

Name: _____

Date: _____

Information Writing Checklist

	Grade 5	NOT YET	STARTING TO	YES!
	Structure			
Overall	I used different kinds of information to teach about the subject. Sometimes I included little essays, stories, or “how-to” sections in my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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> , <i>as a result</i> , and <i>because of this</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 that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, I used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</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"/>
Organization	I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight the separate sections. 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"/>
	Development			
Elaboration	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 when appropriate. I made sure to research any details that would add to my writing. 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"/>
Craft	I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained the key terms. 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. I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (*continued*)

	Grade 5	NOT YET	STARTING TO	YES!
Punctuation	<p>I used commas to set off introductory parts of sentences (for example, <i>As you might know</i>).</p> <p>I used a variety of punctuation to fix any run-on sentences. I used punctuation to cite my sources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>