



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:

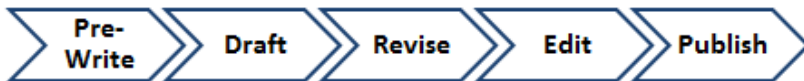
- Title
- Topic Sentence introduces the essay’s purpose.
- Introduction Paragraph –
 - Hooks the reader
 - Provides basic information including name, birthdate, & hometown
- Body Paragraph(s) give several specific details about the hero
- Conclusion Paragraph-
 - Restates the purpose of the essay
 - 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
	<u>IDEAS</u>	
	 <input type="checkbox"/> I clearly and thoroughly explained the topic to the audience. <input type="checkbox"/> I stayed focused and have not included unimportant details.	
	<u>Organization</u>	
	 <input type="checkbox"/> I organized my writing into paragraphs. <input type="checkbox"/> I have a clear topic sentence that tells what my writing will be about. <input type="checkbox"/> I have a good concluding statement or paragraph.	
	<u>Voice</u>	
	 <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!").	
	<u>Word Choice</u>	
	 <input type="checkbox"/> I used strong vocabulary, including amazing & varied adjectives/adverbs.	
	<u>Sentence Fluency</u>	
	 <input type="checkbox"/> My writing sounds perfect when I read aloud. <input type="checkbox"/> I wrote in complete sentences without any run-ons. <input type="checkbox"/> I used different kinds of sentences throughout my writing.	
	<u>Conventions</u>	
	 <input type="checkbox"/> I used correct capitalization and punctuation. <input type="checkbox"/> I correctly used commas and quotation marks to indicate exact quotes from people or from texts. <input type="checkbox"/> I have checked to make sure I spelled each word correctly.	
	<u>Presentation</u>	
	 <input type="checkbox"/> My handwriting is legible and my format makes my work better.	

Writing Process



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

Teacher Comments