

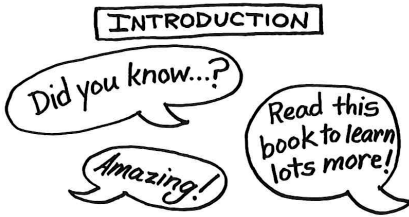
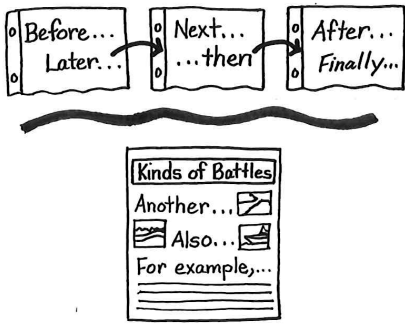
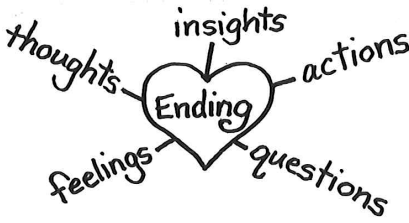
Name: \_\_\_\_\_

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

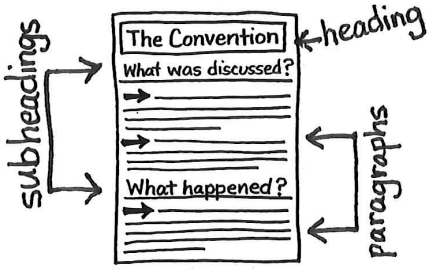
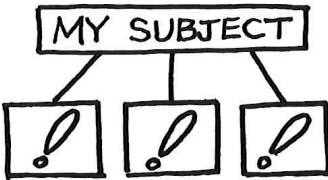


## Information Writing Checklist

### Grade 4


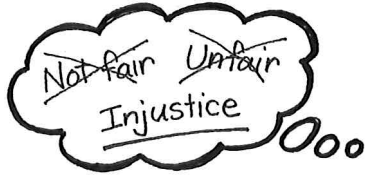



#### STRUCTURE

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		<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
DEVELOPMENT							
Did I do it like a fourth grader?					NOT YET	STARTING TO	YES!
Elaboration		<p>I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<p>I included different kinds of facts and details such as numbers, names, and examples.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<p>I got my information from talking to people, reading books, and from my own knowledge and observations.</p>	<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

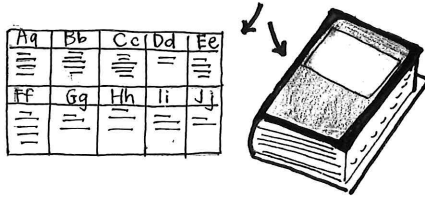
YES!

Spelling



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

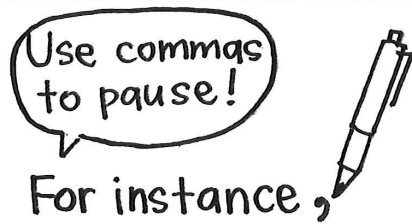




I used the word wall and dictionaries to help me when needed.




Punctuation



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





I used periods to fix my run-on sentences.