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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | GRADE 4 **INFORMATION** | **Not Yet -1** | **Start To -2** | **Yes- 3** |
| FOCUS |  |  |  |  |
| **Lead** | 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. | □ | □ | □ |
| **Elaboration** | I taught my readers different things about the subject. I chose those subtopics because they were important and interesting. | □ | □ | □ |
| **Overall** | I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing. | □ | □ | □ |
| **CONTENT** |  |  |  |  |
| **Elaboration** | I included different kinds of facts and details such as numbers, names, and examples. | □ | □ | □ |
| **Elaboration** | I got my information from talking to people, reading books, and from my own knowledge and observations. | □ | □ | □ |
| **Craft** | I made choices about which information was best to include or not include. | □ | □ | □ |
| **ORGANIZATION** |  |  |  |  |
| **Transitions** | 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. | □ | □ | □ |
| **Style** | 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. | □ | □ | □ |
| **Organization** | 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. | □ | □ | □ |
| **Elaboration** | 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. | □ | □ | □ |
| **STYLE** |  |  |  |  |
| **Craft** | I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.  When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.  I used a teaching tone. To do so, I may have used phrases such as that means…, what that really means is…, and let me explain… | □  □  □ | □  □  □ | □  □  □ |
| **CONVENTIONS** |  |  |  |  |
| **Grammar** | I used what I learned about grammar to make the writing clear for the reader. | □ | □ | □ |
| **Punctuation** | I produced complete sentences, correcting fragments and run-on sentences. | □ | □ | □ |
| I used correct capitalization to begin all sentences and when I used proper nouns. | □ | □ | □ |
| I used commas and quotations marks to mark direct speech and quotations from a text. | □ | □ | □ |
| When writing long, complex sentences, I used commas to make them clear and correct. | □ | □ | □ |
| **Spelling**  **(Conventions)** | I correctly use frequently confused words (e.g., to, two, too; their, there, they’re). | □ | □ | □ |
| I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed. (Session 14) | □ | □ | □ |