


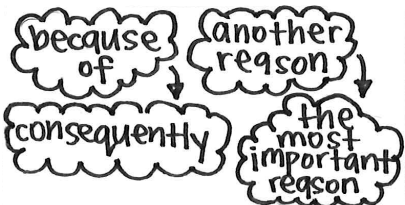
Name: \_\_\_\_\_

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

## Opinion Writing Checklist



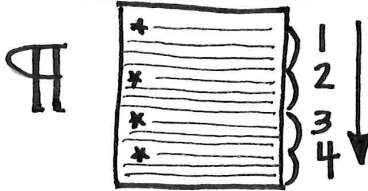
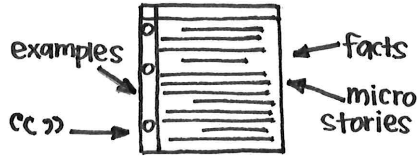
### Grade 5

#### STRUCTURE

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	YES!	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p style="font-family: cursive;">Chocolate milk is <del>bad</del> <sup>unhealthy</sup> so schools should <del>stop</del> <sup>ban</sup> it.</p>	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	This shows that...	I used transition words and phrases to connect evidence back to my reasons.	<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"/>



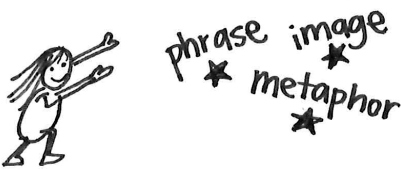
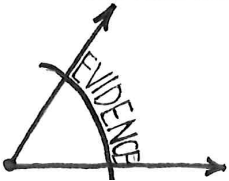

## Opinion Writing Checklist (continued)

### Grade 5

STRUCTURE (continued)		NOT YET	STARTING TO	YES!	
	<p>specifically → in particular</p> 	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"/>
Ending		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"/>
Organization		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"/>
DEVELOPMENT					
	Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!
Elaboration	<p>REASON 1</p> <p>REASON 2</p> <p>REASON 3</p>	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 evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Opinion Writing Checklist *(continued)*


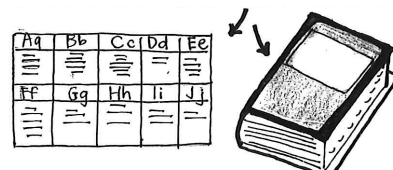
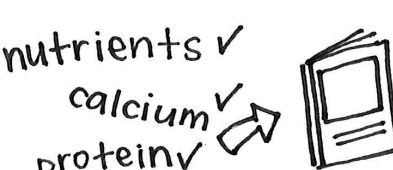

### Grade 5

	DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Opinion Writing Checklist *(continued)*

### Grade 5

#### LANGUAGE CONVENTIONS

		Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!
Spelling		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 the word wall and dictionaries to help me when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I made sure to correctly spell words that were important to my topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	<p>Meanwhile, ↙ Later that day, ↘ As I read on, ↙</p>	I used commas to set off introductory parts of 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"/>
	<p>Experts say, “ — ”</p>	I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>