Name:	Date:

Information Writing Checklist

	Grade 4		S	
	STRUCTURE			
I taught readers different I put facts, details, quotes, a	things about a subject. Ind ideas into each part of my writing.			
Did I do it	like a fourth grader?	NOT YET	STARTING TO	YES!
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.	GORDONICO DE LA CONTRIBUIDA DE LA CONTRIBUIDA CONTRIBU		
O Before O Next.,, O After O Later: O then O Finally Kinds of Battles Another E Also E 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.			
thoughts insights actions Ending actions Feelings Questions	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.			

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mitorination variding checking (continued)				
	Grade 4			
STRU	CTURE (continued)	NOT YET	STARTING TO	YES!
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.	NOVARNOS GARAN SE ESPECIONEN MESTA DE SONTRE CONSTRUCTOR PROPENSO DE SECUENCIA SE CONSTRUCTOR SE CONSTRUCTOR DE SONTRE CONTRE CONSTRUCTOR DE SONTRE CONSTRUCTOR DE SONTRE CONSTRUCTOR DE SONTRE CONTRE CONSTRUCTOR DE SONTRE CONSTRUCTOR DE SONTRE CONTRE CONT		
	DEVELOPMENT			
Did 1 do it	like a fourth grader?	NOT YET	STARTING TO	yES!
MY SUBJECT	I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.			
DUMBERS DAMPLES EXAMPLES :==	I included different kinds of facts and details such as numbers, names, and examples.		The state of the s	
CD M	I got my information from talking to people, reading books, and from my own knowledge and	ANNIHOLIS (Martin maryaya) anisoakanasi disarcaya	Autoanne paradia anno anticone de la composition della composition	No. of the Control of

observations.

Information Writing Checklist (continued)

Grade 4				
DEVEL-OF	PMENT (continued)	NOT YET	STARTING TO	YES!
Control of the second s	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.			
Not fair Unfair Injustice 1000	I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.		Authorities (Aller Authorities (Aller Authorities))	
PR tried to stin up anger.	When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.	The second secon	The control of the co	A CONTRACTOR OF THE PROPERTY O
D'O	I made choices about which information was best to include or not include.	Selection regarding and select	Automotion occupation occurrence occupation occurrence occupation occurrence occupation occurrence occupation occurrence	SON EMERICA SE CONTROL
what that we want to see all the second to see all the second to see all the second to	I used a teaching tone. To do so, I may have used phrases such as what that really means is and let me explain	An extensional and the state of	Volumbia pod mana cama a sucha sa sa cara sa c	VIRIANA MARKANI TIPANA NA MARKANI

Information Writing Checklist (continued)

Grade 4				
LANGUAGE CONVENTIONS				
Did I do it like a fourth grader?		NOT YET	STARTING TO	YES!
Eing Clapping sitting making loving	I used what I knew about word families and spelling rules to help me spell and edit.	Province of the Province of State of the Sta		Company of the Compan
THE GO HA II III	I used the word wall and dictionaries to help me when needed.			A STATE OF THE STA
Use commas to pause! For instance,	When writing long, complex sentences, I used commas to make them clear and correct.			ARREST AND
Read + listen! and then \$6	I used periods to fix my run-on sentences.	A securioristic de la constantina del constantina de la constantina del constantina de la constantina	The control of the co	e de la companya de l

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