Name: _____ **Date:** _____

Information Writing Checklist

Grade 6

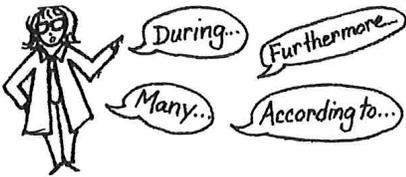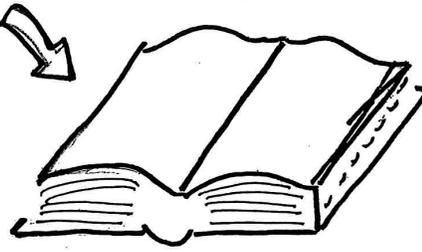|	STRUCTURE				
Overall	I conveyed ideas and information about a subject. Sometimes I incorporated essays, explanations, stories, or procedural passages into my writing.				
	Did I do it like a sixth grader?		NOT YET	STARTING TO	YES!
Lead		I wrote an introduction in which I interested readers, perhaps 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.	☐	☐	☐
Transitions		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.	☐	☐	☐
Ending		I wrote a conclusion in which I restated my important ideas and offered a final insight or implication for readers to consider.	☐	☐	☐
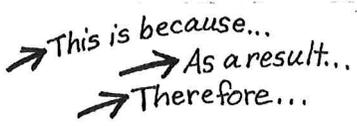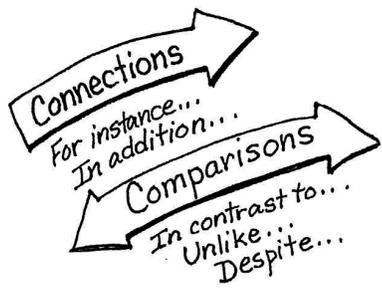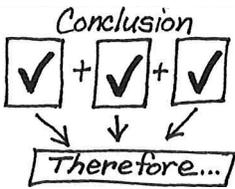
Information Writing Checklist *(continued)*

	Grade 6		NOT YET	STARTING TO	YES!
	STRUCTURE (continued)				
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 ¶ Paragraphs Diagram Factbox	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.	☐	☐	☐
	✓TRANSITIONS ✓INTRODUCTIONS ✓TOPIC SENTENCES ✓LOTS OF PARAGRAPHS	I used transitions, introductions, and topic sentences to pop out my main points. I wrote multiple paragraphs in some sections.	☐	☐	☐
	DEVELOPMENT		NOT YET	STARTING TO	YES!
	Did I do it like a sixth grader?				
Elaboration		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.	☐	☐	☐
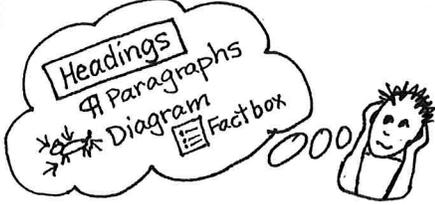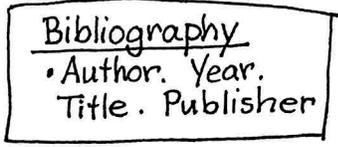
Information Writing Checklist (continued)

	Grade 6			
	DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
	I 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.	☐	☐	☐
	I might have used different organizational structures within my piece including stories, essays, and how-to sections.	☐	☐	☐
Craft	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.	☐	☐	☐
	I worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts and keep my readers engaged.	☐	☐	☐
	I chose how to present my information to clearly convey why and how the information supported my points.	☐	☐	☐
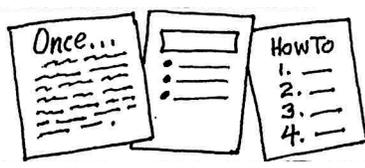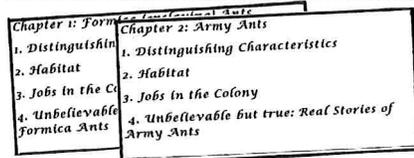
Information Writing Checklist *(continued)*

Grade 6			

	DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
	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	YES!
Spelling	I used resources to be sure the words in my writing were spelled correctly, including technical vocabulary.	☐	☐	☐
Punctuation	I used punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some of my sentences.	☐	☐	☐