



# Hero Report

**“Heroes are made by the paths they choose, not the powers they are graced with.”**

Brodi Ashton

Think about what you have learned about heroism during this unit. Choose an individual you consider to be a true hero. Research this hero and write an informational essay explaining why he/she is important. Be sure to include many details, from at least 2 sources, about the accomplishments of this individual and the way in which he/she has impacted history.

Your Hero Report will be assessed using the Informational Writing Rubric. Use the checklist below and the rubric to help you plan and edit your work.

## Informational / Explanatory Writing Checklist:

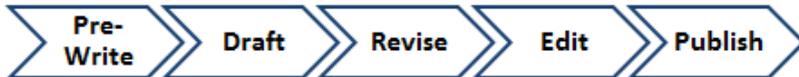
- Title
- Topic Sentence introduces the essay’s purpose.
- Introduction Paragraph –
  - Hooks the reader
  - Provides basic information including name, birthdate, & hometown
- Body Paragraph(s) give several specific details about the hero
- Conclusion Paragraph-
  - Restates the purpose of the essay
  - Leaves the reader with a thorough understanding of why this individual is a hero
- I have paraphrased information found from other sources.
- I have checked my writing to ensure correct use of the following:
  - Capitalization & End Punctuation
  - Sentence Structure (No Run-Ons or Fractions)
  - Pronouns
  - Prepositional Phrases
  - Verbs
  - Commonly Confused Words (ex: two, too, to & their, there, they’re)

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

# Grade 4 Informational Writing

| Points Possible | Requirement  | Points Earned |
|-----------------|--|---------------|
|                 | <b><u>IDEAS</u></b>  |               |
|                 |  <ul style="list-style-type: none"> <li><input type="checkbox"/> I clearly and thoroughly explained the topic to the audience.</li> <li><input type="checkbox"/> I stayed focused and have not included unimportant details.</li> </ul>   |               |
|                 | <b><u>Organization</u></b>   |               |
|                 |  <ul style="list-style-type: none"> <li><input type="checkbox"/> I organized my writing into paragraphs.</li> <li><input type="checkbox"/> I have a clear topic sentence that tells what my writing will be about.</li> <li><input type="checkbox"/> I have a good concluding statement or paragraph.</li> </ul>  |               |
|                 | <b><u>Voice</u></b>  |               |
|                 |  <ul style="list-style-type: none"> <li><input type="checkbox"/> It is clear that I wrote an informational piece. It does not sound like a letter or a story (I do not include phrases such as "Hello!" or "The end!").</li> </ul>  |               |
|                 | <b><u>Word Choice</u></b>  |               |
|                 |  <ul style="list-style-type: none"> <li><input type="checkbox"/> I used strong vocabulary, including amazing &amp; varied adjectives/adverbs.</li> </ul>  |               |
|                 | <b><u>Sentence Fluency</u></b>   |               |
|                 |  <ul style="list-style-type: none"> <li><input type="checkbox"/> My writing sounds perfect when I read aloud.</li> <li><input type="checkbox"/> I wrote in complete sentences without any run-ons.</li> <li><input type="checkbox"/> I used different kinds of sentences throughout my writing.</li> </ul>  |               |
|                 | <b><u>Conventions</u></b>  |               |
|                 |  <ul style="list-style-type: none"> <li><input type="checkbox"/> I used correct capitalization and punctuation.</li> <li><input type="checkbox"/> I correctly used commas and quotation marks to indicate exact quotes from people or from texts.</li> <li><input type="checkbox"/> I have checked to make sure I spelled each word correctly.</li> </ul> |               |
|                 | <b><u>Presentation</u></b>   |               |
|                 |  <ul style="list-style-type: none"> <li><input type="checkbox"/> My handwriting is legible and my format makes my work better.</li> </ul>   |               |

### Writing Process



| Editing   | ✓ | Date | Teacher / Student Conference |           |
|---|---|------|------------------------------|-----------|
| Self-Edit:<br>I have used the checklist/rubric to edit my work.   |   |      | <b>Yes</b>                   | <b>No</b> |
| Peer-Edit:<br>_____ used the checklist/rubric to edit my writing. |   |      | Teacher Initials             | Date      |
|   |   |      | Revision Decision            |           |

## Teacher Comments