

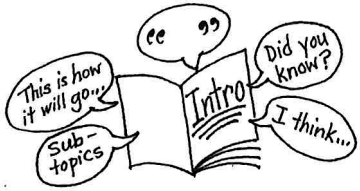
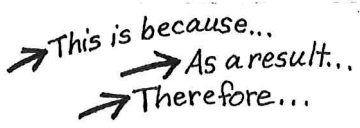
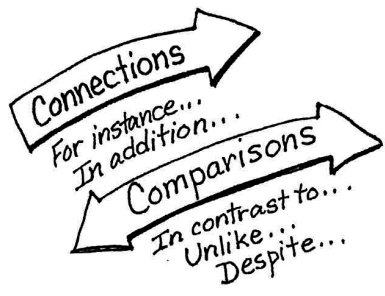
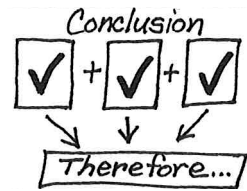
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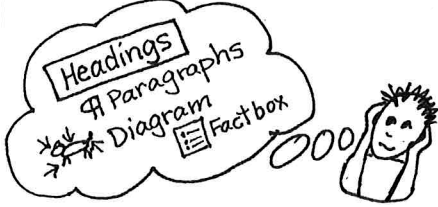

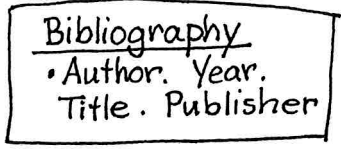
Information Writing Checklist

Grade 6




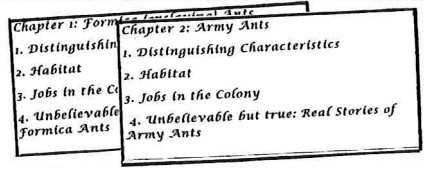
STRUCTURE

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?	NOT YET	STARTING TO	YES!	
Lead		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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		I used transition words to help my readers understand how different bits of information and different parts of my writing fit together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I used transitions such as <i>for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand</i> to help connect ideas, information, and examples and to compare, contrast, and imply relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		I wrote a conclusion in which I restated my important ideas and offered a final insight or implication for readers to consider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

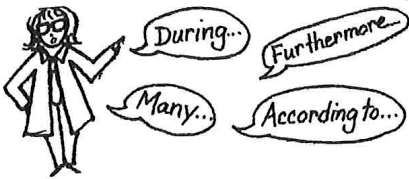
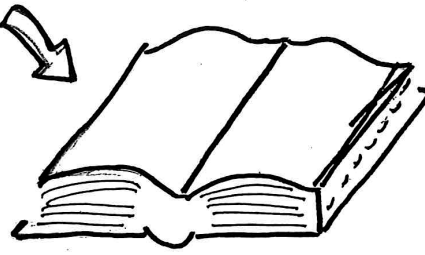
Grade 6						
STRUCTURE (continued)				NOT YET	STARTING TO	YES!
Organization	 <p>A TIGER'S DAY • Morning • Days • Evenings A TIGER'S BODY • Head • Body • Legs</p>	I used subheadings and/or clear introductory transitions to separate my sections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	 <p>Headings ¶ Paragraphs * Diagram * Fact box</p>	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"/>	
	<p>✓ TRANSITIONS ✓ INTRODUCTIONS ✓ TOPIC SENTENCES ✓ LOTS OF PARAGRAPHS</p>	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!
Elaboration		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"/>	
	 <p><u>Bibliography</u> • Author. Year. Title. Publisher</p>	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"/>
Craft	<p><u>mandibles = jaws</u> <u>larva = eggs</u> <u>bivouacking = blocking attack</u></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.</p> <p>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					
	<p>Did I do it like a sixth grader?</p>		<p>NOT YET</p>	<p>STARTING TO</p>	<p>YES!</p>
Spelling		<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"/>
Punctuation	<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"/>