

**Readington Middle School**  
**Writing Grade 6**

Day 1

Descriptive Writing Prompts: Creating Details

Focus Trait: Ideas

Directions:

Using specific details helps the reader to create a picture in their mind. Think about the ideas that you need to include in your writing to help the reader imagine the scene. Start by using sensory details such as seeing, hearing, touching, tasting, and smelling.

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Idea Development Checklist.

**Idea Development Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

- \_\_\_ My written ideas all relate to each other.
- \_\_\_ I stayed on topic throughout the entire writing.
- \_\_\_ My ideas are clear to my reader.
- \_\_\_ Details and examples enrich the central idea.
- \_\_\_ I use figurative language to enhance my writing.

6<sup>th</sup> Grade

1. Think of your favorite place. What do you like about this place? What do you do there? How does it look, smell, and feel? Now write an essay describing your favorite place so that your reader will be able to picture it.
  
2. Some people prefer dogs as pets, some like cats, and others prefer birds, snakes, fish, rabbits, pigs, horses, and other animals. What is your perfect pet? What does it look like? Is it soft or hard? Does it make any sounds? Now describe your idea of a perfect pet so that your reader can picture it.

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Day 2

Expository Writing Prompts: Explaining Your Ideas

Focus Trait: Organization

Directions:

Organizing your writing will help the reader to understand your ideas. Think about the order in which to put your ideas or paragraphs.

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Organization Checklist.

**Organization Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

- \_\_\_ My introduction grabs the reader's attention.
- \_\_\_ My conclusion links back to my introduction.
- \_\_\_ I used transition words to move from idea to idea.
- \_\_\_ The order of my paragraphs is logical and effective.
- \_\_\_ Organization is so smooth, the reader hardly thinks about it.

6<sup>th</sup> Grade

1. Write about what you think the world will be like in 100 years.
2. Talk about your favorite music and why you like it.

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Day 3

Narrative Prompt: Writing a story

Focus Trait: Organization

Directions:

Organizing your writing will help the reader to understand the order of events. Think about what happens in the beginning, middle and end of your story.

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Organization Checklist.

**Organization Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

- \_\_\_ The beginning of the story grabs the reader's attention.
- \_\_\_ There is a clear end to my story.
- \_\_\_ I used transition words to show a change in time or place.
- \_\_\_ The order of my paragraphs is logical and effective.
- \_\_\_ Organization is so smooth, the reader hardly thinks about it.

6<sup>th</sup> Grade

1. Suppose you had invented a time machine. Write a story about what you did with it.
  
2. One day, as you were petting and talking to your friend's dog, it answered back! Write a story about this.

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Day 4

Persuasive Essay: Convincing Your Audience

Focus Trait: Voice

Directions:

Voice is all about "you" coming through your writing. It's what gives your writing personality or style. Think about your reader as you write. What will they be persuaded by?

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Voice Checklist.

**Voice Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

\_\_\_ I really tried to show passion about my topic by adding words to show my emotions.

\_\_\_ If read aloud, it sounds like something I might really say.

\_\_\_ I spoke right to the reader. I imagined how he or she will feel reading this.

\_\_\_ I knew a lot about this topic and connected it to my own personal experiences.

6<sup>th</sup> Grade

1. Convince your parents to take you to a particular place.
2. Persuade your parents to listen to your favorite music.

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Day 5

Poetry: Writing Free Verse

Focus Trait: Word Choice

Directions:

Write a poem about **ANYTHING** you want! In a free verse poem, the lines don't have to rhyme. Think about choosing vivid adjectives to describe the people, places, or things in your poem.

6<sup>th</sup> Grade

Suggested Topics:

- Colors
- Seasons
- Places (beach, mountains, desert, rainforest, playground, mall, zoo, the bottom of your closet, under your bed, etc.)
- People (family, friends, celebrities, athletes, politicians, etc.)
- Objects (toys, sport equipment, jewelry, clothing, furniture, electronics, etc.)
- Time (past, present or future)
- School (subjects, classes, clubs, activities, etc.)
- Memories or Feelings (happy, sad, angry, surprised, etc.)

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Day 6

Descriptive Writing Prompts: Using Vivid Vocabulary

Trait: Word Choice

Directions:

Using vivid vocabulary in your writing helps the reader to create a picture in their mind. Think about the words that you need to include in your writing to help the reader imagine the scene.

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Word Choice Checklist.

**Word Choice Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

\_\_\_ I found just the right words and phrases to make my meaning clear.

\_\_\_ My words are succinct yet rich in meaning, unique to the author

\_\_\_ My verbs are precise, purposeful, powerful and strong; nouns are rich and colorful; phrasing and word choice are unique

\_\_\_ I use striking words and phrases that enrich the writing

6<sup>th</sup> Grade

1. Describe a storm. This could be a thunder storm, a snow storm, a hurricane, a tornado, a hail storm, a rain storm, or any type of storm.
2. Even in big cities, there are parks where there are woods. There are wooded areas everywhere in this big country of ours. Think of woods you have been in or played in. What does it look like? Now describe this place so that the reader can see it.

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Day 7

Expository Writing Prompts: Explaining Your Ideas

Focus Trait: Ideas

Directions:

Using specific details helps the reader to understand your ideas. Try to develop at least 3 main ideas to express your point of view.

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Idea Development Checklist.

**Idea Development Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

- My written ideas all relate to each other.
- I stayed on topic throughout the entire writing.
- My ideas are clear to my reader.
- Details and examples enrich the central idea.
- I use figurative language to enhance my writing.

6<sup>th</sup> Grade

1. If you could make changes to your school lunchroom, what would you do?
  
2. Suppose you have been appointed to a neighborhood improvement committee. You must make recommendations on ways to make your neighborhood a better place to live. Think about some changes you would like to make in your neighborhood. Write an essay to inform your reader of changes you would recommend to improve your neighborhood and why these changes are important.

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Day 8

Narrative Prompt: Writing a story

Focus Trait: Sentence Fluency

Directions:

Sentence fluency creates a flow or rhythm to you writing. Think about creating strong sentences that vary in length to help with sentence fluency. Using transition words and phrases can also help with sentence fluency.

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Sentence Fluency Checklist.

**Sentence Fluency Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

- \_\_\_ My sentences mostly begin with different words.
- \_\_\_ I use a mixture of simple and complex sentences.
- \_\_\_ I use a variety of transitional words when I write.
- \_\_\_ If read aloud, you can hear a rhythm behind my sentences.
- \_\_\_ If I repeated anything, I did it for effect.

6<sup>th</sup> Grade

1. Write a story about what it would be like if you woke up one morning with wings.
  
2. Your teacher one day announced that your class was going on a wonderful field trip. Write a story about this field trip. In your story, you can have your class go anywhere you wish.

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Day 9

Persuasive Essay: Convincing Your Audience

Focus Trait: Word Choice

Directions:

Using vivid vocabulary in your writing helps the reader to create a picture in their mind. It can also help to send an important message to your reader. Think about using words or phrases that are powerful and persuasive.

Choose 1 of the prompts below and write for about 20 minutes or more. When you feel you have finished, rate your writing using the Word Choice Checklist.

**Word Choice Checklist:**

Rank **each** skill from 1 (low) to 5 (high) in the following:

\_\_\_ I found just the right words and phrases to make my meaning clear.

\_\_\_ My words are succinct yet rich in meaning, unique to the author

\_\_\_ My verbs are precise, purposeful, powerful and strong; nouns are rich and colorful; phrasing and word choice are unique

\_\_\_ I use striking words and phrases that enrich the writing

6<sup>th</sup> Grade

1. Persuade your mom to let you have your favorite food any time you want it.
2. Should the state legislature add ten days to the school year? Write to convince your reader of your side of the argument.

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Day 10

Poetry: Writing with a Rhyme Scheme

Focus Trait: Word Choice

Directions:

Write a poem about ANYTHING you want! Sometimes poems have lines that rhyme. Write a poem that has lines that rhyme. Think carefully about the words you choose to create a rhyme pattern or scheme.

6<sup>th</sup> Grade

Suggested Topics:

- Colors
- Seasons
- Places (beach, mountains, desert, rainforest, playground, mall, zoo, the bottom of your closet, under your bed, etc.)
- People (family, friends, celebrities, athletes, politicians, etc.)
- Objects (toys, sport equipment, jewelry, clothing, furniture, electronics, etc.)
- Time (past, present or future)
- School (subjects, classes, clubs, activities, etc.)
- Memories or Feelings (happy, sad, angry, surprised, etc.)