

Opinion Writing Checklist

Kindergarten

STRUCTURE

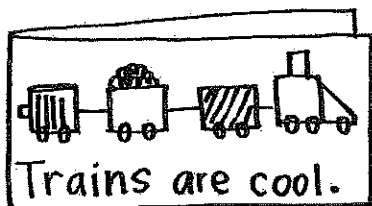
I told, drew, and wrote my opinion or likes and dislikes about a topic or book.

Did I do it like a Kindergartner?

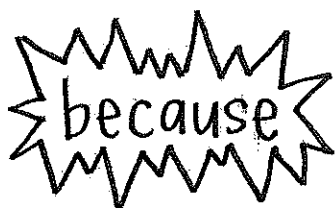
NOT
YET

STARTING
TO

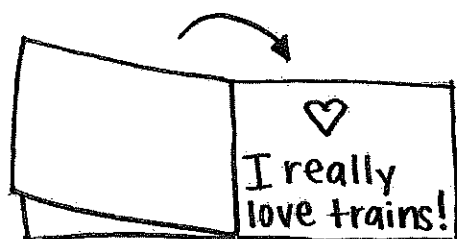
YES!



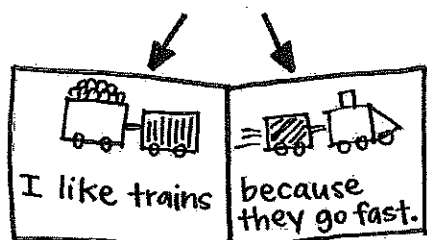
I wrote my opinion in the beginning.

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☐
☐


I wrote my idea and then said more. I used words such as *because*.

☐
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I had a last part or page.

☐
☐
☐


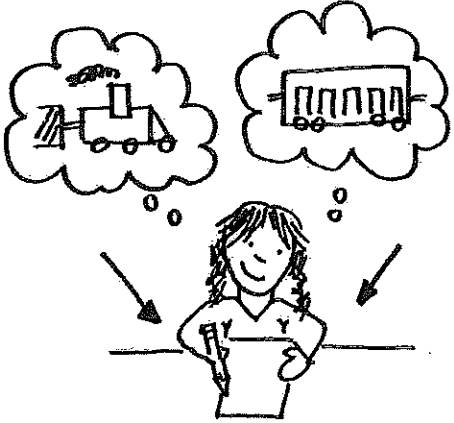
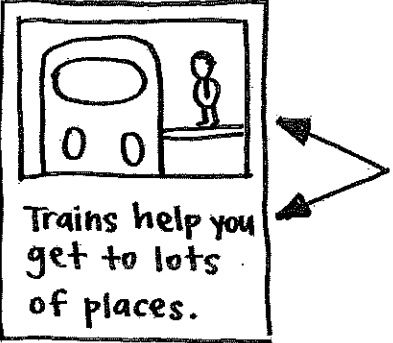
I told my opinion in one place and in another place
I said why.

☐
☐
☐

Opinion Writing Checklist (*continued*)

Kindergarten

DEVELOPMENT

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

Opinion Writing Checklist (continued)

Kindergarten

LANGUAGE CONVENTIONS

Did I do it like a Kindergartner?

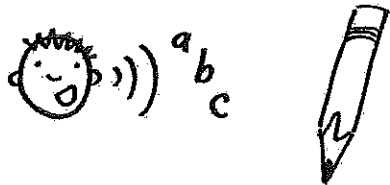
NOT
YET

STARTING
TO

YES!



I could read my writing.

☐
☐
☐


I wrote a letter for the sounds I heard.

☐
☐
☐


Aa	Bb	Cc
at and all	be but by	can come

I used the word wall to help me spell.

☐
☐
☐


I put spaces between words.

☐
☐
☐

THE → the

I used lowercase letters unless capitals were needed.

☐
☐
☐

→ Look at the ball.

I wrote capital letters to start every sentence.

☐
☐
☐

Name: _____ Date: _____

Opinion Writing Checklist

Grade 1

STRUCTURE

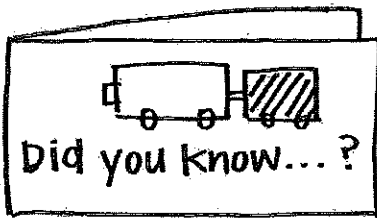
I wrote my opinion or my likes and dislikes and said why.

Did I do it like a first grader?

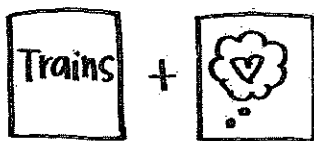
NOT
YET

STARTING
TO

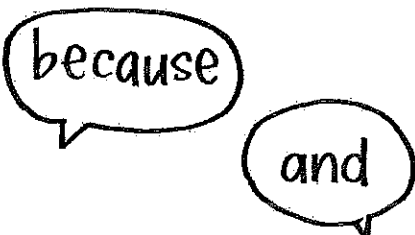
YES!



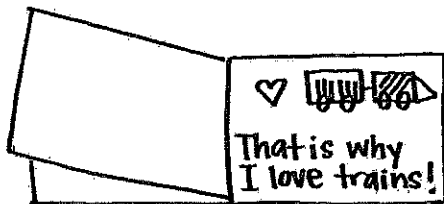
I wrote a beginning in which I got readers' attention.

☐
☐
☐


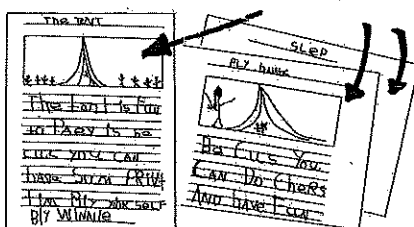
I named the topic or text I was writing about and gave my opinion.

☐
☐
☐


I said more about my opinion and used words such as *and* and *because*.

☐
☐
☐


I wrote an ending for my piece.

☐
☐
☐


I wrote a part where I got readers' attention and a part where I said more.

☐
☐
☐

Opinion Writing Checklist (continued)

Grade 1

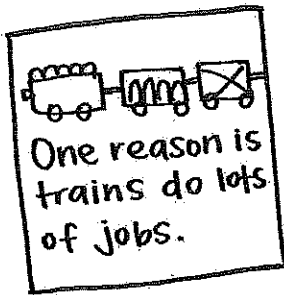
DEVELOPMENT

Did I do it like a first grader?

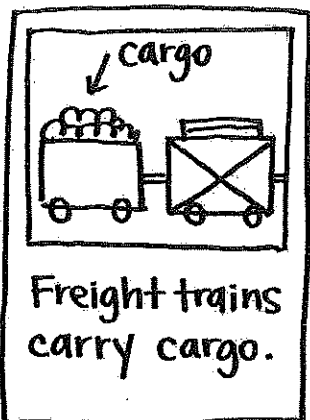
NOT
YET

STARTING
TO

YES!



I wrote at least one reason for my opinion.

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☐
☐



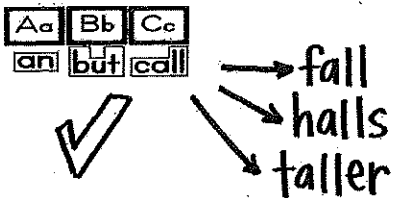
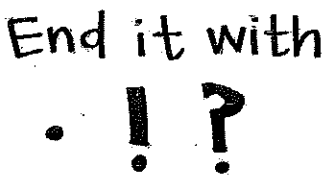

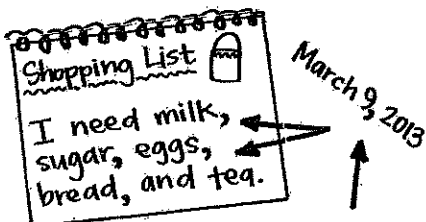
I used labels and words to give details.

☐
☐
☐

Opinion Writing Checklist (continued)

Grade 1

LANGUAGE CONVENTIONS

Did I do it like a first grader?		NOT YET	STARTING TO	YES!
	I used all I knew about words and chunks of words to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I spelled all the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I ended sentences with punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a capital letter for names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used commas in dates and lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?

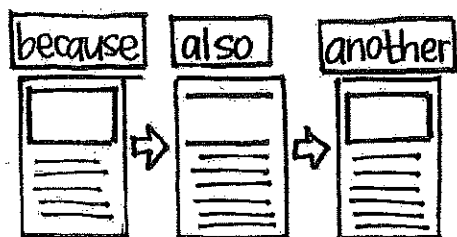
NOT
YET

STARTING
TO

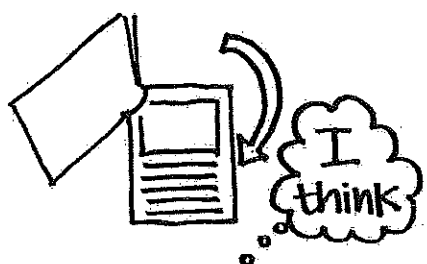
YES!



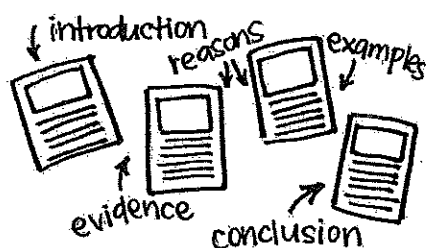
I wrote a beginning in which I not only gave my opinion, but also set readers up to expect that my writing would try to convince them of it.

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

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☐


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

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☐
☐


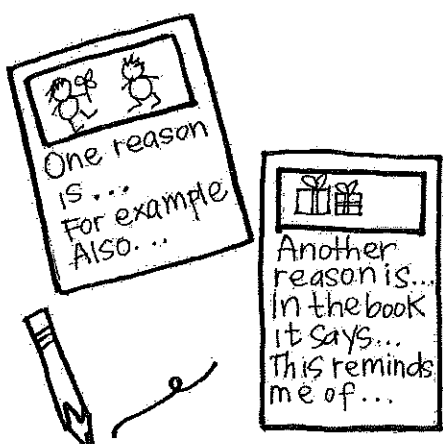
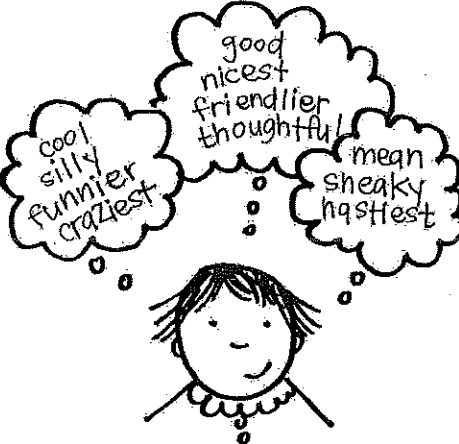
My piece had different parts; I wrote a lot of lines for each part.

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Opinion Writing Checklist (continued)

Grade 2

DEVELOPMENT

Did I do it like a second grader?		NOT YET	STARTING TO	YES!
	<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"/>
	<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

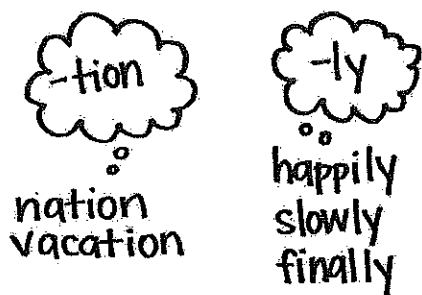
LANGUAGE CONVENTIONS

Did I do it like a second grader?

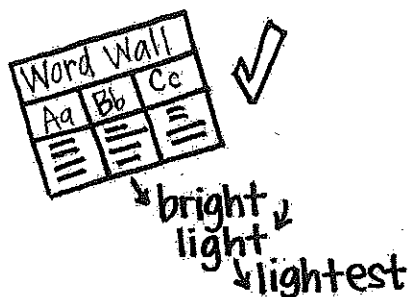
NOT
YET

STARTING
TO

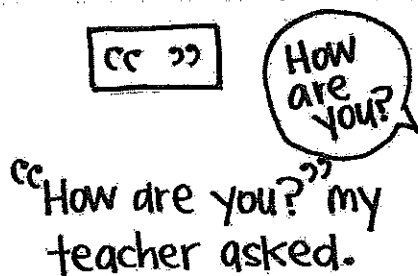
YES!



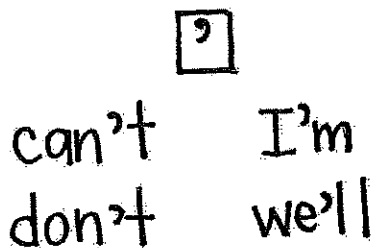
I used what I knew about spelling patterns to spell a word.

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

☐
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I used quotation marks to show what characters said.

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

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Name: _____ Date: _____

Opinion Writing Checklist

Grade 3

STRUCTURE

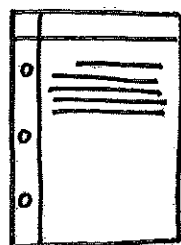
I told readers my opinion and ideas on a text or a topic and helped them to understand my reasons.

Did I do it like a third grader?

NOT
YET

STARTING
TO

YES!



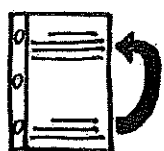
opinion
hook

I wrote a beginning in which I not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about my opinion.

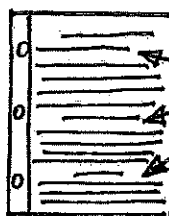
☐
☐
☐


For example,
because...
also another

I connected my ideas and reasons with my examples using words such as *for example* and *because*. I connected one reason or example using words such as *also* and *another*.

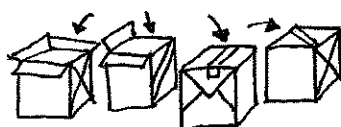
☐
☐
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I worked on an ending, perhaps a thought or comment related to my opinion.

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☐


reasons
+ details

I wrote several reasons or examples of why readers should agree with my opinion and wrote at least several sentences about each reason.

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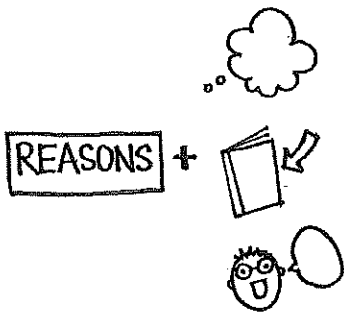
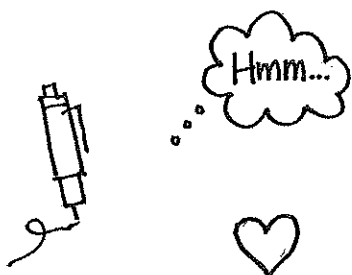
I organized my information so that each part of my writing was mostly about one thing.

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Opinion Writing Checklist (continued)

Grade 3

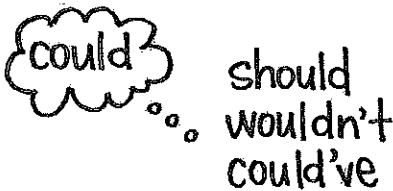
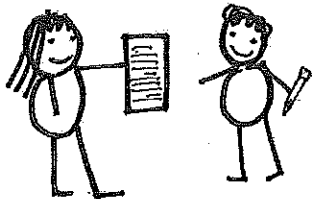
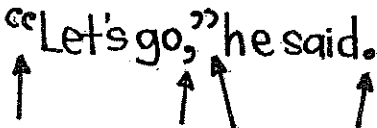

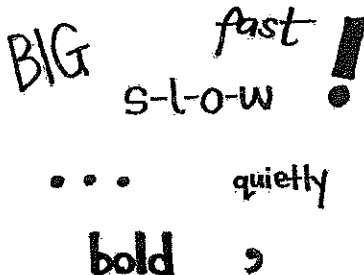
DEVELOPMENT

Did I do it like a third grader?		NOT YET	STARTING TO	YES!
	I not only named my reasons to support my opinion, but also wrote more about each one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

Grade 3

LANGUAGE CONVENTIONS

Did I do it like a third grader?		NOT YET	STARTING TO	YES!
	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I punctuated dialogue correctly, with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	While writing, I put punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist

Grade 4

STRUCTURE

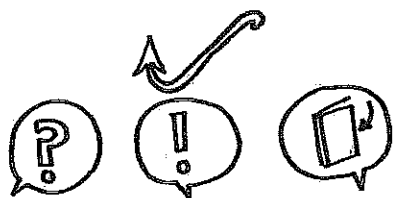
I made a claim about a topic or a text and tried to support my reasons.

Did I do it like a fourth grader?

NOT
YET

STARTING
TO

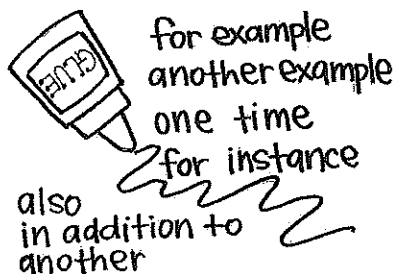
YES!



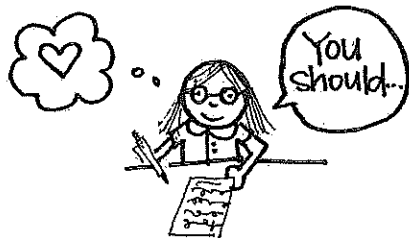
I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.

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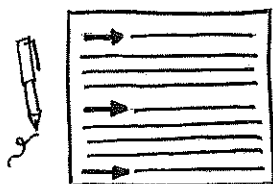

I stated my claim.

☐
☐
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I used words and phrases to glue parts of my piece together. I used phrases such as *for example*, *another example*, *one time*, and *for instance* to show when I was shifting from saying reasons to giving evidence and *in addition to*, *also*, and *another* to show when I wanted to make a new point.

☐
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☐


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.

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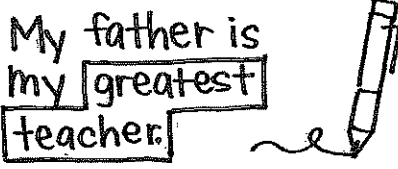



I separated sections of information using paragraphs.

☐
☐
☐

Opinion Writing Checklist (continued)

Grade 4

DEVELOPMENT

Did I do it like a fourth grader?		NOT YET	STARTING TO	YES!
	I gave reasons to support my opinion. I chose the reasons to convince my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 For example... I read... I learned... One time...	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"/>
	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"/>
 Family is like a puzzle.	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

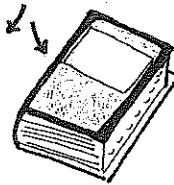
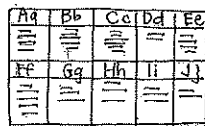
STARTING
TO

YES!

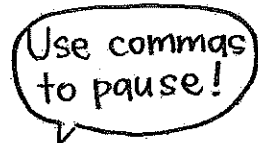


clapping
sitting
making
loving

I used what I knew about word families and spelling rules to help me spell and edit.

☐
☐
☐


I used the word wall and dictionaries to help me when needed.

☐
☐
☐


For instance,



When writing long, complex sentences, I used commas to make them clear and correct.

☐
☐
☐

Read + listen!



~~then~~ ~~and~~ ~~so~~

I used periods to fix my run-on sentences.

☐
☐
☐

Opinion Writing Checklist

Grade 5

STRUCTURE

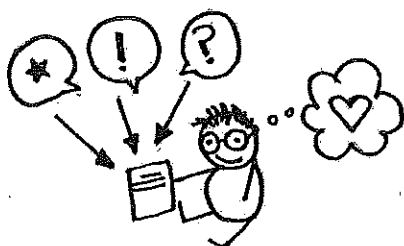
I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.

Did I do it like a fifth grader?

NOT
YET

STARTING
TO

YES!



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.

☐
☐
☐

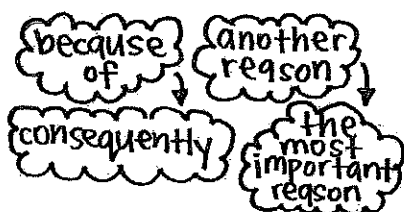
Chocolate milk ~~is bad~~ ^{unhealthy} so schools should ~~stop~~ ^{ban} it.

I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.

☐
☐
☐

This shows that...

I used transition words and phrases to connect evidence back to my reasons.

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I helped readers follow my thinking with phrases such as *another reason* and *the most important reason*. I used phrases such as *consequently* and *because of* to show what happened.

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☐

Opinion Writing Checklist (continued)

Grade 5

STRUCTURE (continued)

specifically
in particular



I used words such as *specifically* and *in particular* in order to be more precise.

NOT
YET

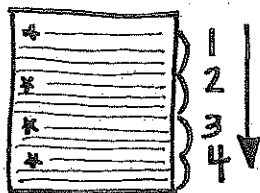
STARTING
TO

YES!

☐
☐
☐


Connect
it!

I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.

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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.

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DEVELOPMENT

Did I do it like a fifth grader?

NOT
YET

STARTING
TO

YES!

REASON 1

REASON 2

REASON 3

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.

☐
☐
☐

examples
cc >>





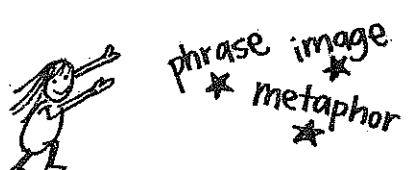
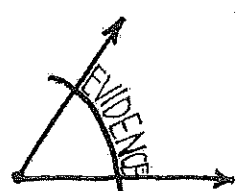

facts
micro stories

I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.

☐
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Opinion Writing Checklist (continued)

Grade 5

DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
	I discussed and unpacked the way that the evidence went with the claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made deliberate word choices to have an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<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 made choices about how to angle my evidence to support my points.	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>

Opinion Writing Checklist (continued)

Grade 5

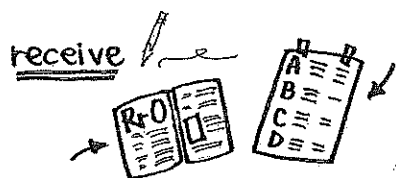
LANGUAGE CONVENTIONS

Did I do it like a fifth grader?

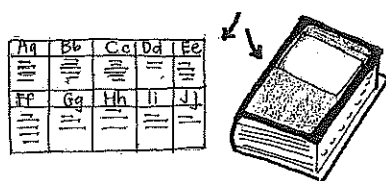
NOT
YET

STARTING
TO

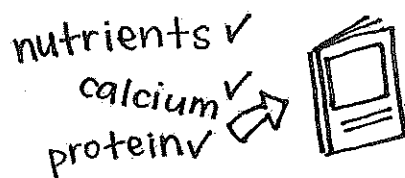
YES!



I used what I knew about word families and spelling rules to help me spell and edit.

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☐


I used the word wall and dictionaries to help me when needed.

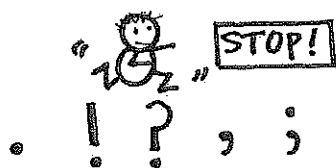
☐
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I made sure to correctly spell words that were important to my topic.

☐
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Meanwhile, ✓
Later that day, ✓
As I read on, ✓

I used commas to set off introductory parts of sentences.

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☐


I used a variety of punctuation to fix any run-on sentences.

☐
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Experts say, " —"

I used punctuation to cite my sources.

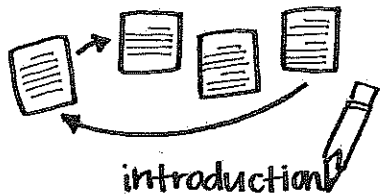


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Argument Writing Checklist

Grade 6

STRUCTURE

I explained the topic/text and staked out a position that can be supported by a variety of trustworthy sources. Each part of my text builds my argument and leads to a conclusion.

Did I do it like a sixth grader?		NOT YET	STARTING TO	YES!
	<p>I wrote an introduction to interest readers and help them understand and care about a topic or text. I thought backward between the piece and the introduction to make sure that the introduction fit with the whole.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Not only did I clearly state my claim, I also told my readers how my text would unfold.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I used transitions to help connect claim(s), reasons, and evidence and to imply relationships such as when material exemplifies, adds on to, is similar to, explains, is a result of, or contrasts. I used transitions such as <i>furthermore</i>, <i>this evidence suggests</i>, and <i>thus we can say that</i>.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (continued)

Grade 6

STRUCTURE (continued)

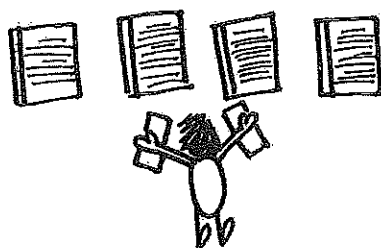


In my conclusion, I restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.

NOT
YET

STARTING
TO

YES!

☐
☐
☐


I organized my argument into sections: I arranged reasons and evidence purposefully, leading readers from one claim or reason to another.

The order of the sections and the internal structure of each section make sense.

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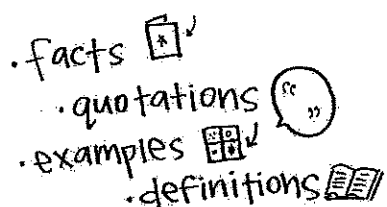
DEVELOPMENT

Did I do it like a sixth grader?

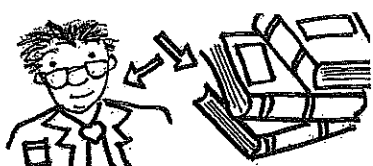
NOT
YET

STARTING
TO

YES!



I included and arranged a variety of evidence such as facts, quotations, examples, and definitions.


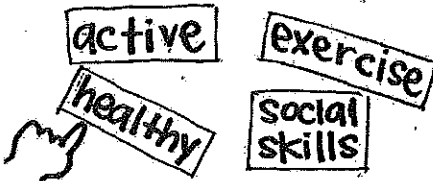
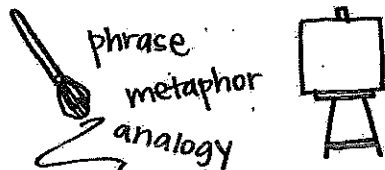


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I used trusted sources and information from experts and gave the sources credit.

☐
☐
☐

Argument Writing Checklist (continued)

Grade 6

DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
 <p>This shows how important... This proves that...</p>	<p>I worked to explain how the reasons and evidence I gave supported my claim(s) and strengthened my argument. To do this I may have referred to earlier parts of my text, summarized background information, raised questions, or highlighted possible implications.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I chose my words carefully to support my argument and to have an effect on my reader.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I worked to include concrete details, comparisons, and/or images to convey my ideas, build my argument, and keep my reader engaged.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>When necessary, I explained terms to readers, providing definitions, context clues, or parenthetical explanations.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>* Experts believe * This is important because...</p>	<p>I made my piece sound serious.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (continued)

Grade 6

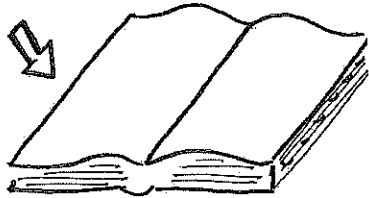
LANGUAGE CONVENTIONS

Did I do it like a sixth grader?

NOT
YET

STARTING
TO

YES!



I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.

☐
☐
☐

dash — colon :
semi-colon ;
(parentheses)

I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect information in some of my sentences.

☐
☐
☐

Experts say, “ —.”
(Smith, 2014, p.18)

I punctuated quotes and citations accurately.

☐
☐
☐

Name: _____ Date: _____

Argument Writing Checklist

	Grade 7	NOT YET	STARTING TO	YES!
	Structure			
Overall	I laid out a well-supported argument and made it clear that this argument is part of a bigger conversation about a topic/text. I acknowledged positions on the topic or text that might disagree with my own position, but I still showed why my position makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I interested the reader in my argument and helped them to understand the backstory behind it. I gave the back story in a way that got the reader ready to see my point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made it clear to readers what my piece will argue and forecasted the parts of my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transitions to link the parts of my argument. The transitions help the reader follow from part to part and make it clear when I am stating a claim or counterclaim, giving a reason, or offering or analyzing evidence. These transitions include terms such as <i>as the text states, this means, another reason, some people may say, but, nevertheless, and on the other hand.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	In my conclusion, I reinforced and built on the main point(s) in a way that makes the entire text a cohesive whole. The conclusion may reiterate how the support for my claim outweighed the counterclaim(s), restate the main points, respond to them, or highlight their significance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	The parts of my piece are arranged purposefully to suit my purpose and to lead readers from one claim or counterclaim, reason, or piece of evidence to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight my main points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (cont.)

	Grade 7	NOT YET	STARTING TO	YES!
	Development			
Elaboration	I included varied kinds of evidence such as facts, quotations, examples, and definitions. I analyzed or explained the reasons and evidence, showing how they fit with my claim(s) and built my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I consistently incorporated and cited trustworthy sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I wrote about another possible position or positions—a different claim or claims about this subject—and explained why the evidence for my position outweighed the counterclaim(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I worked to make my argument compelling as well as understandable. I brought out why it mattered and why the audience should care about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I used words purposefully to affect meaning and tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I chose precise words and used metaphors, images, or comparisons to explain what I meant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included domain-specific, technical vocabulary relevant to my argument and audience and defined these terms when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a formal tone, but varied it appropriately to engage the reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I matched the spelling of technical vocabulary to that found in resources and text evidence. I spelled material in citations correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons, and semicolons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____

Argument Writing Checklist

	Grade 8	NOT YET	STARTING TO	YES!
	Structure			
Overall	I laid out an argument about a topic/text and made it clear why my particular argument is important and valid. I stayed fair to those who might disagree with me by describing how my position is one of several and making it clear where my position stands in relation to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	After hooking the reader, I provided specific context for my own as well as another position(s), introduced my position, and oriented readers to the overall line of argument I planned to develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transitions to lead the reader across parts of the text and to help the reader note how parts of the text relate back to earlier parts. I used phrases such as <i>now some argue, while this may be true, it is also the case that, despite this, as stated earlier, taken as a whole, this is significant because, the evidence points to, and and by doing so.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	In the conclusion, I described the significance of my argument for stakeholders, or offered additional insights, implications, questions, or challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I organized claims, counterclaims, reasons, and evidence into sections and clarified how sections are connected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I created an organizational structure that supports a reader's growing understanding across the whole of my argument, arranging the sections to build on each other in a logical, compelling fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (cont.)

		Grade 8	NOT YET	STARTING TO	YES!
		Development			
Elaboration	I brought out the aspects of the argument that were most significant to my audience and to my overall purpose(s).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I incorporated trustworthy and significant sources and explained if and when a source seemed problematic.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I analyzed the relevance of the reasons and evidence for my claims as well as for the counterclaim(s) and helped the reader understand what each position is saying. I made sure all of my analysis led my readers to follow my line of argument.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I intended to affect my reader in particular ways—to make the reader think, realize, or feel a particular way—and I chose language to do that.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I consistently used comparisons, analogies, vivid examples, anecdotes, or other rhetorical devices to help readers follow my thinking and grasp the meaning and significance of a point or a piece of evidence.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my tone to match the different purposes of different sections of my argument.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Language Conventions			
Spelling	I spelled technical vocabulary and literary vocabulary accurately. I spelled materials in citations according to sources, and spelled citations accurately.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I used different sentence structures to achieve different purposes throughout my argument.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used verb tenses that shift when needed, (as in when moving from a citation back to my own writing), deciding between active and passive voice where appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used internal punctuation effectively, including the use of ellipses to accurately insert excerpts from sources.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

