

Opinion Writing Checklist

	Grade 3	<i>Not Really</i>	<i>Mostly</i>	Grade 4	<i>Not Really</i>	<i>Mostly</i>
STRUCTURE				STRUCTURE		
Overall	I told readers my opinion and ideas on a text or a topic and helped them understand my reasons.			I made a claim about a topic or a text and tried to support my reasons.		
Lead	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.			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.		
Transitions	I connected my ideas and reasons with my examples using words such as for example and because. I connected one reason or example using words such as also and another.			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.		
Ending	I worked on an ending, perhaps a thought or comment related to my opinion.			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.		
Organization	I wrote several reasons or examples of why readers should agree with my opinion and wrote at least several sentences about each reason.			I separated sections of information using paragraphs.		
	I organized my information so that each part of my writing was mostly about one thing.					
DEVELOPMENT				DEVELOPMENT		
Elaboration	I not only named my reasons to support my opinion, but also wrote more about each one.			I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.		
Craft	I not only told readers to believe me, but also wrote in ways that got them thinking or feeling in certain ways.			I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.		
				I made choices about which evidence was best to include or not include to support my points.		
				I used a convincing tone.		

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	LANGUAGE CONVENTIONS			LANGUAGE CONVENTIONS		
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I got help from others to check my spelling and punctuation before I wrote my final draft.			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.		
Punctuation	I punctuated dialogue correctly with commas and quotation marks.			When writing long complex sentences, I used commas to make them clear and correct. I used periods to fix my run-on sentences.		
	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.					