Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | GRADE 6—INFORMATIONAL WRITING | **Not Yet** | **Starting to** | **Yes** |
| **FOCUS** | |  |  |  |
| **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 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.  The writer used transitions (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. | □ | □ | □ |
| **CONTENT** | |  |  |  |
| **Elaboration** | I conveyed ideas and information about a subject. Sometimes I incorporated relevant facts, definitions, concrete details, quotations, or other information and examples.  I chose a focused subject, included a variety of information, and organized my points to best inform readers.  I used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography.  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. | □  □  □  □  □ | □  □  □  □  □ | □  □  □  □  □ |
| **ORGANIZATION** | |  |  |  |
| **Organization** | I used subheadings and/or clear introductory transitions to separate my sections.  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.  I used transitions, introductions, and topic sentences to emphasize my main points. I wrote multiple paragraphs in some sections. | □  □  □ | □  □  □ | □  □  □ |
| **STYLE** | |  |  |  |
| **Craft** | I chose my words carefully to explain my information and ideas and had 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.  I supported readers’ learning by shifting within a consistent teaching tone as appropriate. I used language and sentence structure that matched with my teaching purpose throughout my piece. | □  □  □  □ | □  □  □  □ | □  □  □  □ |
| **CONVENTIONS** | |  |  |  |
| **Grammar** | Used taught grammar skills in writing. | □ | □ | □ |
| **Punctuation** | I used punctuation such as dashes, parentheses, colons, and semicolons to help include extra information and explanation in some of my sentences. | □ | □ | □ |
| **Spelling** | I used resources to be sure the words in my writing were spelled correctly, including technical vocabulary. | □ | □ | □ |