

# INFORMATIONAL WRITING CHECKLIST FIFTH GRADE



**Standard:** Georgia Performance Standard: English/Language Arts 5th Grade, Writing 2(GPSELA5W2)

Criteria/Performance Indicators	Introducing	Practicing	Achieving
<b>Engages the reader</b>			
<ul style="list-style-type: none"> <li>• Establishes a context and develops a reader’s interest by creating a lead (a question, interesting fact, anecdote/narrative, quote, etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Creates a persona (speaker’s voice) that is lively or authoritative</li> </ul>			
<b>Develops a controlling idea that conveys a perspective on a subject by using clear, complete descriptions and/or explanations</b>			
<b>Creates an organizing structure appropriate</b>			
<ul style="list-style-type: none"> <li>• To a specific purpose (to explain, describe, compare/contrast, or solve a problem)</li> </ul>			
<ul style="list-style-type: none"> <li>• For audience (i.e. peers, parents, teacher)</li> </ul>			
<ul style="list-style-type: none"> <li>• Context (circumstances)</li> </ul>			

<b>Uses a range of appropriate strategies that</b>			
<ul style="list-style-type: none"> <li>• Provides facts, details</li> </ul>			
<ul style="list-style-type: none"> <li>• Describes/analyzes the subject</li> </ul>			
<ul style="list-style-type: none"> <li>• Narrates a relevant anecdote</li> </ul>			
<ul style="list-style-type: none"> <li>• Excludes extraneous/inappropriate information</li> </ul>			
<b>Draws from more than one source of information</b>			
<ul style="list-style-type: none"> <li>• Speakers</li> </ul>			
<ul style="list-style-type: none"> <li>• Books</li> </ul>			
<ul style="list-style-type: none"> <li>• Newspapers</li> </ul>			
<ul style="list-style-type: none"> <li>• Online materials</li> </ul>			

Criteria/Performance Indicators	Introducing	Practicing	Achieving
<b>Uses strategies to create a sense of closure to writing</b>			
<ul style="list-style-type: none"> <li>• Summary</li> </ul>			

• Quote			
• Anecdote (story)			
• Unusual fact			
<b>Lifts the level of language by using strategies to make effective word choices</b>			
• Specific, accurate words or phrases			
• Lively, active verbs			
• Specific adjectives that add depth			
<b>Conventions</b>			
• Uses a variety of sentence structures			
s Kinds of sentences (declarative, interrogative, imperative, exclamatory, functional fragment)			
s Order (varied sentence beginnings and endings)			
s Complexity			
· Simple			
· Compound			
· Complex			
· Compound/complex			
• Expands/reduces sentences (e.g., adding or deleting modifiers, combining/revising sentences)			
• Correct usage in a variety of contexts: subject-verb agreement, word forms (nouns, verbs, adjectives, adverbs) and pronoun-antecedent agreement			

<b>Criteria/Performance Indicators</b>	<b>Introducing</b>	<b>Practicing</b>	<b>Achieving</b>
• Incorporates use of correct mechanics			
s Commas (in compound sentences)			
s Apostrophes			
s Quotation marks			
s Paragraph indentions			
• Eliminates fragments and run-ons			
• Revises sentences by correcting homophones, e.g. there/their/they're, to/too/two, its/it's			