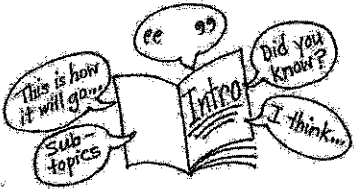
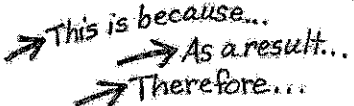
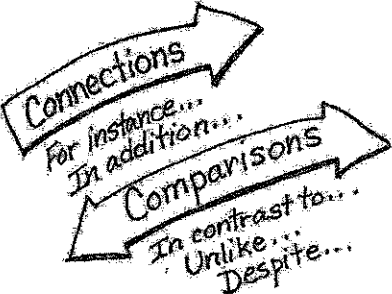
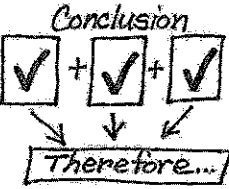


Information Writing Checklist

Grade 6

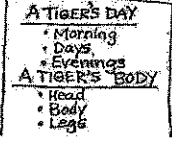
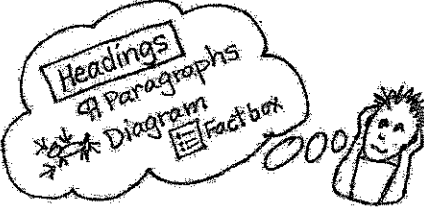
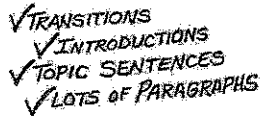

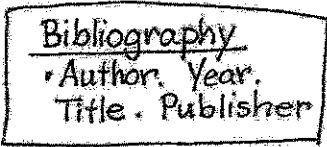
STRUCTURE

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

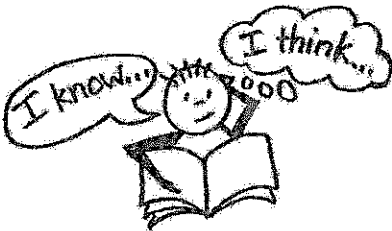
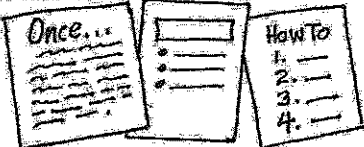
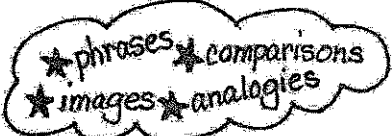
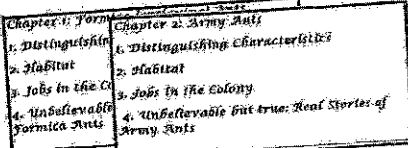
Did I do it like a sixth grader?		NOT YET	STARTING TO	YES!
	<p>I wrote an introduction in which I interested readers, perhaps with a quote or significant fact. I may have included my own ideas about the topic. I let readers know the subtopics that I would develop later and how my text will unfold.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I used transition words to help my readers understand how different bits of information and different parts of my writing fit together.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I used transitions such as <i>for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite,</i> and <i>on the other hand</i> to help connect ideas, information, and examples and to compare, contrast, and imply relationships.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I wrote a conclusion in which I restated my important ideas and offered a final insight or implication for readers to consider.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

Grade 6

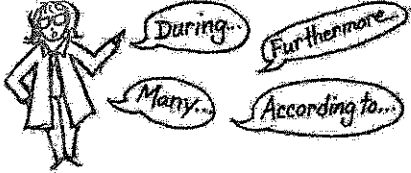
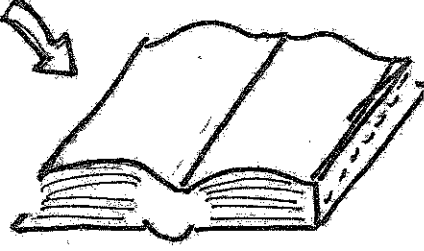
STRUCTURE (continued)		NOT YET	STARTING TO	YES!
	I used subheadings and/or clear introductory transitions to separate my sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made deliberate choices about how to order sections and information within sections. I chose 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!
	<p>I worked to make my information understandable and interesting. To do this, I may have referred to earlier parts of my text, summarized background information, raised questions, and considered possible implications.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I might have used different organizational structures within my piece including stories, essays, and how-to sections.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>mandibles = jaws</u> <u>larva = eggs</u> <u>bivouacking = blocking attack</u></p>	<p>I chose my words carefully to explain my information and ideas and have an effect on readers. I incorporated domain-specific vocabulary and explained those terms to readers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts and keep my readers engaged.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I chose how to present my information to clearly convey why and how the information supported my points.</p>	<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"/>