Opinion Writing Checklist

	Grade 5	NOT YET	STARTING TO	YES!
	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.			
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.			
	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.			
Transitions	I used transition words and phrases to connect evidence back to my reasons using phrases such as <i>this shows that</i>			
	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.			
	I used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.			
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.			
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.			
	Development			
Elaboration	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.			
	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.			
	I discussed and unpacked the way that the evidence went with the claim.			
Craft	I made deliberate word choices to had an effect on my readers.			
	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.			
	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	NOT YET	STARTING TO	YES!
	Language Conventions			
Spelling	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.			
Punctuation	I used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>it was common to</i> .			
	I used a variety of punctuation to fix any run-on sentences.			
	I used punctuation to cite my sources.			