

Grade 3 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.

W3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

	3- Above Grade-Level Expectations * Expectations for the end of 4 th grade	2- Meets Grade-Level Expectations * Expectations for the end of 3 rd grade	1-Approaching Grade-Level Expectations * Expectations for the end of 2 nd grade	0- Below Grade-Level Expectations
Written Expression Development of Ideas W3.1.a, W3.1.b	<ul style="list-style-type: none"> Introduce a topic or text clearly State an opinion Provide reasons that are supported by facts and details <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 focused topic State an opinion Provide reasons that support the opinion <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 the topic or book <ul style="list-style-type: none"> <i>Develop a clear, focused topic sentence</i> State an opinion Supply reasons that support the opinion <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 a topic Lacks a stated opinion Lacks reasons that support the stated 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 W31.a, W3.1.c, W3.1.d	<ul style="list-style-type: none"> Introduce a topic or text clearly by stating an opinion Create an organizational structure in which related ideas are grouped to support the writer's purpose <ul style="list-style-type: none"> <i>group support by categories or ideas (paragraphs)</i> <i>linking the support to the writing purpose</i> <i>Organize paragraphs effectively (e.g., list, cause/effect, order of importance).</i> 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 largely appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Introduce the topic by stating an opinion Create an organizational structure that lists reasons Use linking/transition words and phrases to connect opinion and reasons Provide a concluding statement or section <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"> Develops a clear, focused topic sentence that states an opinion Supply reasons that support the opinion Use linking words and phrases to connect opinion and reasons Provide a concluding statement or section. <ul style="list-style-type: none"> <i>Drafts a concluding statement that restates the opinion</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 a focused topic sentence that states the opinion. Lacks reasons that support the opinion Lacks linking words or phrases to connect opinion and reasons 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Written Expression Clarity W3.1.c, L3.3.a, L2.1.e</p>	<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 • Use a variety of sentence types. • Choose punctuation for effect 	<ul style="list-style-type: none"> • <i>Apply academic vocabulary to express relationships correctly</i> • <i>Apply domain-specific vocabulary to clarify ideas</i> • Choose words and phrases for effect • Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> • Use appropriate vocabulary to connect opinion and reasons. • <i>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</i> 	<ul style="list-style-type: none"> • Lacks appropriate vocabulary to connect opinion and reasons. • Only simple sentences or Incomplete thoughts and/or sentences
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of Language and Conventions</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: