

Grade 5

Opinion Writing

The writer's introduction provides a claim/thesis and helps get the reader to care about the topic. He has engaged the reader not just by including a jazzy fact or question, but by considering what is important about the topic and writing to reveal that significance.

The writer grouped information and related ideas into paragraphs. He put these paragraphs in an order that feels logical and best supports his claim.

The writer gave reasons to support his opinion. These reasons are parallel and they don't overlap. The writer included evidence (facts, examples, quotations, micro-stories, information) to support his claim.

The writer discussed and unpacked the ways his evidence supports his claim.

The writer used commas to set off introductory parts of sentences. He also used punctuation to avoid fragmented or run-on sentences and used punctuation correctly when citing sources.

Until two weeks ago, recess was really fun. But since the recess ladies said football was too dangerous and the school banned it, now kids just sit around on the grass. We're too old for the swings and there is nothing else to do. Football is not dangerous. It is great for kids! We should have football at recess because it is good exercise, because everyone can play, and because it will help us learn important things.

First of all, there should be football during recess because it is great exercise. When you play football, you get to run, throw, and catch. The quarterback throws the ball and everyone else runs to catch it and tries to get a touchdown. Without football, everyone just sits. "Football is great exercise," says Sam Rapoport, a senior manager for USA Football. Teachers and kids could play and everyone would get more exercise. Mrs. Obama says that kids aren't getting enough exercise and we are getting obese. All of this shows that we need football so we don't grow up to be unhealthy and get diseases.

Another reason why we should have football is because everyone can play. You don't need to spend money on fancy equipment or uniforms. Football will not cost the school any money. Football has big teams so it doesn't leave anyone out like other games. Some people think football is only for boys, but that's not true. I sometimes play with my sisters and even my mom plays! Everyone in our class wants to play. Out of 25 kids, all 25 said they wanted football. Everyone can play.

The most important reason why we should have football is because it will help us learn important things. For example, we can learn to solve problems. Like when a play is made and everyone argues because you aren't sure what team gets the point. In an article a parent named Christine McAndrews says that football is good for kids. She says that "It's great for their social skills and they resolve things on their own. It's good for them." She's a parent and she thinks football is great! Football can teach us a lot.

There should be football at recess. We will get more exercise, we will play more, and we will learn important skills. I'm starting to realize that when we were little we could get hurt on the swings or slide. Football is just like the slides and the swings. As long as we are careful, we can be safe. Please take the football ban away and let us play again.

Sources:

- "First Lady Fights Fat in Kids." *TIME for Kids* (2010)
- "Flag Football: It's the Girls' Turn to Play." *Washington Post* (2011)

The writer states his claim clearly and forecasts the reasons he will provide to support it.

The writer used transition words and phrases to connect evidence back to his reasons, such as *this shows that*. He also helps readers follow his thinking (with phrases such as *another reason*, *the most important reason*), to show what happened (using words like *consequently* or *because of*) and to be more precise (with words such as *specifically* and *in particular*).

The writer seems to have made deliberate word choices to affect the reader. He may have used metaphors or conjured images to convey ideas.

The writer used a scholarly voice throughout. His sentence structure is varied to create a pace and tone for the different sections of the piece.

windy

In this essay, I will discuss my opinions about global warming. Global warming is a very serious issue. Global warming is changing the earth in ways like never before. The actions of humans led to the melting of once frozen glaciers, dividing seas, and change in climate. Us, the humans, must change our ways in order to survive.

One reason global warming is serious is because glaciers are melting. The destruction of glaciers will lead to the loss of many civilizations. For example if glaciers melt, their water will rise up sea-levels and cause floods. As Al Gore has said in his movie, "The Inconvenient Truth", if the seas rise, many cities near bodies of water will be completely under water, including Manhattan. We need to change our impact on the earth.

Another reason humans need to change is because they pollute a lot. Business men, greedy animals, harm Mother Nature for their profit. For example, the toxic wastes are rising in numbers and with no room in the landfill. Business men dump it into the sea, harming/poisoning the sea creatures in the seas. As it once happened in history, when farmers began using DDT's to kill pests, it resulted in a near loss of species. The insects were poisoned and since they are the beginning of a food chain, the eagles eat the fish that eat the insects that were poisoned. The eagle race couldn't reproduce because when the females layed eggs, the shell was too soft and the hatchling died before it came out.

of its shell. This shows that another species might become extinct and this time the damage is too great.


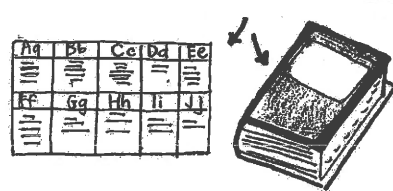
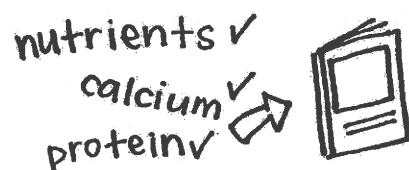
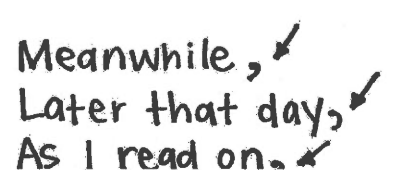
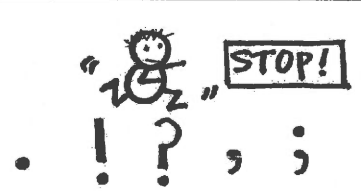
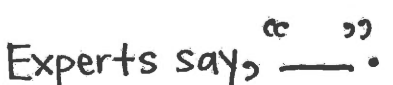
The final reason global warming is serious is because it has the disastrous ability to change the climate. Climate is another form of mother nature; whoever controls it controls nature. For example, the hurricanes are getting stronger and the heat is melting Antarctica. Al Gore also said that "For the first time since 1980, the heat level is very much over normal and is bigger than 1980." Stop global warming now!

In this essay, I have supported my claim and provided real life info. What I am trying to say is, this planet is ours! We ourselves are destroying it. Help mother earth!

Opinion Writing Checklist (continued)



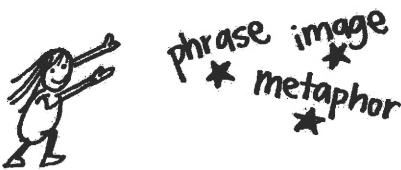
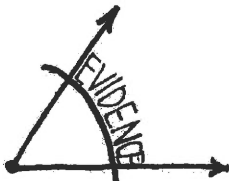

Grade 5

LANGUAGE CONVENTIONS

	Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!
Spelling		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




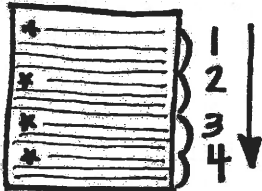
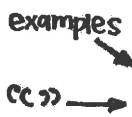
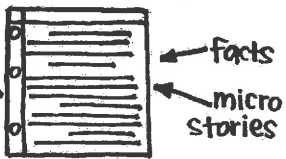

Opinion Writing Checklist (continued)

Grade 5

	DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

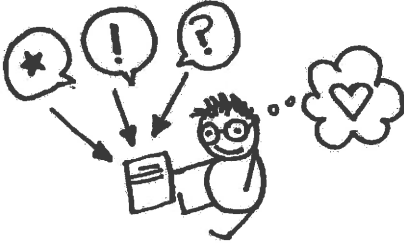
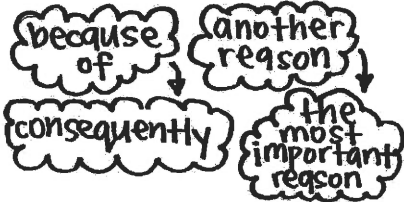
Grade 5

	STRUCTURE (continued)	NOT YET	STARTING TO	YES!
	<p>specifically in particular → </p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	<p> connect it!</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<p> </p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEVELOPMENT				
	Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!
Elaboration	<p>REASON 1</p> <p>REASON 2</p> <p>REASON 3</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>  </p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

Opinion Writing Checklist**Grade 5****STRUCTURE**

Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.					
	Did I do it like a fifth grader?			NOT YET	STARTING TO	YES!
Lead		I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Chocolate milk is bad so schools should stop it. <i>unhealthy</i> <i>ban</i>	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Transitions	This shows that...	I used transition words and phrases to connect evidence back to my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Name: _____

Date: _____

Opinion Writing Checklist

Grade 5				Grade 6					
	Structure	NOT YET	STARTING TO	YES!		Structure	NOT YET	STARTING TO	YES!
Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		I not only staked a position that could be supported by a variety of trustworthy sources, but also built my argument and led to a conclusion in each part of my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		I wrote an introduction that helped readers to understand and care about the topic or text. I thought backwards between the piece and the introduction to make sure that the introduction fit with the whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.					I not only clearly stated my claim, but also named the reasons I would develop later. I also told my readers how my text would unfold.			
	I used transition words and phrases to connect evidence back to my reasons using phrases such as <i>this shows that . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		I used transitional phrases to help readers understand how the different parts of my piece fit together to support my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	I used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Opinion Writing Checklist (continued)

	Grade 5			Grade 6		
	NOT YET	STARTING TO	YES!	NOT YET	STARTING TO	YES!
Ending						
	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a conclusion in which I restated the main points of my essay, perhaps offering a lingering thought or new insight for readers to consider. My ending added to and strengthened the overall argument.	<input type="checkbox"/>
Organization						
	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. I wrote more than one paragraph to develop a claim or reason.	<input type="checkbox"/>
	Development				Development	
Elaboration	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I included and arranged a variety of evidence to support my reasons.	<input type="checkbox"/>
	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used trusted sources and information from authorities on the topic.	<input type="checkbox"/>
	I discussed and unpacked the way that the evidence went with the claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I explained how my evidence strengthened my argument. I explained exactly which evidence supported which point.	<input type="checkbox"/>
					I acknowledged different sides to the argument.	<input type="checkbox"/>

Opinion Writing Checklist (continued)

	Grade 5			Grade 6		
	NOT YET	STARTING TO	YES!	NOT YET	STARTING TO	YES!
Craft	I made deliberate word choices to had an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose words deliberately to be clear and to have an effect on my readers.	<input type="checkbox"/>
	I reached for the precise phrase, metaphor, or image that would convey my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I reached for precise phrases, metaphors, analogies, or images that would help to convey my ideas and strengthen my argument.	<input type="checkbox"/>
	I made choices about how to angle my evidence to support my points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose <i>how</i> to present evidence and explained why and how the evidence supported my claim.	<input type="checkbox"/>
	When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used shifts in my tone to help my readers follow my argument; I made my piece sound serious.	<input type="checkbox"/>
	Language Conventions			Language Conventions		
Spelling	I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed. I made sure to correctly spell words that were important to my topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.	<input type="checkbox"/>
	I used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>it was common to . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect extra information in some of my sentences.	<input type="checkbox"/>
Punctuation	I used a variety of punctuation to fix any run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

