

Opinion Writing Checklist

Grade 2

STRUCTURE

Overall I wrote my opinion or my likes and dislikes and gave reasons for my opinion.

Did I do it like a second grader?

NOT YET	STARTING TO	YES!
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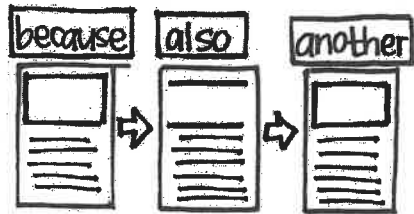
Lead



I wrote a beginning in which I not only gave my opinion, but also set readers up to expect that my writing would try to convince them of it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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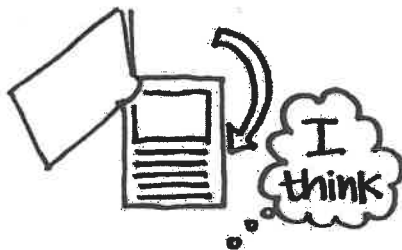
Transitions



I connected parts of my piece using words such as *also*, *another*, and *because*.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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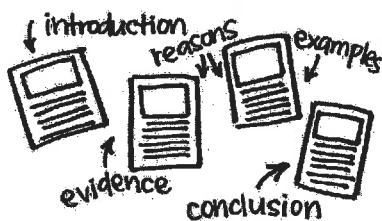
Ending



I wrote an ending in which I reminded readers of my opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Organization



My piece had different parts; I wrote a lot of lines for each part.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Opinion Writing Checklist (continued)

Grade 2

DEVELOPMENT

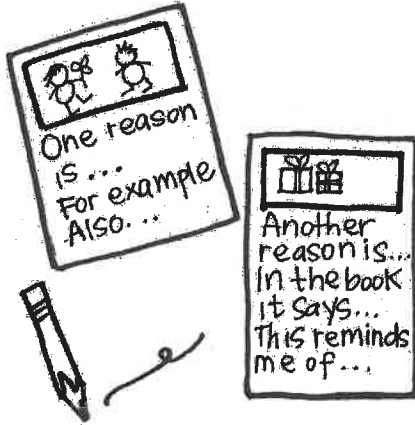
Did I do it like a second grader?

NOT YET

STARTING TO

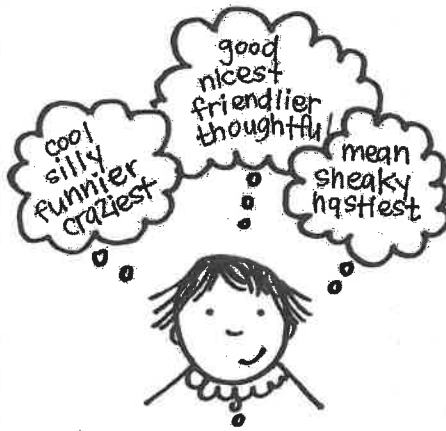
YES!

Elaboration



I wrote at least two reasons and wrote at least a few sentences about each one.

Craft



I chose words that would make readers agree with my opinion.

Opinion Writing Checklist (continued)

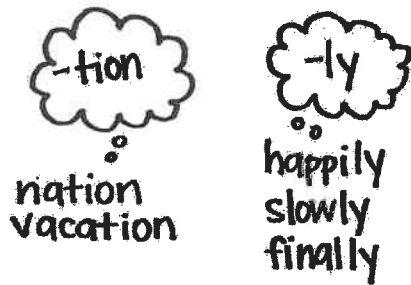
Grade 2

LANGUAGE CONVENTIONS

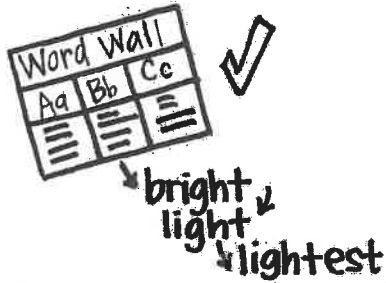
Did I do it like a second grader?

NOT YET
STARTING
TO
YES!

Spelling

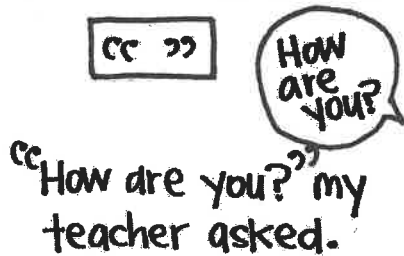


I used what I knew about spelling patterns to spell a word.

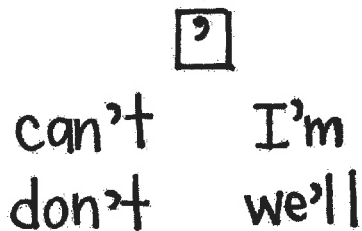


I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.

Punctuation



I used quotation marks to show what characters said.



When I used words such as *can't* and *don't*, I put in the apostrophe.