

## Information Writing Checklist

### Grade 4

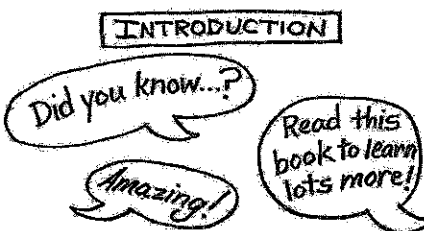
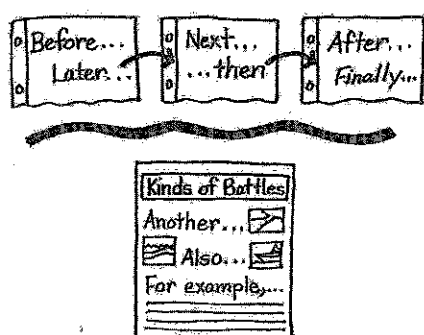
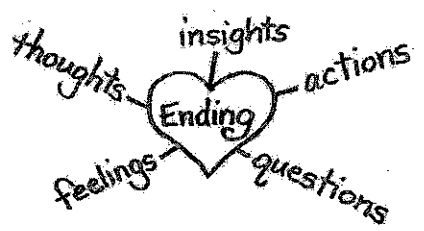
#### STRUCTURE

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	YES!
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	<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"/>
	<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"/>
	<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 (continued)		NOT YET	STARTING TO	YES!
	<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!
	<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!
	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I made choices about which information was best to include or not include.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I used a teaching tone. To do so, I may have used phrases such as <i>what that really means is ...</i> and <i>let me explain. ...</i></p>	<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

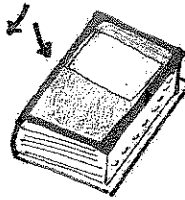
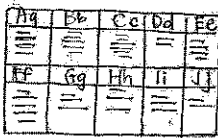
YES!



clapping  
sitting  
making  
loving

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.




Use commas  
to pause!

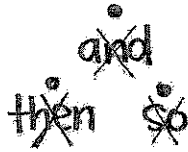


For instance,

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




Read + listen!



I used periods to fix my run-on sentences.