

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

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

## Opinion Writing Checklist

|                     | Grade 3  | NOT<br>YET               | STARTING<br>TO           | YES!                     | Grade 4  | NOT<br>YET               | STARTING<br>TO           | YES!                     |
|---------------------|--|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
|                     | <b>Structure</b>   |                          |                          |                          | <b>Structure</b>   |                          |                          |                          |
| <b>Overall</b>      | I told readers my opinion and ideas on a text or a topic and helped them understand my reasons.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I made a claim about a topic or a text and tried to support my reasons.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Lead</b>         | I wrote a beginning in which I not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about my opinion.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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.<br><br>I stated my claim.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Transitions</b>  | I connected my ideas and reasons with my examples using words such as <i>for example</i> and <i>because</i> . I connected one reason or example using words such as <i>also</i> and <i>another</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I used words and phrases to glue parts of my piece together. I used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when I was shifting from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when I wanted to make a new point. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Ending</b>       | I worked on an ending, perhaps a thought or comment related to my opinion.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Organization</b> | I wrote several reasons or examples of why readers should agree with my opinion and wrote at least several sentences about each reason.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I separated sections of information using paragraphs.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I organized my information so that each part of my writing was mostly about one thing.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |                          |                          |                          |

## Opinion Writing Checklist (continued)

|                    | Grade 3  | NOT YET                  | STARTING TO              | YES!                     | Grade 4   | NOT YET                  | STARTING TO              | YES!                     |
|--------------------|--|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
|                    | <b>Development</b>   |                          |                          |                          | <b>Development</b>  |                          |                          |                          |
| <b>Elaboration</b> | I not only named my reasons to support my opinion, but also wrote more about each one.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I gave reasons to support my opinion. I chose the reasons to convince my readers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                    |  |                          |                          |                          | I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Craft</b>       | I not only told readers to believe me, but also wrote in ways that got them thinking or feeling in certain ways. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                    |  |                          |                          |                          | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                    |  |                          |                          |                          | I made choices about which evidence was best to include or not include to support my points.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                    |  |                          |                          |                          | I used a convincing tone.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                    | <b>Language Conventions</b>  |                          |                          |                          | <b>Language Conventions</b>   |                          |                          |                          |
| <b>Spelling</b>    | I used what I knew about word families and spelling rules to help me spell and edit.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                    | I got help from others to check my spelling and punctuation before I wrote my final draft.                       |                          |                          |                          |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Opinion Writing Checklist (continued)

|                    | <b>Grade 3</b>  | <b>NOT<br/>YET</b>       | <b>STARTING<br/>TO</b>   | <b>YES!</b>              | <b>Grade 4</b>   | <b>NOT<br/>YET</b>       | <b>STARTING<br/>TO</b>   | <b>YES!</b>              |
|--------------------|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| <b>Punctuation</b> | I punctuated dialogue correctly with commas and quotation marks.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | When writing long complex sentences, I used commas to make them clear and correct.<br><br>I used periods to fix my run-on sentences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                    | While writing, I put punctuation at the end of every sentence.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |                          |                          |                          |
|                    | I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |                          |                          |                          |