

Name: _____

Date: _____

Opinion Writing Checklist

Grade 2

STRUCTURE

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

Did I do it like a second grader?

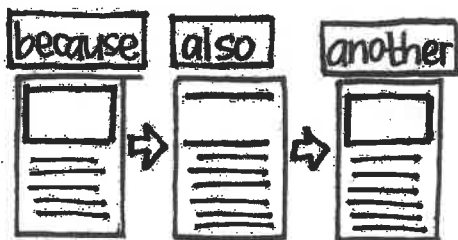
NOT
YET

STARTING
TO

YES!



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.



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



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





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

Opinion Writing Checklist (continued)

Grade 2

DEVELOPMENT

	NOT YET	STARTING TO	YES!
<p style="text-align: center;">Did I do it like a second grader?</p> <div style="display: flex; align-items: center;">  </div> <p>I wrote at least two reasons and wrote at least a few sentences about each one.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div style="display: flex; align-items: center;">  </div> <p>I chose words that would make readers agree with my opinion.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

Grade 2

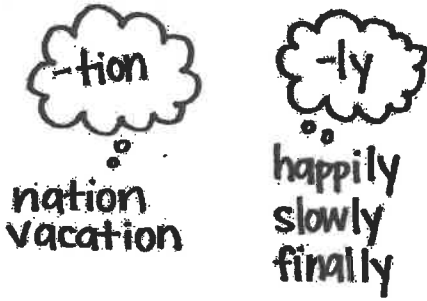
LANGUAGE CONVENTIONS

Did I do it like a second grader?

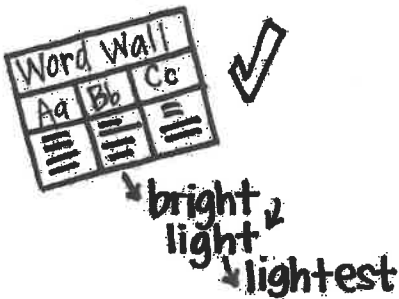
NOT
YET

STARTING
TO

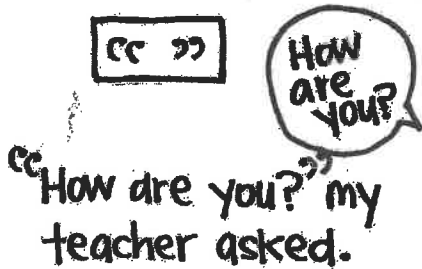
YES!



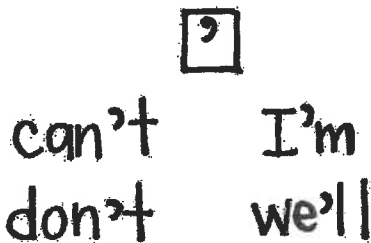
I used what I knew about spelling patterns to spell a word.



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



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.

