

Information Writing Checklist

Grade 5

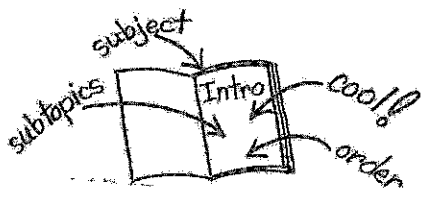
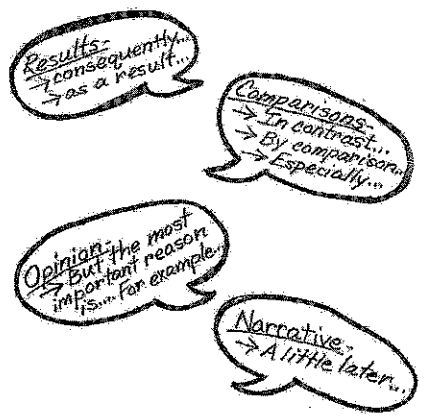
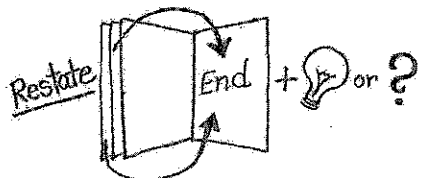
STRUCTURE

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!
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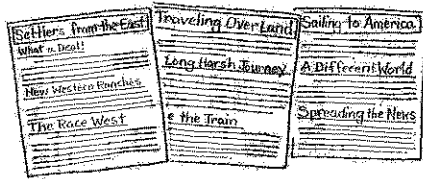
	<p>I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>When I wrote about results, I used words 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>.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

Grade 5

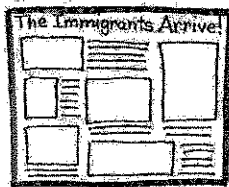
STRUCTURE (continued)

NOT YET	STARTING TO	YES!
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I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight the separate sections.

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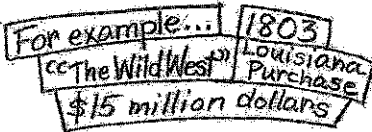
I wrote each section according to an organizational plan shaped partly by the genre of the section.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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DEVELOPMENT

Did I do it like a fifth grader?

NOT YET	STARTING TO	YES!
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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"/>
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I used trusted sources and gave credit where appropriate. I made sure to research any details that would add to my writing.


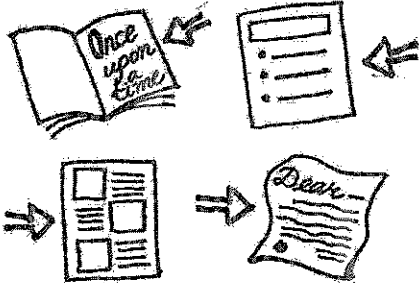
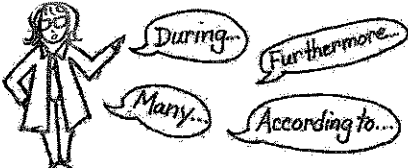
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I worked to make my information understandable to readers. To do this, I may have referred to earlier parts of my text and summarized background information. I let readers know when I was discussing facts and when I was offering my own thinking.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Information Writing Checklist (continued)

Grade 5		NOT YET	STARTING TO	YES!
	<p>I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained the key terms.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>*phrase *image *comparison</p>	<p>I worked to include the exact phrase, comparison, or image to explain information and concepts.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

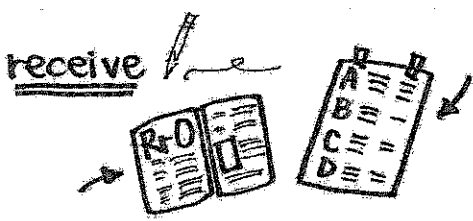
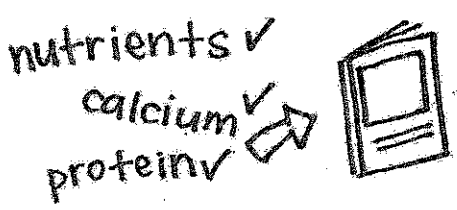
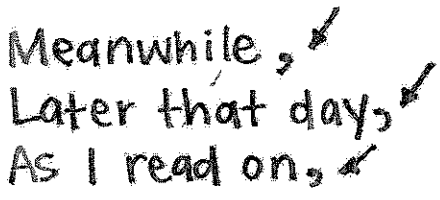
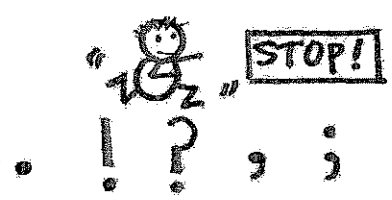
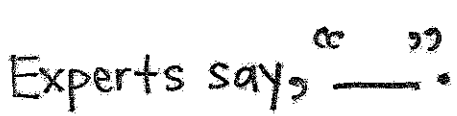
INFORMATION Student Checklists

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Information Writing Checklist (continued)

Grade 5

LANGUAGE CONVENTIONS

Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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