Name: _____ Date: _____

Opinion Writing Checklist

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
	Structure				**Structure**			
Overall	I made a claim about a topic or a text and tried to support my reasons.	☐	☐	☐	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	☐	☐	☐
Lead	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.	☐	☐	☐	I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out was significant in or around the topic and giving readers information about what was significant about the topic.	☐	☐	☐
					I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.	☐	☐	☐
Transitions	I used words and phrases to glue parts of my piece together. I used phrases such as *for example*, *another example*, *one time*, and *for instance* to show when I was shifting from saying reasons to giving evidence and *in addition to*, *also*, and *another* to show when I wanted to make a new point.	☐	☐	☐	I used transition words and phrases to connect evidence back to my reasons using phrases such as *this shows that . . . .*	☐	☐	☐
					I helped readers follow my thinking with phrases such as *another reason* and *the most important reason*. I used phrases such as *consequently* and *because of* to show what happened.	☐	☐	☐
					I used words such as *specifically* and *in particular* in order to be more precise.	☐	☐	☐

Opinion Writing Checklist (continued)

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
Ending	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.	☐	☐	☐	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	☐	☐	☐
Organization	I separated sections of information using paragraphs.	☐	☐	☐	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.	☐	☐	☐
	Development				**Development**			
Elaboration	I gave reasons to support my opinion. I chose the reasons to convince my readers.	☐	☐	☐	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.	☐	☐	☐
	I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.	☐	☐	☐	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	☐	☐	☐
					I discussed and unpacked the way that the evidence went with the claim.	☐	☐	☐

Opinion Writing Checklist (continued)

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
Craft	I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.	☐	☐	☐	I made deliberate word choices to had an effect on my readers.	☐	☐	☐
	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 reached for the precise phrase, metaphor, or image that would convey my ideas.	☐	☐	☐
	I made choices about which evidence was best to include or not include to support my points.	☐	☐	☐	I made choices about how to angle my evidence to support my points.	☐	☐	☐
	I used a convincing tone.	☐	☐	☐	When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.	☐	☐	☐
	Language Conventions				**Language Conventions**			
Spelling	I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.	☐	☐	☐	I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed. I made sure to correctly spell words that were important to my topic.	☐	☐	☐
Punctuation	When writing long complex sentences, I used commas to make them clear and correct.	☐	☐	☐	I used commas to set off introductory parts of sentences, for example, *At this time in history*, and *it was common to . . . .*	☐	☐	☐
	I used periods to fix my run-on sentences.	☐	☐	☐	I used a variety of punctuation to fix any run-on sentences.	☐	☐	☐
					I used punctuation to cite my sources.	☐	☐	☐