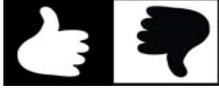


Writing Checklist: Opinion Writing Grade 4

Name: _____ Date: _____

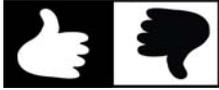
	Elements	Self	Peer	Teacher
Content	I clearly stated a claim about my topic and tried to support my reasons.			
	I wrote a few sentences to "hook" my reader. For example: I asked a question and explained why the topic matters, or I told a surprising fact, or gave relevant background information.			
	I made deliberate word choices to convince my reader (emphasizing or repeating words to evoke my reader's emotional response).			
	I separated sections of information using paragraphs.			
	I used prepositional phrases in my writing.			
	I gave reasons to support my opinion and I chose them to convince my reader. I gave examples and information to support my reasons (from my life, what I know, or from text I read).			
	If it was appropriate, I chose precise details and facts to help make my points.			
	If it was appropriate, I used figurative language (similes, metaphors, idioms, or adages) to draw my reader into my line of thought.			
	I made choices about which evidence was relevant and best to include to support my points.			
	I used linking words and phrases to group ideas or sections together. For example, for shifting from stating reasons to giving evidence, I used these kinds of words: <i>another example, one time, for instance</i> . When I wanted to make a new point, I used phrases such as: <i>in addition to, also, and another...</i>			
The ending I wrote includes a thought or comment about my opinion, which restates and reflects on my claim.				
Conventions	I used commas, quotation marks, and end points correctly.			
	To spell a word I don't know, I used what I know about word families and spelling rules to help me spell and edit my work.			
	I used the word wall and a dictionary or thesaurus to help me pick the right word and spell it correctly when needed.			
	I used commas in long sentences to help make them clear and correct.			
	I used capitals and commas correctly and used an apostrophe for contractions and possessives.			
	I made sure my subjects and verbs agree.			
	I checked for "run-on" or fragment sentences and fixed them by breaking up the sentence into separate thoughts and using periods.			
	My handwriting is neat and readable and I used correct spacing and margins.			



Writing Checklist: Opinion Writing Grade 5

Name: _____ Date: _____

	Elements	Self	Peer	Teacher
Content	I wrote a claim about a topic and supported it with reasons and a variety of evidence for each reason.			
	I worked to get my reader to care about my opinion not by just including a cool fact or a jazzy question, but by giving the reader relevant information about what is <i>significant</i> about the topic.			
	I made deliberate and precise word choices to state my claim and I let the reader know the reasons I develop later in my piece.			
	I used transition words and phrases to connect my evidence to my reasons with phrase such as <i>this shows that...</i>			
	I helped my reader follow my thinking using phrases such as <i>another reason</i> , the <i>most important reason</i> , and used temporal words to indicate <i>timing or sequence</i> .			
	To show what happened, I used phrases such as <i>consequently</i> and <i>because of</i> . To be more precise, I used words such as <i>specifically</i> , and <i>in particular</i> .			
	I grouped information and related ideas into paragraphs and used headings to help separate sections.			
	I organized my writing in the order that most suits my purpose and helps me prove my reasons and claim.			
	I gave relevant reasons to support my opinion which are parallel and do not overlap. I put these reasons in an order I thought would be the most convincing.			
	I made choices about which evidence was best to include to support my points.			
	I included relevant evidence to support my claim, such as facts, examples, quotations, micro stories, and information.			
	I discuss/explain logically the way my evidence goes with my claim.			
	I made deliberate word choices to have an effect on my reader. I reached for the right phrase, metaphor, simile, or image that would best convey my ideas.			
	When it was appropriate, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my writing.			
	The conclusion I wrote connects back to and highlights what my piece is mainly about, not just the preceding paragraph.			
Conventions	I used commas to set off introductory parts of sentences, such as " <i>At this time in history, it was common to...</i> "			
	I used a variety of punctuation to fix any run-on sentences and I used a variety of sentence types.			
	I checked to make sure my subjects and verbs were correct and that I was using the correct verb tense.			
	I used what I know about spelling rules and a dictionary to help me spell and edit my work.. I made sure to correctly spell words that are important to my topic.			
	I used correct punctuation in my writing and to cite my resources.			
	I tried to maintain a formal style.			
	My writing is legible and I used correct margins and spacing.			



Writing Checklist: Argument Writing Grade 6

Name: _____ Date: _____

	Elements	Self	Peer	Teacher
Content	I stake a position and make a thesis statement that can be supported by a variety of trustworthy sources. Each part of my text builds my argument and leads to a conclusion.			
	My introduction engages and helps the reader to understand and care about the topic. I thought backwards from my piece to the introduction to make sure it fits with the whole.			
	I work to get my reader to care about my opinion not by just including a cool fact or a jazzy question, but by giving the reader relevant information about what is <i>significant</i> about the topic.			
	I clearly stated my claim and I named the reasons I would be developing later in the piece. I also explained to the reader how the piece will unfold.			
	I made deliberate and precise word choices to state my claim and I let the reader know the reasons I develop later in my piece.			
	I used transition words and phrases to help the reader to understand how all the different parts of my piece fit together to support my argument.			
	I arranged paragraphs, reasons and evidence purposefully, leading the reader from one claim or reason to another. I wrote more than one paragraph to develop a claim or reason.			
	I included and arranged a variety of relevant evidence to support my reasons.			
	I used trusted sources and information from authorities on the topic.			
	I explained how my evidence strengthens my argument. I explain exactly which evidence supports which point.			
	I acknowledged different sides to my argument.			
	I chose words deliberately to be clear and have an effect on the reader.			
	I reached for precise phrases, metaphors, analogies, or images that would help convey my ideas and strengthen my argument.			
	I chose how to present evidence and explained why and how the evidence supports my claim.			
	I used shifts in my tone to help the reader follow my argument and I made my piece sound serious.			
My conclusion restates the main points of my essay and may offer a lingering thought or new insight for the reader to consider. My ending adds to and strengthens my overall argument..				
Conventions	I used resources to be sure the words in my writing are spelled correctly, including returning to my sources and checking spelling.			
	I used all punctuation carefully and correctly.			
	I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect extra information in some of my sentences.			
	I used the correct verb tense and checked my writing for run-on or fragment sentences and corrected them.			
	I correctly cited my resources in a bibliography, using quotation marks, italics, or underlining for titles of works..			
	My writing is readable, I have used correct margins and spacing, I have used headings to separate sections, and I have tried to maintain a formal style.			