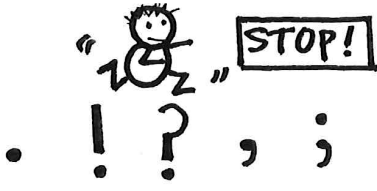
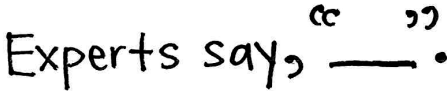
### Grade 5

DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p style="font-size: 1.2em; margin: 0;">*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!
	<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"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>