

**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.

	<b>3- Above Grade-Level Expectations</b> * Expectations for the end of 5 <sup>th</sup> grade	<b>2- Meets Grade-Level Expectations</b> * Expectations for the end of 4 <sup>th</sup> grade	<b>1-Approaching Grade-Level Expectations</b> * Expectations for the end of 3 <sup>rd</sup> grade	<b>0- Below Grade-Level Expectations</b>
<b>Written Expression</b> <b>Development of Ideas</b> W4.1.a, 4.1.b	<ul style="list-style-type: none"> <li>Introduce a topic or text clearly                             <ul style="list-style-type: none"> <li><i>Addresses audience needs and the writing purpose</i></li> </ul> </li> <li>State an opinion</li> <li>Provide <b>logically ordered</b> reasons that are supported by facts and details</li> </ul> <p>(When writing to text, the student response <b>addresses the prompt</b> and demonstrates <b>accurate and full</b> comprehension of the central ideas expressed in the text(s) and references the text explicitly.)</p>	<ul style="list-style-type: none"> <li>Introduce a topic or text <b>clearly</b> <ul style="list-style-type: none"> <li><i>Addresses audience needs and the writing purpose</i></li> </ul> </li> <li>State an opinion</li> <li>Provide reasons that are <b>supported by facts and details</b> <ul style="list-style-type: none"> <li>Establish categories of support organized by ideas and their supporting facts, details, or other information.</li> </ul> </li> </ul> <p>(When writing to text, the student response demonstrates <b>accurate</b> comprehension of the central ideas expressed in the text(s) and references the text explicitly to <b>address the prompt.</b>)</p>	<ul style="list-style-type: none"> <li>Introduce the topic or text                             <ul style="list-style-type: none"> <li><i>Orients the reader to the topic or text</i></li> </ul> </li> <li>State an opinion</li> <li>Provide reasons that support the opinion                             <ul style="list-style-type: none"> <li>Organize reasons to best support an opinion (e.g., least to most important, most to least important).</li> </ul> </li> </ul> <p>(When writing to text, the student response <b>makes reference to the topic</b> of the prompt and <b>may reference the text explicitly</b>, but demonstrates <b>limited comprehension</b> of the central ideas expressed in the text(s).)</p>	<ul style="list-style-type: none"> <li><b>Lacks</b> an introduction to the topic or text</li> <li><b>Lacks</b> a stated opinion</li> <li><b>Lacks</b> reasons that support the opinion</li> </ul> <p>(When writing to text, the student <b>response does not demonstrate comprehension</b> of the ideas expressed in the text(s).)</p>
<b>Written Expression: Organization</b> W4.1.a, W4.1.c, W4.1.e	<ul style="list-style-type: none"> <li>Create an organizational structure in which ideas are <b>logically</b> grouped to support the writer's purpose                             <ul style="list-style-type: none"> <li>Anticipates an organizational structure (e.g., several paragraphs, as appropriate)</li> </ul> </li> <li>Provide <b>logically ordered reasons</b> that are supported by facts and details</li> <li>Link opinion and reasons using words, phrases, and <b>clauses</b></li> <li>Provide a concluding statement or section related to the opinion presented                             <ul style="list-style-type: none"> <li><i>Drafts a conclusion that paraphrases the opinion or point of view.</i></li> </ul> </li> </ul> <p>(When writing to text, the student response is <b>largely appropriate</b> to task and purpose.)</p>	<ul style="list-style-type: none"> <li>Create an organizational structure in which <b>related ideas are grouped to support the writer's purpose</b> <ul style="list-style-type: none"> <li><b>Anticipates an organizational structure (e.g., several paragraphs, as appropriate)</b></li> </ul> </li> <li>Link opinion and reasons using words and phrases</li> <li>Provide a concluding statement or section <b>related to the opinion presented</b> <ul style="list-style-type: none"> <li><i>Drafts a conclusion that paraphrases the opinion or point of view.</i></li> </ul> </li> </ul> <p>(When writing to text, the student response is <b>somewhat appropriate</b> to task and purpose.)</p>	<ul style="list-style-type: none"> <li><b>Introduce the topic by stating an opinion</b></li> <li>Create an <b>organizational structure that lists reasons</b></li> <li>Use linking/transition words and phrases to connect opinion and reasons</li> <li>Provide a concluding statement or section <i>Drafts a conclusion that <b>paraphrases the opinion or point of view.</b></i></li> </ul> <p>(When writing to text, the student response is <b>limited</b> in its appropriateness to the task and purpose.)</p>	<ul style="list-style-type: none"> <li><b>Lacks</b> an organizational structure</li> <li><b>Lacks</b> reasons</li> <li><b>Lacks</b> linking words to connect opinion and reasons. (because, and, also)</li> <li><b>Lacks</b> a concluding statement or section.</li> </ul> <p>(When writing to text, the student response <b>may not address the prompt</b> and therefore is <b>inappropriate</b> to the task and purpose.)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Written Expression Clarity W4.1.c, W4.1.d, L4.3.a</p>	<ul style="list-style-type: none"> <li>Link opinion and reasons using words, phrases, and <b>clauses</b> <ul style="list-style-type: none"> <li><i>Apply academic vocabulary to express relationships correctly and precisely</i></li> <li><i>Apply domain-specific vocabulary to clarify ideas</i></li> </ul> </li> <li>Choose words and phrases to convey ideas precisely</li> <li><b>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</b></li> </ul>	<ul style="list-style-type: none"> <li>Link opinion and reasons using words and phrases           <ul style="list-style-type: none"> <li><i>Apply academic vocabulary to express relationships correctly and <b>precisely</b></i></li> <li><i>Apply domain-specific vocabulary to clarify ideas</i></li> </ul> </li> <li>Choose words and phrases to convey ideas <b>precisely</b></li> <li>Produce simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use linking words and phrases to connect opinion and reasons           <ul style="list-style-type: none"> <li><i>Apply academic vocabulary to express relationships correctly</i></li> <li><i>Apply domain-specific vocabulary to clarify ideas</i></li> </ul> </li> <li>Choose words and phrases for effect</li> <li>Produce simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Lacks</b> domain-specific vocabulary</li> <li><b>Lacks</b> academic vocabulary</li> <li><b>Lacks</b> words and phrases for effect</li> <li><b>Lacks</b> a variety of sentence types or contains many fragments and run-ons</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of Language and Conventions L4.1, L3.2 &amp; L4.3</p>	<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 <b>few distracting</b> errors in grammar and usage, but meaning is clear 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 impede meaning</b>.*</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: