

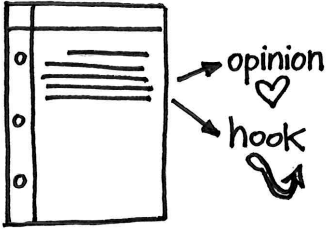
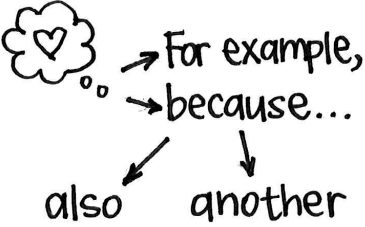
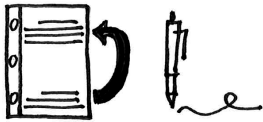
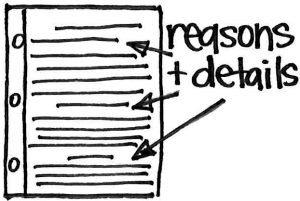
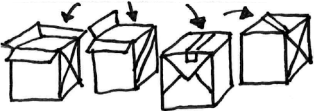
Name: _____

Date: _____

Opinion Writing Checklist

Grade 3

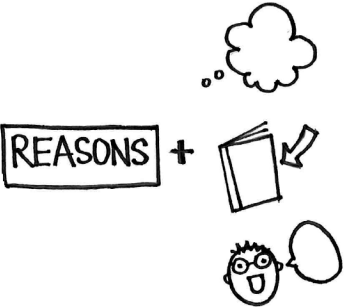
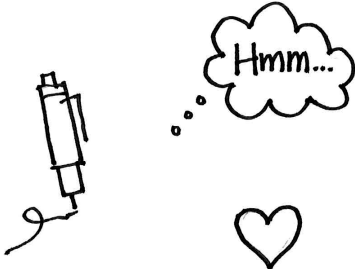
STRUCTURE

| | | | | | |
|--------------|--|--|--------------------------|--------------------------|--------------------------|
| 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"/> |
| |  | 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"/> |
| Organization |  | 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


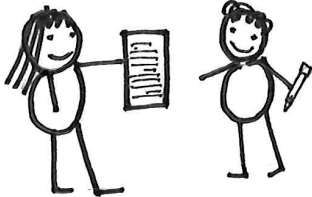


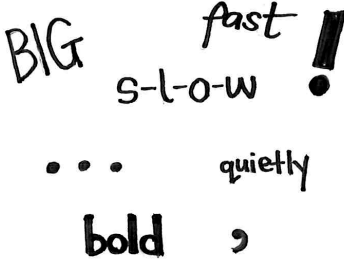
DEVELOPMENT

| | Did I do it like a third grader? | NOT YET | STARTING TO | YES! |
|-------------|--|--------------------------|--------------------------|--------------------------|
| Elaboration |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Craft |  | <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"/> |