

## Narrative Writing Checklist

	Grade 4	NOT YET	STARTING TO	YES!
	<b>Structure</b>			
<b>Overall</b>	I wrote the important part of an event bit by bit and took out unimportant parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b>	I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ending</b>	I wrote an ending that connected to the beginning or the middle of the story. I used action, dialogue, or feeling to bring my story to a close.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Development</b>			
<b>Elaboration</b>	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Craft</b>	I showed <i>why</i> characters did what they did by including their thinking. I made some parts of the story go quickly, some slowly. I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life. I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Opinion Writing Checklist

	Grade 4	NOT YET	STARTING TO	YES!
	<b>Structure</b>			
<b>Overall</b>	I made a claim about a topic or a text and tried to support my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.  I stated my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b>	I used words and phrases to glue parts of my piece together. I used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when I was shifting from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when I wanted to make a new point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ending</b>	I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I separated sections of information using paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Development</b>			
<b>Elaboration</b>	I gave reasons to support my opinion. I chose the reasons to convince my readers.  I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Craft</b>	I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.  If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the readers into my line of thought.  I made choices about which evidence was best to include or not include to support my points.  I used a convincing tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Information Writing Checklist

Grade 4		NOT YET	STARTING TO	YES!
<b>Structure</b>				
<b>Overall</b>	I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	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"/>
<b>Transitions</b>	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"/>
<b>Ending</b>	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"/>
<b>Organization</b>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Development</b>				
<b>Elaboration</b>	<p>I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.</p> <p>I included different kinds of facts and details such as numbers, names, and examples.</p> <p>I got my information from talking to people, reading books, and from my own knowledge and observations.</p> <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"/>
<b>Craft</b>	<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> <p>When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.</p> <p>I made choices about which information was best to include or not include.</p> <p>I used a teaching tone. To do so, I may have used phrases such as <i>that means . . .</i>, <i>what that really means is . . .</i>, and <i>let me explain . . .</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>