

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

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

## Opinion Writing Checklist

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
	<b>Structure</b>				<b>Structure</b>			
<b>Overall</b>	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I not only staked a position that could be supported by a variety of trustworthy sources, but also built my argument and led to a conclusion in each part of my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	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 what was significant in or around the topic and giving readers information about what was significant about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote an introduction that helped readers to understand and care about the topic or text. I thought backwards between the piece and the introduction to make sure that the introduction fit with the whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.				I not only clearly stated my claim, but also named the reasons I would develop later. I also told my readers how my text would unfold.			
<b>Transitions</b>	I used transition words and phrases to connect evidence back to my reasons using phrases such as <i>this shows that . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitional phrases to help readers understand how the different parts of my piece fit together to support my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	I used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

## Opinion Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
<b>Ending</b>	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a conclusion in which I restated the main points of my essay, perhaps offering a lingering thought or new insight for readers to consider. My ending added to and strengthened the overall argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. I wrote more than one paragraph to develop a claim or reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Development</b>				<b>Development</b>			
<b>Elaboration</b>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I included and arranged a variety of evidence to support my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used trusted sources and information from authorities on the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I discussed and unpacked the way that the evidence went with the claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I explained how my evidence strengthened my argument. I explained exactly which evidence supported which point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I acknowledged different sides to the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Opinion Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
<b>Craft</b>	I made deliberate word choices to had an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose words deliberately to be clear and to have an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I reached for the precise phrase, metaphor, or image that would convey my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I reached for precise phrases, metaphors, analogies, or images that would help to convey my ideas and strengthen my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made choices about how to angle my evidence to support my points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose <i>how</i> to present evidence and explained why and how the evidence supported my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used shifts in my tone to help my readers follow my argument; I made my piece sound serious.	<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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Punctuation</b>	I used commas to set off introductory parts of sentences, for example, <i>At this time in history, and it was common to . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect extra information in some of my sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a variety of punctuation to fix any run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				