

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

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

## Information Writing Checklist

### Grade 6

#### STRUCTURE

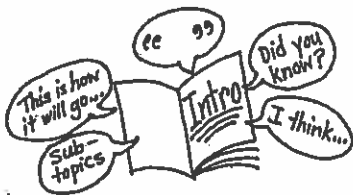
I conveyed ideas and information about a subject. Sometimes I incorporated essays, explanations, stories, or procedural passages into my writing.

Did I do it like a sixth grader?

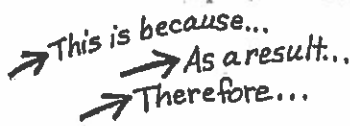
NOT  
YET

STARTING  
TO

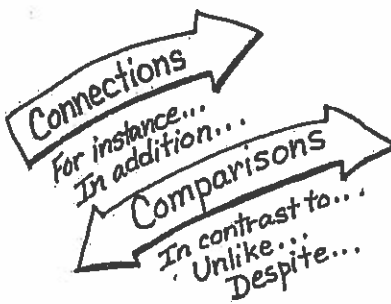
YES!



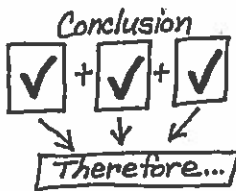
I wrote an introduction in which I interested readers, perhaps with a quote or significant fact. I may have included my own ideas about the topic. I let readers know the subtopics that I would develop later and how my text will unfold.



I used transition words to help my readers understand how different bits of information and different parts of my writing fit together.



I used transitions such as *for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand* to help connect ideas, information, and examples and to compare, contrast, and imply relationships.

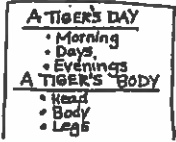
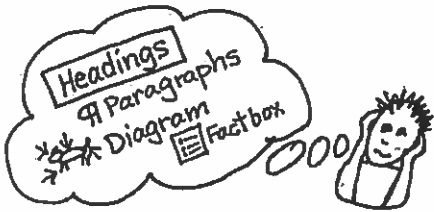
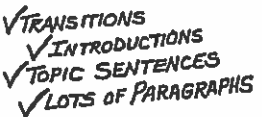

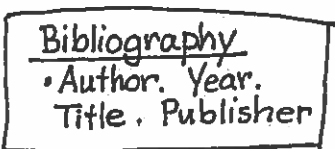


I wrote a conclusion in which I restated my important ideas and offered a final insight or implication for readers to consider.

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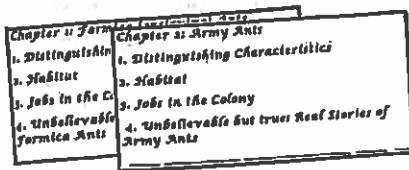
## Information Writing Checklist (continued)

### Grade 6

STRUCTURE (continued)		NOT YET	STARTING TO	YES!
	I used subheadings and/or clear introductory transitions to separate my sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made deliberate choices about how to order sections and information within sections. I chose structures and text features to help me emphasize key points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used transitions, introductions, and topic sentences to pop out my main points. I wrote multiple paragraphs in some sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEVELOPMENT				
Did I do it like a sixth grader?		NOT YET	STARTING TO	YES!
	I chose a focused subject, included a variety of information, and organized my points to best inform readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used trusted sources and information from authorities on the topic and gave sources credit for important excerpts in the text and in a bibliography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

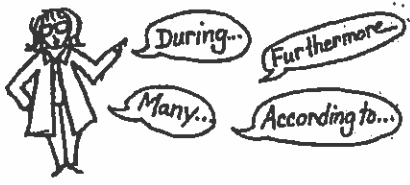
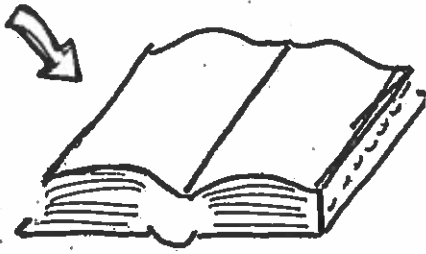
## Information Writing Checklist (continued)

### Grade 6

DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>mandibles = jaws larva = eggs bivouacking = blocking attack</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 6

DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
	<p>I supported readers' learning by shifting within a consistent teaching tone as appropriate. I used language and sentence structure that matched my teaching purpose throughout my piece.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE CONVENTIONS				
Did I do it like a sixth grader?		NOT YET	STARTING TO	YES!
	<p>I used resources to be sure the words in my writing were spelled correctly, including technical vocabulary.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>dash = colon :</p> <p>semi-colon ;</p> <p>(parentheses)</p>	<p>I used punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some of my sentences.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>