

Grade 5 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.

W5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	3- Above Grade-Level Expectations * Expectations for the end of 6 th grade W6.1 Write arguments to support claims with clear reasons and relevant evidence.	2- Meets Grade-Level Expectations* *Expectations for the end of 5 th grade	1-Approaching Grade-Level Expectations * Expectations for the end of 4 th grade	0- Below Grade-Level Expectations
Written Expression Development of Ideas W5.1.a, W6.1.b	<ul style="list-style-type: none"> Introduce claim(s) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text <p>(When writing to text, the student response addresses the prompt and demonstrates accurate and full comprehension of the central ideas expressed in the text(s) and references the text explicitly.)</p>	<ul style="list-style-type: none"> Introduce a topic or text clearly <ul style="list-style-type: none"> <i>Addresses audience needs and the writing purpose</i> State an opinion Provide logically ordered reasons that are supported by facts and details <p>(When writing to text, the student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly to address the prompt.)</p>	<ul style="list-style-type: none"> Introduce a topic or text clearly <ul style="list-style-type: none"> <i>Addresses audience needs and the writing purpose</i> State an opinion Provide reasons that are supported by facts and details <ul style="list-style-type: none"> Establish categories of support organized by ideas and their supporting facts, details, or other information. <p>(When writing to text, the student response makes reference to the topic of the prompt and may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).)</p>	<ul style="list-style-type: none"> Lacks an introduction to the topic or text Lacks a stated opinion Lacks reasons that support the opinion <p>(When writing to text, the student response does not demonstrate comprehension of the ideas expressed in the text(s).)</p>
Written Expression Organization W5.1.a, W5.1.c, W5.1.e	<ul style="list-style-type: none"> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text Organize the reasons and evidence clearly <ul style="list-style-type: none"> <i>Effectively ordering reasons that support the claim</i> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons Provide a concluding statement or section that follows from the argument presented <ul style="list-style-type: none"> <i>Compose a draft of a conclusion that integrates key components of the argument.</i> <p>(When writing to text, the student response is largely appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Create an organizational structure in which ideas are logically grouped to support the writer’s purpose <ul style="list-style-type: none"> Anticipates an organizational structure (e.g., several paragraphs, as appropriate) Provide logically ordered reasons that are supported by facts and details Link opinion and reasons using words, phrases, and clauses Provide a concluding statement or section related to the opinion presented <ul style="list-style-type: none"> <i>Drafts a conclusion that paraphrases the opinion or point of view.</i> <p>(When writing to text, the student response is somewhat appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Create an organizational structure in which related ideas are grouped to support the writer’s purpose <ul style="list-style-type: none"> Anticipates an organizational structure (e.g., several paragraphs, as appropriate) Link opinion and reasons using words and phrases Provide a concluding statement or section related to the opinion presented <ul style="list-style-type: none"> <i>Drafts a conclusion that paraphrases the opinion or point of view.</i> <p>(When writing to text, the student response is limited in its appropriateness to the task and purpose.)</p>	<ul style="list-style-type: none"> Lacks an organizational structure Lacks reasons Lacks linking words to connect opinion and reasons. (because, and, also) Lacks a concluding statement or section. <p>(When writing to text, the student response may not address the prompt and therefore is inappropriate to the task and purpose.)</p>

<p>Written Expression Clarity <i>W.5.1.c, W.5.1.d, L.5.3.a</i></p>	<ul style="list-style-type: none"> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons <ul style="list-style-type: none"> <i>Apply academic vocabulary to express relationships precisely</i> Choose words and phrases to convey ideas precisely Vary sentence patterns for meaning, reader/listener interest, and style Establish and maintain a formal style 	<ul style="list-style-type: none"> Link opinion and reasons using words, phrases, and clauses <ul style="list-style-type: none"> <i>Apply academic vocabulary to express relationships correctly and precisely</i> <i>Apply domain-specific vocabulary to clarify ideas</i> Choose words and phrases to convey ideas precisely Expand, combine, and reduce sentences for meaning, reader/listener interest, and style 	<ul style="list-style-type: none"> Link opinion and reasons using words and phrases <ul style="list-style-type: none"> <i>Apply academic vocabulary to express relationships correctly and precisely</i> <i>Apply domain-specific vocabulary to clarify ideas</i> Choose words and phrases to convey ideas precisely Produce simple, compound, and complex sentences 	<ul style="list-style-type: none"> Lacks domain-specific vocabulary Lacks academic vocabulary Lacks words and phrases for effect Lacks a variety of sentence types or contains many fragments and run-ons
<p>Knowledge of Language and Conventions <i>L.5.1, L.5.2 & L.5.3</i></p>	<ul style="list-style-type: none"> There may be a few minor errors in grammar and usage, meaning is clear throughout the response.* 	<ul style="list-style-type: none"> There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.* 	<ul style="list-style-type: none"> There are multiple distracting errors in grammar and usage that sometimes impede meaning.* 	<ul style="list-style-type: none"> There are frequent distracting errors in grammar and usage that often impede meaning.*

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: