## Grade 4 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.

**W4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

<table>
<thead>
<tr>
<th>3- Above Grade-Level Expectations</th>
<th>2- Meets Grade-Level Expectations</th>
<th>1- Approaching Grade-Level Expectations</th>
<th>0- Below Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Expectations for the end of 5th grade</td>
<td>* Expectations for the end of 4th grade</td>
<td>* Expectations for the end of 3rd grade</td>
<td></td>
</tr>
<tr>
<td>• Introduce a topic or text clearly</td>
<td>• Introduce a topic or text clearly</td>
<td>• Introduce the topic or text</td>
<td>• Lacks an introduction to the topic or text</td>
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<tr>
<td>• Addresses audience needs and the writing purpose</td>
<td>• Addresses audience needs and the writing purpose</td>
<td>• Orient the reader to the topic or text</td>
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<tr>
<td>• State an opinion</td>
<td>• State an opinion</td>
<td>• State an opinion</td>
<td>• Lacks a stated opinion</td>
</tr>
<tr>
<td>• Provide logically ordered reasons that are supported by facts and details</td>
<td>• Provide reasons that are supported by facts and details</td>
<td>• Provide reasons that support the opinion</td>
<td>• Lacks reasons that support the opinion</td>
</tr>
<tr>
<td>(When writing to text, the student response expresses the opinion or point of view.)</td>
<td>(When writing to text, the student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and addresses the prompt.)</td>
<td>(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 ideas expressed in the text(s).)</td>
<td>(When writing to text, the student response does not demonstrate comprehension of the ideas expressed in the text(s).)</td>
</tr>
<tr>
<td>• Create an organizational structure in which ideas are logically grouped to support the writer’s purpose</td>
<td>• Create an organizational structure in which related ideas are grouped to support the writer’s purpose</td>
<td>• Introduce the topic by stating an opinion</td>
<td>• Lacks an organizational structure</td>
</tr>
<tr>
<td>• Anticipates an organizational structure (e.g., several paragraphs, as appropriate)</td>
<td>• Anticipates an organizational structure (e.g., several paragraphs, as appropriate)</td>
<td>• Create an organizational structure that lists reasons</td>
<td>• Lacks reasons</td>
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<tr>
<td>• Provide logically ordered reasons that are supported by facts and details</td>
<td>• Link opinion and reasons using words and phrases</td>
<td>• Use linking/transition words and phrases to connect opinion and reasons</td>
<td>• Lacks linking words to connect opinion and reasons (because, and, also)</td>
</tr>
<tr>
<td>• Link opinion and reasons using words, phrases, and clauses</td>
<td>• Provide a concluding statement or section related to the opinion presented</td>
<td>• Provide a concluding statement or section that parphrases the opinion or point of view.</td>
<td>• Lacks a concluding statement or section.</td>
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<tr>
<td>• Drafts a conclusion that parphrases the opinion or point of view.</td>
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<tr>
<td>(When writing to text, the student response is largely appropriate to task and purpose.)</td>
<td>(When writing to text, the student response is somewhat appropriate to task and purpose.)</td>
<td>(When writing to text, the student response may not address the prompt and therefore is inappropriate to the task and purpose.)</td>
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<tr>
<td>Written Expression Clarity W4.1.c, W4.1.d, L4.3.a</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>• Link opinion and reasons using words, phrases, and <strong>clauses</strong></td>
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<tr>
<td>• Apply academic vocabulary to express relationships correctly and precisely</td>
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<tr>
<td>• Apply domain-specific vocabulary to clarify ideas</td>
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<tr>
<td>• Choose words and phrases to convey ideas precisely</td>
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<tr>
<td>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</td>
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<td>• Link opinion and reasons using words and phrases</td>
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<td>• Apply academic vocabulary to express relationships correctly and precisely</td>
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<tr>
<td>• Choose words and phrases to convey ideas precisely</td>
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<tr>
<td>• Produce simple, compound, and complex sentences</td>
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<tr>
<td>• Use linking words and phrases to connect opinion and reasons</td>
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<tr>
<td>• Apply academic vocabulary to express relationships correctly</td>
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<tr>
<td>• Apply domain-specific vocabulary to clarify ideas</td>
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<tr>
<td>• Choose words and phrases for effect</td>
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<tr>
<td>• Produce simple, compound, and complex sentences</td>
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<tr>
<th>Knowledge of Language and Conventions L4.1, L4.2, L4.3</th>
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<tbody>
<tr>
<td>• There may be a few <strong>minor</strong> errors in grammar and usage, meaning is clear throughout the response.*</td>
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<tr>
<td>• There may be a few <strong>distracting</strong> errors in grammar and usage, but meaning is clear throughout the response.*</td>
</tr>
<tr>
<td>• There are <strong>multiple</strong> distracting errors in grammar and usage that sometimes impede meaning.*</td>
</tr>
<tr>
<td>• There are frequent distracting errors in grammar and usage that <strong>often</strong> impede meaning. *</td>
</tr>
</tbody>
</table>

*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:**