

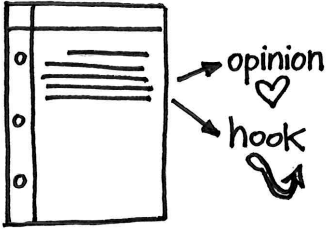
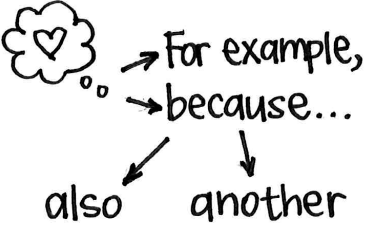

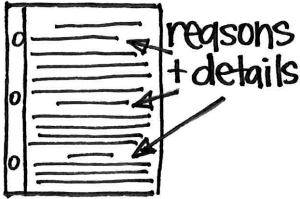
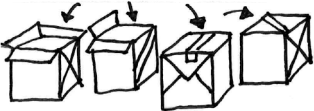
Name: _____

Date: _____

Opinion Writing Checklist

Grade 3

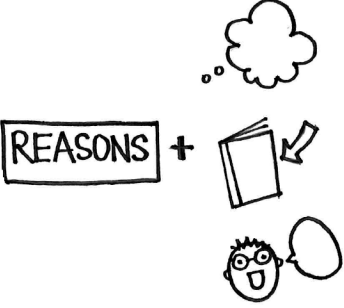
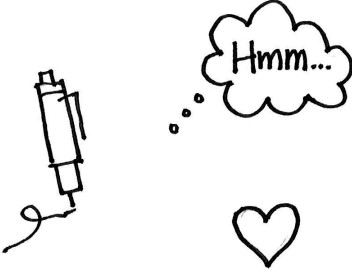
STRUCTURE

Overall	I told readers my opinion and ideas on a text or a topic and helped them to understand my reasons.				
	Did I do it like a third grader?	NOT YET	STARTING TO	YES!	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		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 worked on an ending, perhaps a thought or comment related to my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization		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"/>

Opinion Writing Checklist *(continued)*

Grade 3




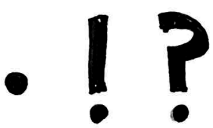
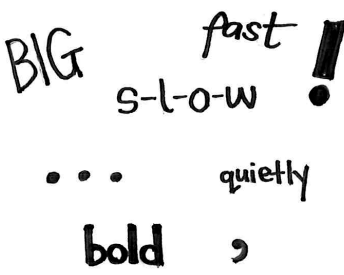
DEVELOPMENT

		Did I do it like a third grader?	NOT YET	STARTING TO	YES!
Elaboration		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 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 3

LANGUAGE CONVENTIONS

	Did I do it like a third grader?	NOT YET	STARTING TO	YES!	
Spelling		I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<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 punctuated dialogue correctly, with commas and quotation marks.	<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"/>