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Name:		Date:	
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## **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 1 do it	like a sixth grader?	NOT YET	STARTING TO	YESI
this is how that your think,	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.			
This is because  As a result  Therefore	I used transition words to help my readers understand how different bits of information and different parts of my writing fit together.			
Comparisons To addition: To contrast to: The Comparisons To contrast to: The Comparison of the Compari	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.			
Conclusion  V + V + V  Therefore	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	en e		
STRUCTURE (continued)			STARTING TO	YES!
A Tiger's Day  Morning  Days  Evenings  A Tiger's Body  Head  Body  Legs	I used subheadings and/or clear introductory transitions to separate my sections.	Challet III of the demonstrate the strategy representation from the challet of th	The state of the s	
Headings pho Headings parton 200 Fig.	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.			
VIRANSITIONS VINTRODUCTIONS VIOUS SENTENCES VLOTS OF PARAGRAPHS	I used transitions, introductions, and topic sentences to pop out my main points. I wrote multiple paragraphs in some sections.			
	DEVELOPMENT			
Did I do it like a sixth grader?			STARTING TO	YES!
	I chose a focused subject, included a variety of information, and organized my points to best inform readers.	The state of the s	The second secon	
Bibliography *Author, Year. Title. Publisher	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.	THE THE PROPERTY OF THE PROPER	ALTERNATION CONTINUES AND	THE REAL PROPERTY OF THE PROPE

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# Information Writing Checklist (continued)

. Grade 6				
DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
E know Strange of think	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.			no anno meneral com de Grossos Series de Grossos Grosso Gr
Once How to	I might have used different organizational structures within my piece including stories, essays, and how-to sections.		Transcription of the second of	
mandibles=jaws  larva=eggs bivouacking=blocking affack	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.		Kongo kalana ilayahan kanana kana	
phrases comparisons  mages analogies	I worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts and keep my readers engaged.			
Chapter 1: Forn Chapter 2: Army Auti 1: Hettingulshiff a Westingulshing Characteristics 2: Habitut 3: Jobs in the Ca 3: Jobs in the colony 4: And Characteristics of the colony 4:	I chose how to present my information to clearly convey why and how the information supported my points.	AND THE CONTRACT OF THE CONTRA	-capitable designations of cabing from the second that the sec	An extraction of the property

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### Information Writing Checklist (continued)

Grade 6				
DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
During. Furthermore  Many. According to	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.			одили в вести на филанский на применения в п
The second of th	ANGUAGE CONVENTIONS			
Did I do it like a sixth grader?			STARTING TO	YESI
	I used resources to be sure the words in my writing were spelled correctly, including technical vocabulary.			MATERIA MATERI
dash = Colon 8  Semi-colon 8  (parentheses)	I used punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some of my sentences.			

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