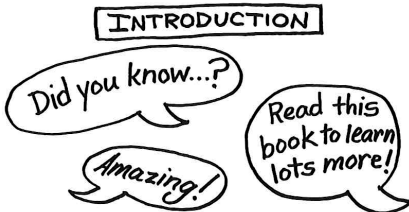
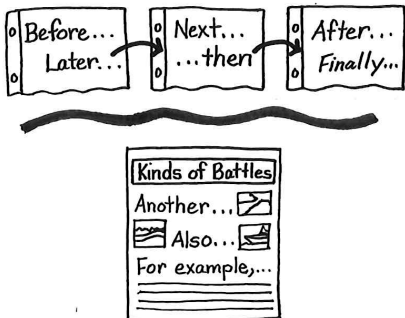
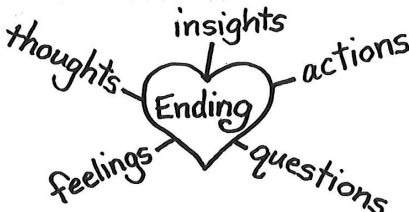


Name: \_\_\_\_\_

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

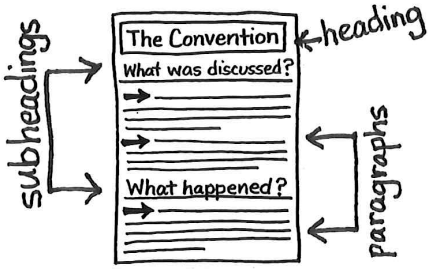
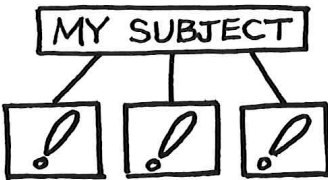


**Information Writing Checklist****Grade 4**

## 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		<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		<p>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>.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>






## Information Writing Checklist (*continued*)

### Grade 4

STRUCTURE ( <i>continued</i> )		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*)


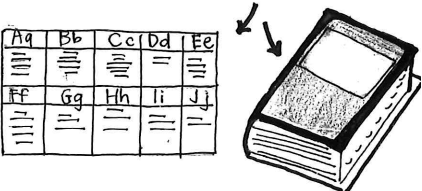


### Grade 4

	DEVELOPMENT ( <i>continued</i> )	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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>