Student _____ **Topic/Issue** _____

ALERT High Flight Checklist for Exemplary Writing

	Ground School	Going for Altitude	Full Throttle!	Afterburner!
CONTENT, IDEAS, and DEVELOPMENT	• I'm not interested in what I'm writing about, or I'm not clear about my ideas • I don't have any details, or my details do not match the main idea **Let's Find a Blueprint and Rebuild this Thing**	• I'm not sure if these are my best ideas, and other ideas are just thrown in • I need to describe or explain so my ideas are clearer to readers **There's Wings, Engines, and a Rudder, What Else Do You Need?**	• I know what I'm writing about, but some other ideas pop up that are not about my main idea • Some of my details are good, but some might be too general or unclear **Get the Wrench: Let's Tighten Some Connections**	• I know what I'm writing about, and every word I write is about my main idea or the details • I use details so the reader can imagine or understand my subject **Flying High!**
ORGANIZATION	• I start at the top of the page and the end is that last line at the bottom, see? • Even I have trouble following my writing **Way Off Course . . . Let's Look at a Map**	• I've got a beginning, middle, and end, but I may have to clue readers in by writing "The End!" • I remembered some other good ideas part way through, so I just threw them in. **Foggy Weather— Check Your Compass**	• I've written an introduction, body, and conclusion • Readers can follow my ideas as long as they remember or look back at my introduction **Getting There with Minor Detours**	• I've written (and rewritten) the best introduction, body, and conclusion I can • I move on to new ideas by using transitions between thoughts or paragraphs **On Course and Right On Target!**
VOICE	• I keep my vocabulary simple and take no risks with colorful or complex words • I write using the same pattern over and over; either short, choppy sentences or long, difficult sentences • I'm not reaching out; readers can take it or leave it **Faint and Lots of Static—This is NOT a message from the confident kid I know!**	• Some of my words are "just right;" others are a little clunky • Some sentences sound like me; some sound like anyone, or even a robot • I know who my readers are and sometimes try to draw them in **A Little Static or Fuzzy—Boost Your Transmitter!**	• I use "just right" words for accuracy • I change sentence patterns so they stay interesting. • I know who my readers are and am thinking of them from start to finish **I Can Hear You Now!**	• I use "just right" words for accuracy and interest • I change sentence patterns so they stay interesting and there is a "flow" to my writing • I know who my readers are and leave them with strong impressions of how I think or feel **Coming Through Loud and Clear!**
CONVENTIONS	• Even I have trouble reading my own grammar, capitalization, punctuation, or spelling **Let's Ground This Bird For Maintenance . . .**	• Some of my grammar, capitalization, punctuation, or spelling creates confusion and distractions **Turbulence Makes This a Rough Ride**	• I have left few distractions for readers: grammar, capitalization, punctuation, and spelling are close to perfect **Cruising Along with the Occasional Bump or Flutter**	• Nothing distracts my readers: my grammar, capitalization, punctuation, and spelling are all clean and polished **Zooming Along!**

Flight Observations, Appreciations, Challenges, and Suggestions on the other side.