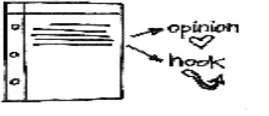
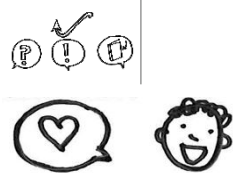

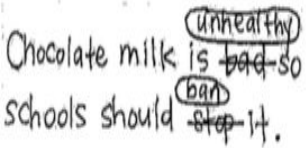
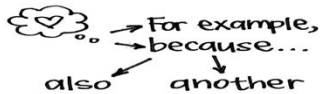
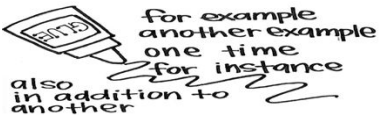
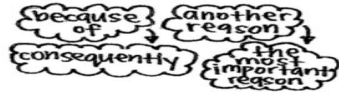
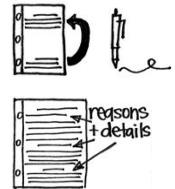

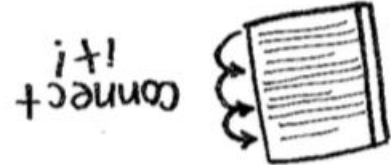
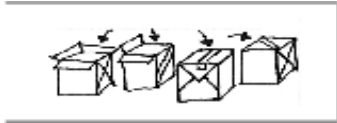
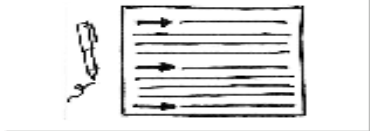



Opinion Writing Rubric

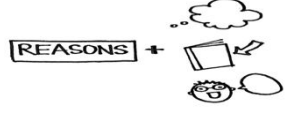

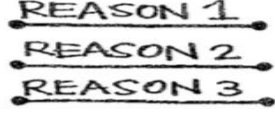
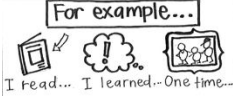
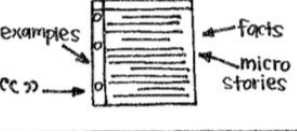

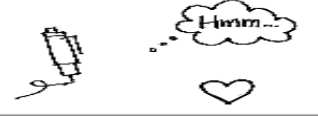
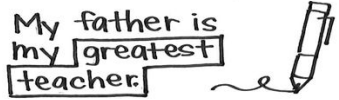

Structure				
Overall: I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.				
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Did I do it like a fifth grader?	Needs Improvement	Developing	Satisfactory	Exceeds
	1	2	3	4
Lead	<p>I wrote a beginning in which I not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about my opinion.</p> <div style="text-align: right; margin-top: 10px;">  </div>	<p>I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. I stated my claim.</p> <div style="text-align: right; margin-top: 10px;">  </div>	<p>I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.</p> <div style="text-align: right; margin-top: 10px;">   </div>	<p>I wrote an introduction to interest readers and help them understand and care about a topic or text. I thought backwards between the piece and the introduction to make sure that the introduction fit with the whole. Not only did I clearly state my claim, I also told my readers how my text would unfold.</p>


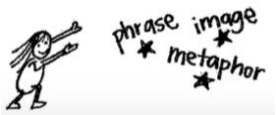




<p>Transitions</p>	<p>I connected my ideas and reasons with my examples using words such as <i>for example</i> and <i>because</i>. I connected one reason or example using words such as <i>also</i> and <i>after</i>.</p> 	<p>I used words and phrases to glue parts of my piece together. I used phrases such as <i>for example</i>, <i>another example</i>, <i>one time</i>, and <i>for instance</i> to show when I was shifting from saying reasons to giving evidence and <i>in addition to</i>, <i>also</i>, and <i>another</i> to show when I wanted to make a new point.</p> 	<p>I used transition words and phrases to connect evidence back for my reasons. I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i>. I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened. I used words such as <i>specifically</i>, and <i>in particular</i> in order to be more precise.</p> <p>This shows that...</p> 	<p>I used transitions to help readers understand how the different parts of my piece fit together to explain and support my argument. I used transitions to help connect claim(s), reasons, and evidence, and to imply relationships such as when material exemplifies, adds on to, is similar to, explains, is a result of, or contrasts. I use transitions such as <i>for instance</i>, <i>in addition</i>, <i>one reason</i>, <i>furthermore</i>, <i>according to</i>, <i>this evidence suggests</i>, and <i>thus we can say that</i>.</p>
<p>Ending</p>	<p>I worked on an ending, perhaps a thought or comment related to my opinion. I wrote several reasons or examples of why readers should agree with my opinion and wrote at least several sentences about each reason.</p> 	<p>I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.</p> 	<p>I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.</p> 	<p>In my conclusion, I restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.</p>
<p>Organization</p>	<p>I organized my information so that each part of my writing was mostly about</p>	<p>I separated sections of information using paragraphs.</p>	<p>I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that</p>	<p>I organized my argument into sections: I arranged reasons and evidence purposefully,</p>

	<p>one thing.</p> 		<p>most suited my purpose and helped me prove my reasons and claim.</p> 	<p>leading readers from one claim or reason to another. The order of sections and the internal structure of each section made sense.</p>
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Opinion Writing Rubric

Development				
<p>Overall: I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.</p>				
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>				
Did I do it like a fifth grader?	Needs Improvement	Developing	Satisfactory	Exceeds
	1	2	3	3
Elaboration	I not only told readers to believe me, but also wrote in ways that got them thinking for feeling in certain ways.	I gave reasons to support my opinion. I chose the reasons to convince my readers.	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.	I included and arranged a variety of evidence such as facts, quotations, examples, and definitions.

				
Elaboration		<p>I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.</p> 	<p>I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.</p> 	<p>I used trusted sources and information from experts and give the sources credit.</p>
Elaboration			<p>I discussed and unpacked the way that the evidence went with the claim.</p> 	<p>I worked to explain how the reasons and evidence I gave supported my claim(s) and strengthened my argument. To do this I may have referred to earlier parts of my text, summarized background information, raised questions, or highlighted possible implications.</p>
Craft	<p>I not only told readers to believe me, but also wrote in ways that got them thinking or feeling in certain ways.</p> 	<p>I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.</p> <p>My father is my greatest teacher.</p> 	<p>I made deliberate word choices to have an effect on my readers.</p> 	<p>I chose my words carefully to support my argument and to have an effect on my reader.</p>
Craft		<p>If I felt right to do so, I chose precise details and facts to help</p>	<p>I reached for the precise phrases, metaphor, or image that would</p>	<p>I worked to include concrete details, comparisons, and/or</p>

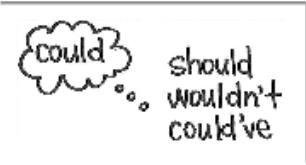



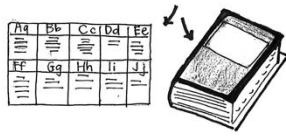
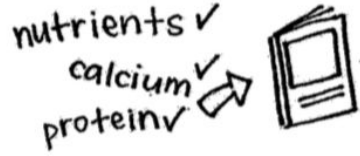
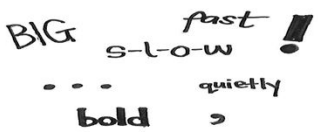

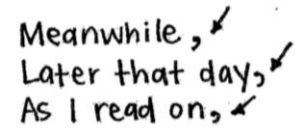
		<p>make my points and used figurative language to draw the readers into my line of thought.</p> 	<p>convey my ideas.</p> 	<p>images to convey my ideas, build my argument, and keep my readers engaged.</p>
Craft		<p>I made choices about which evidence was best to include or not include to support my points.</p> 	<p>I made choices about how to angle my evidence to support my points.</p> 	<p>When necessary, I explained terms to readers, providing definitions, context clues, or parenthetical explanations.</p>
Craft		<p>I used a convincing tone.</p> 	<p>When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.</p> 	<p>I made my piece sound serious.</p>


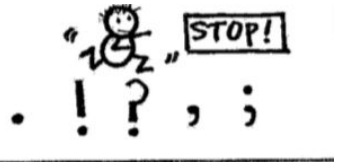
Opinion Writing Rubric

Language Conventions

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Did I do it like a fifth grader?	Needs Improvement	Developing	Satisfactory	Exceeds
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	1	2	3	4
Spelling	<p>I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.</p> 	<p>I used what I knew about word families and spelling rules to help me spell and edit.</p> 	<p>I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed.</p> 	
Spelling	<p>I got help from others to check my spelling and punctuation before I wrote my final draft.</p> 	<p>I used the word wall and dictionaries to help me when needed.</p> 	<p>I made sure to correctly spell words that were important to my topic.</p> 	<p>I used resources to be sure the words in my writing are spelled correctly, including technical vocabulary.</p>
Punctuation	<p>I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice.</p> 	<p>When writing long, complex sentences. I used commas to make them clear and correct.</p> 	<p>I used commas to set off introductory parts of sentences.</p> 	

<p>Punctuation</p>	<p>While writing, I put punctuation at the end of every sentence.</p> <p>• ! ?</p>	<p>I used periods to fix my run-on sentences.</p> <p>Read + listen!</p> 	<p>I used a variety of punctuation to fix any run-on sentences.</p> 	<p>I used punctuation such as dashes, parenthesis, colons, and semicolons to help me include extra information and explanation in some of my sentences.</p>
<p>Punctuation</p>			<p>I used punctuation to cite my sources.</p> <p>Experts say, " — ."</p>	<p>I accurately cited my references, using appropriate punctuation.</p>