

### Grade 1 Opinion Writing Rubric

**W1 CCR Anchor Standard:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

	<b>3- Above Grade-Level Expectations</b> * Expectations for the end of 2 <sup>nd</sup> grade	<b>2- Meets Grade-Level Expectations*</b> Expectations for the end of 1 <sup>st</sup> grade	<b>1-Approaching Grade-Level Expectations</b> * Expectations for the end of kindergarten	<b>0- Below Grade-Level Expectations</b>
<b>Written Expression Development of Ideas</b>	<ul style="list-style-type: none"> <li>State an opinion                             <ul style="list-style-type: none"> <li>Introduce the topic or book</li> <li><i>Develop a <b>clear, focused topic sentence</b></i></li> </ul> </li> <li>Supply <b>reasons</b> that support the opinion <i>When writing to source, reasons should be from the source(s)</i></li> </ul>	<ul style="list-style-type: none"> <li>State an opinion                             <ul style="list-style-type: none"> <li>Introduce the topic or name the book</li> <li>Stays with one topic throughout</li> </ul> </li> <li>Supply a <b>reason</b> that supports the opinion</li> </ul>	<ul style="list-style-type: none"> <li><b>State an opinion or preference</b> about the topic or book                             <ul style="list-style-type: none"> <li><b>Establish the topic or name the book</b> they are writing about</li> </ul> </li> </ul>	Requires modeling and support or: <ul style="list-style-type: none"> <li>Lacks a topic</li> <li>Lacks an opinion or preference</li> </ul>
<b>Written Expression Organization</b>	<ul style="list-style-type: none"> <li>State an opinion <i>in a <b>clear, focused topic sentence</b></i></li> <li>Supply <b>reasons</b> Match info blue highlighting</li> <li>Use <b>linking words/conjunctions</b> to connect opinion and reasons (because, and, also)</li> <li>Use <b>transition words</b> to organize ideas</li> <li>Provide a <b>concluding statement or section</b> <ul style="list-style-type: none"> <li><i>Drafts a concluding statement that restates the opinion</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>State an opinion in a simple topic sentence</b> <ul style="list-style-type: none"> <li>Develop a <b>title and/or simple sentence</b> that states the topic</li> </ul> </li> <li><b>Supply a reason</b> to support the opinion</li> <li>Use <b>frequently occurring conjunctions to signal simple relationships</b> (e.g. because)</li> <li>Begin to use <b>transition words</b> to organize ideas as appropriate</li> <li>Provide some <b>sense of closure</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Introduce the topic or name the book</b> they are writing about</li> <li><b>State an opinion or preference</b> about the topic or book</li> <li>Attempts to use <b>frequently occurring conjunctions to signal simple relationships</b> (e.g. because)</li> <li>Lacks a sense of closure</li> </ul>	Requires modeling and support or: <ul style="list-style-type: none"> <li>Lacks a topic</li> <li>Lacks an opinion or preference</li> <li>Lacks conjunctions</li> </ul>
<b>Written Expression Clarity</b>	<ul style="list-style-type: none"> <li>Use <b>appropriate vocabulary</b> to connect opinion and reasons                             <ul style="list-style-type: none"> <li>Use <b>specific</b> nouns and verbs</li> <li>Use <b>adjectives</b> and <b>adverbs</b> (as appropriate to topic and purpose)</li> </ul> </li> <li><i>Produce, expand, and <b>rearrange</b> complete simple and compound sentences (e.g., The boy watched the movie.; The little boy watched the movie.; The action movie was watched by the little boy.)</i></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>words and phrases acquired through conversations, reading, and being read to</b> <ul style="list-style-type: none"> <li>Use <b>frequently occurring adjectives</b> (as appropriate to topic and purpose)</li> <li>Begin to use <b>specific verbs</b> to clarify meaning (<i>look, peek, glare</i>)</li> </ul> </li> <li><i><b>Produce and expand</b> complete simple and compound sentences</i></li> </ul>	<ul style="list-style-type: none"> <li><b>With modeling and exposure to a variety of texts, uses words and phrases</b> acquired through conversations, reading and being read to                             <ul style="list-style-type: none"> <li>Use <b>frequently occurring nouns and verbs</b></li> <li><b>Begin to use frequently occurring adjectives</b> (as appropriate to topic and purpose)</li> </ul> </li> <li>Produce <b>simple sentences</b> <ul style="list-style-type: none"> <li>Demonstrate <b>subject/verb agreement</b></li> </ul> </li> <li>With prompting and support, use <b>frequently occurring prepositions</b> to expand sentences (to, from, of, by, in, with)</li> </ul>	<ul style="list-style-type: none"> <li>Lacks words and phrases related to the topic or opinion</li> <li>Lacks simple sentences</li> <li>Lacks subject/verb agreement</li> <li>Lacks prepositions to expand sentences</li> </ul>
<b>Knowledge of Language and Conventions</b>	<ul style="list-style-type: none"> <li>There may be a few <b>minor</b> errors in grammar and usage, meaning is clear throughout the response *</li> </ul>	<ul style="list-style-type: none"> <li>There may be a few <b>distracting</b> errors in grammar and usage, but <b>meaning is clear</b> throughout the response *</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>multiple</b> distracting errors in grammar and usage that <b>sometimes</b> impede meaning *</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>frequent</b> distracting errors in grammar and usage that <b>often</b> impede meaning. *</li> </ul>

The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the [Maryland Common Core Writing Frameworks](#) for additional grade-level expectations. \*Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points. **Next Teaching Points:**