

Name: _____

Date: _____

Opinion Writing Checklist

| | Grade 2 | NOT YET | STARTING TO | YES! | Grade 3 | NOT YET | STARTING TO | YES! |
|---------------------|--|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| | Structure | | | | Structure | | | |
| Overall | I wrote my opinion or my likes and dislikes and gave reasons for my opinion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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"/> |
| Lead | I wrote a beginning in which I not only gave my opinion, but also set readers up to expect that my writing would try to convince them of it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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"/> |
| Transitions | I connected parts of my piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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"/> |
| Ending | I wrote an ending in which I reminded readers of my opinion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I worked on an ending, perhaps a thought or comment related to my opinion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization | My piece had different parts; I wrote a lot of lines for each part. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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 organized my information so that each part of my writing was mostly about one thing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Development | | | | Development | | | |
| Elaboration | I wrote at least two reasons and wrote at least a few sentences about each one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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"/> |
| Craft | I chose words that would make readers agree with my opinion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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"/> |

Opinion Writing Checklist (continued)

| | Grade 2 | NOT YET | STARTING TO | YES! | Grade 3 | NOT YET | STARTING TO | YES! |
|--------------------|---|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
| | Language Conventions | | | | Language Conventions | | | |
| Spelling | To spell a word, I used what I knew about spelling patterns (<i>tion, er, ly, etc.</i>). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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 spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words. | <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"/> |
| Punctuation | I used quotation marks to show what characters said. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I punctuated dialogue correctly with commas and quotation marks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | When I used words such as <i>can't</i> and <i>don't</i> , I put in the apostrophe. | <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"/> |