

### Kindergarten 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.

**WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces** in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is.....*)

|  | <b>3- Above Grade-Level Expectations</b><br><i>* Expectations for the end of 1st grade</i>  | <b>2-Meeting Grade-Level Expectations</b><br><i>* Expectations for the end of kindergarten</i><br><b>Use combination of drawing, dictating, or writing to:</b>  | <b>1- Approaching Grade-Level Expectations</b>  |
|--|---|---|---|
| <b>Written Expression</b><br>Development of Ideas and Organization | <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>Stay with one topic throughout</li> </ul> </li> <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>Supply a <b>reason</b> that supports 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>Establish 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>Attempt to use <b>frequently occurring conjunctions to signal simple relationships</b> (e.g. because)</li> </ul> <p><b><i>*Use combination of drawing, dictating, or writing to develop ideas:</i></b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter – combination that includes attempt to represent idea(s) with letters</li> <li>2<sup>nd</sup> quarter – includes some beginning sounds</li> <li>3<sup>rd</sup> quarter – minimum of 1 student written sentence</li> <li>4<sup>th</sup> quarter- minimum of 2 sentences</li> </ul>  | <p><b>Requires modeling and support to:</b></p> <ul style="list-style-type: none"> <li>establish the topic</li> <li>state an opinion or preference about the topic</li> </ul> <p><b><i>*Use combination of drawing, dictating, or writing</i></b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter – lacks letters to represent ideas</li> <li>2<sup>nd</sup> quarter – lacks beginning sounds</li> <li>3<sup>rd</sup> quarter – lacks a student written sentence</li> <li>4<sup>th</sup> quarter- lacks 2 student written sentences</li> </ul>  |
| <b>Written Expression</b><br>Clarity                               | <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><b><i>Produce and expand complete simple and compound sentences</i></b></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></li> <li>Demonstrate <b>subject/verb agreement</b></li> <li>With prompting and support, use <b>frequently occurring prepositions</b> to expand sentences (to, from, of, by, in, with)</li> </ul> <p><b><i>*Use combination of drawing, dictating, or writing:</i></b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter – combination that includes attempt to represent idea(s) with letters</li> <li>2<sup>nd</sup> quarter – includes some beginning sounds</li> <li>3<sup>rd</sup> quarter – minimum of 1 student written sentence</li> <li>4<sup>th</sup> quarter- minimum of 2 sentences</li> </ul> | <p><b>Requires modeling and support to:</b></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, reading, and being read to.</li> <li>Lacks simple sentence                             <ul style="list-style-type: none"> <li>Lacks subject/verb agreement</li> </ul> </li> <li>Lacks prepositions to expand sentences</li> </ul> <p><b><i>*Use combination of drawing, dictating, or writing</i></b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter – lacks letters to represent ideas</li> <li>2<sup>nd</sup> quarter – lacks beginning sounds</li> <li>3<sup>rd</sup> quarter – lacks a student written sentence</li> <li>4<sup>th</sup> quarter- lacks 2 student written sentences</li> </ul>   |
| <b>Knowledge of Language and Conventions</b>                       | <p>There may be a few <b>minor</b> errors in grammar and usage, meaning is clear throughout the response.*</p>  | <p>There may be a few <b>distracting errors</b> in grammar and usage, but <b>meaning is clear</b> throughout the response.*</p> <p><b><i>*Use combination of drawing, dictating, or writing:</i></b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter – combination that includes attempt to represent idea(s) with letters</li> <li>2<sup>nd</sup> quarter – includes some accurate beginning consonant sounds</li> <li>3<sup>rd</sup> quarter – minimum of 1 student written sentence                             <ul style="list-style-type: none"> <li>Includes many accurate letter/sound representations</li> <li>Includes spacing between words</li> </ul> </li> <li>4<sup>th</sup> quarter- minimum of 2 sentences                             <ul style="list-style-type: none"> <li>Capitalize first word in sentence and pronoun I</li> <li>Spell simple words phonetically</li> </ul> </li> </ul>  | <p>There are multiple distracting errors in grammar and usage that impede meaning.</p> <p><b><i>*Use combination of drawing, dictating, or writing:</i></b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter – lacks letters to represent ideas</li> <li>2<sup>nd</sup> quarter – lacks accurate beginning consonant sounds</li> <li>3<sup>rd</sup> quarter – minimum of 1 student written sentence                             <ul style="list-style-type: none"> <li>lacks accurate letter/sound representations</li> <li>lacks spacing between words</li> </ul> </li> <li>4<sup>th</sup> quarter- minimum of 2 sentences                             <ul style="list-style-type: none"> <li>Lacks capitalization of first word in sentence and/or pronoun I</li> <li>Lacks phonetic spelling of simple words</li> </ul> </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 expectation. \*Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points.*

**Next Teaching Points:**