Name:	_ Date:	

Opinion Writing Checklist

Grade 5						
	STRU	ICTURE				
Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.					
	Did I do it like a fifth grader?		NOT YET	STARTING TO	YESI	
Lead		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.				
	Chocolate milk is bad-so Schools should stop it.	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.				
Transitions	This shows that	I used transition words and phrases to connect evidence back to my reasons.				
	consequently important reason	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.				

Opinion Writing Checklist (continued)

Grade 5						
	STRUCTURE (continued)		NOT YET	STARTING TO	YES!	
	specifically in particular	I used words such as specifically and in particular in order to be more precise.				
Ending	Connect it!	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	T	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					
	Did I do it like a fifth grader?			STARTING TO	YESI	
Elaboration	REASON 2 REASON 3	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.				
	examples of facts micro stories	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.				

Opinion Writing Checklist (continued)

Grade 5						
	DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!	
	ENIDENCE	I discussed and unpacked the way that the evidence went with the claim.				
Craft		I made deliberate word choices to have an effect on my readers.				
	phrase image metaphor	I reached for the precise phrase, metaphor, or image that would convey my ideas.				
		I made choices about how to angle my evidence to support my points.				
	According to sources	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.				

Opinion Writing Checklist (continued)

Grade 5					
LANGUAGE CONVENTIONS					
	Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!
Spelling	receive Ball	I used what I knew about word families and spelling rules to help me spell and edit.			
	Aq Bb Cc Dd Ee E F Gg Hh Ii J	I used the word wall and dictionaries to help me when needed.			
	nutrients V calcium V protein V	I made sure to correctly spell words that were important to my topic.			
Punctuation	Meanwhile, Later that days	I used commas to set off introductory parts of sentences.			
	"18z "STOP!	I used a variety of punctuation to fix any run-on sentences.			
	Experts say,	I used punctuation to cite my sources.			