

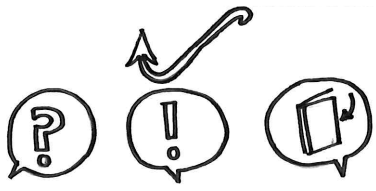

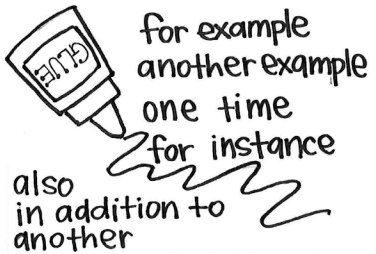

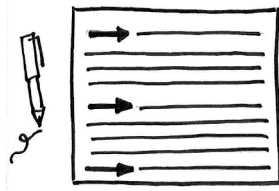
Name: _____

Date: _____

Opinion Writing Checklist

Grade 4


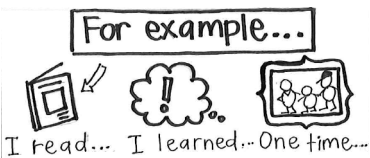

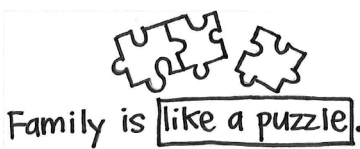


STRUCTURE

Overall	I made a claim about a topic or a text and tried to support my reasons.				
	Did I do it like a fourth grader?	NOT YET	STARTING TO	YES!	
Lead		I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I stated my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		I used words and phrases to glue parts of my piece together. I used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when I was shifting from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when I wanted to make a new point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization		I separated sections of information using paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

Grade 4


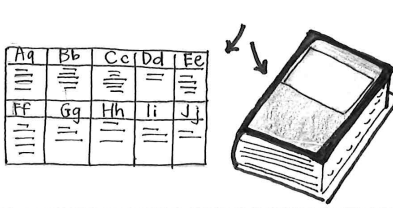
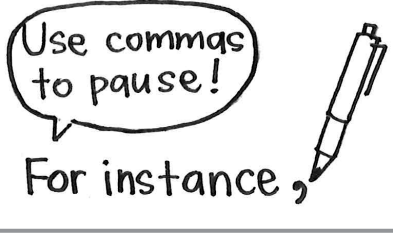
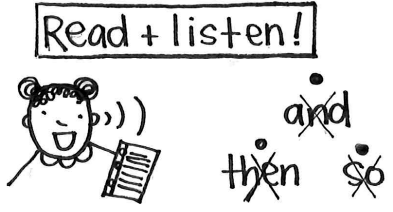
DEVELOPMENT

		Did I do it like a fourth grader?	NOT YET	STARTING TO	YES!
Elaboration		I gave reasons to support my opinion. I chose the reasons to convince my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p style="font-size: small; text-align: center;">I read... I learned... One time...</p>	I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the readers into my line of thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I made choices about which evidence was best to include or not include to support my points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I used a convincing tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

Grade 4

LANGUAGE CONVENTIONS

		Did I do it like a fourth 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"/>
Punctuation		When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I used periods to fix my run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>