Information Writing Checklist

Grade 4						
STRUCTURE						
Overall	I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing.					
	Did I do it like a fourth grader?		NOT YET	STARTING TO	YESI	
Lead	Did you know? Read this book to learn lots more!	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.				
Transitions	Next After Next After Finally Kinds of Battles Another For example,	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 before, later, next, then, and after. If I organized the section in kinds or parts, I used words such as another, also, and for example.				
Ending	thoughts insights actions Ending actions	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.				

Information Writing Checklist (continued)

Grade 4						
	STRUCTURE (continued)		NOT YET	STARTING TO	YES!	
Organization	The Convention heading What was discussed? What happened?	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.				
DEVELOPMENT						
	Did I do it like a fourth grader?		NOT YET	STARTING TO	YES!	
Elaboration	MY SUBJECT	I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.				
	NUMBERS REMAINS REM	I included different kinds of facts and details such as numbers, names, and examples.				
	CD M Q	I got my information from talking to people, reading books, and from my own knowledge and observations.				

Information Writing Checklist (continued)

Grade 4						
	DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!	
	Auty Santy	I made choices about organization. I might have used compare/contrast, cause/effect, or pro/con. I may have used diagrams, charts, headings, bold words, and definition boxes to help teach my readers.				
Craft	Not fair Untain Injustice	I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.				
	PR tried to Stir up anger:	When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.				
		I made choices about which information was best to include or not include.				
	What that wears the zetolarin	I used a teaching tone. To do so, I may have used phrases such as what that really means is and let me explain				

Information Writing Checklist (continued)

Grade 4						
LANGUAGE CONVENTIONS						
	Did I do it like a fourth grader?		NOT YET	STARTING TO	YESI	
Spelling	clapping clapping sitting making loving	I used what I knew about word families and spelling rules to help me spell and edit.				
	Ag Bb Cc(Dd Ee FF Gg Hh II J)	I used the word wall and dictionaries to help me when needed.				
Punctuation	Use commas to pause! For instance,	When writing long, complex sentences, I used commas to make them clear and correct.				
	Read + listen! and then \$6	I used periods to fix my run-on sentences.				