Information Writing Checklist

	Grade 6						
STRUCTURE							
Overall	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?			STARTING TO	YES!		
Lead	This is how this is how it will go Subcs	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.					
Transitions	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.					
	Connections For instance In addition Comparisons In contrast to Unlike Despite	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.					
Ending	Conclusion	I wrote a conclusion in which I restated my important ideas and offered a final insight or implication for readers to consider.					

Information Writing Checklist (continued)

Grade 6						
	STRUCTURE (continued)		NOT YET	STARTING TO	YES!	
Organization	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.				
	Headings grangraphs Headings grangram Headings Headings Headings Headings Headings Good Headings Headi	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.				
	VTRANSITIONS VINTRODUCTIONS VTOPIC 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!	
Elaboration	A THAT	I chose a focused subject, included a variety of information, and organized my points to best inform readers.				
	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.				

Information Writing Checklist (continued)

Grade 6						
	DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!	
	I know with I 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.				
	Once HowTo 	I might have used different organizational structures within my piece including stories, essays, and how-to sections.				
Craft	mandibles=jaws larva=eggs bivouacking=blocking attack	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.				
	* phroses * companysons * images * analogies	I worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts and keep my readers engaged.				
	Chapter 1: Form <u>(1) functional Aute</u> Chapter 2: Army Ants 1. Distinguishin 2. Habitat 3. Jobs in the C 4. Unbelievable formica Ants 	I chose how to present my information to clearly convey why and how the information supported my points.				

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.					
LANGUAGE CONVENTIONS							
	Did I do it like a sixth grader?		NOT YET	STARTING TO	yesi		
Spelling		I used resources to be sure the words in my writing were spelled correctly, including technical vocabulary.					
Punctuation	dqsh Colon: semi-colon; (parentheses)	I used punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some of my sentences.					