

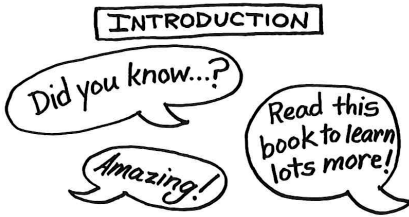
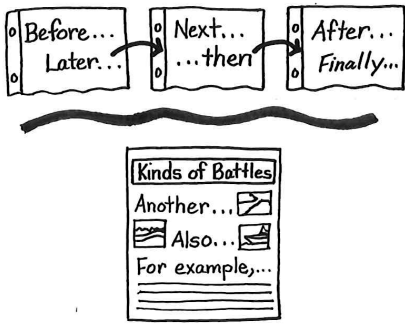
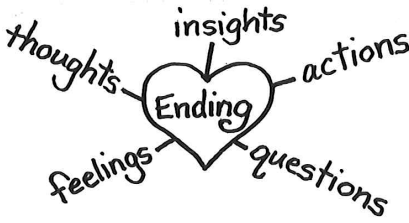
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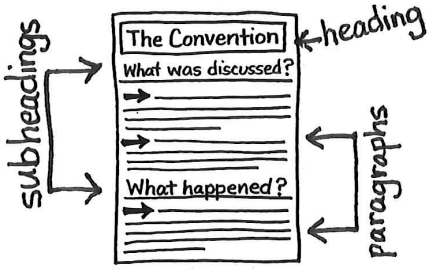
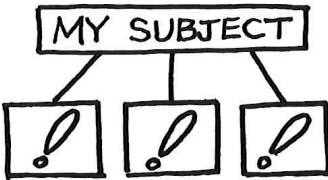


Information Writing Checklist

Grade 4


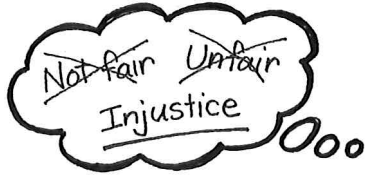



STRUCTURE

Overall	<p>I taught readers different things about a subject.</p> <p>I put facts, details, quotes, and ideas into each part of my writing.</p>				
Did I do it like a fourth grader?		NOT YET	STARTING TO	YES!	
Lead		I hooked my readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. I let readers know that I would teach them different things about a subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		I used words in each section that help readers understand how one piece of information connected with others. If I wrote the section in sequence, I used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If I organized the section in kinds or parts, I used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		I wrote an ending that reminded readers of my subject and may have suggested a follow-up action or left readers with a final insight. I added my thoughts, feelings, and questions about the subject at the end.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

Grade 4						
STRUCTURE (continued)		NOT YET	STARTING TO	YES!		
Organization		I grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. I may have used headings and subheadings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DEVELOPMENT						
Did I do it like a fourth grader?		NOT YET	STARTING TO	YES!		
Elaboration		I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		I included different kinds of facts and details such as numbers, names, and examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		I got my information from talking to people, reading books, and from my own knowledge and observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Information Writing Checklist (continued)

Grade 4		DEVELOPMENT (continued)		
		NOT YET	STARTING TO	YES!
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		<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"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

Grade 4

LANGUAGE CONVENTIONS

Did I do it like a fourth grader?

NOT YET

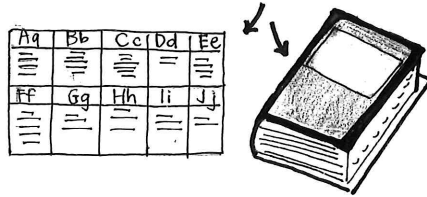
STARTING TO

YES!

Spelling

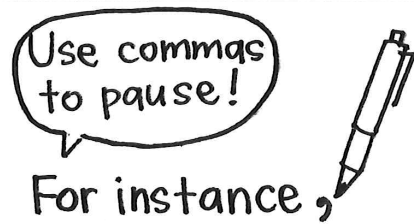


I used what I knew about word families and spelling rules to help me spell and edit.



I used the word wall and dictionaries to help me when needed.

Punctuation



When writing long, complex sentences, I used commas to make them clear and correct.



I used periods to fix my run-on sentences.