Name:	 Date:	

## **Information Writing Checklist**

Grade 5					
	STRU	ICTURE			
Overall	I taught readers different th I put facts, details, quotes, and	ings about a subject. d ideas into each part of my writing	g.		
	Did I do it like	e a fifth grader?	NOT YET	STARTING TO	YESI
Lead	gubtopics Introductions of the cooperation of the c	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.			
Transitions	Results quently  Results quently  From sars  Sy comparison.  Specially  Comparisons  Sy comparison.  Especially  Marrative.  A little later	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.			
Ending	Restate End + Por?	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!
Organization	Traveling OverLand   Sailing to America   Unior a Deal   Long Harsh Journey   A Different World   Hew Western Renches   Ethe 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.			
	DEVI	ELOPMENT			
	Did I do it like a fifth grader?		NOT YET	STARTING TO	YESI
Elaboration	For example [1803] [ccThe Wild West" Purchase] \$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 in the second in 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!
Craft	Dono Moo	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.			
	Once of the second of the seco	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  According to	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 a fifth grader?		NOT YET	STARTING TO	YES!
Spelling	receive ROLL BELL CELL	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.			
Punctuation	Meanwhile, Later that days	I used commas to set off introductory parts of sentences.			
	"107 "STOP!	I used a variety of punctuation to fix any run-on sentences.			
	Experts say,	I used punctuation to cite my sources.			