

	GRADE 4	GRADE 5
Opinion Goal	The writer produced opinion pieces on topics or texts, supporting a point of view with reasons and information.	The writer produced opinion pieces on topics or texts, supporting a point of view with reasons and information.

Lead	The writer clearly introduced a topic or text by stating an opinion and hooked the reader by asking a question, explaining why the topic mattered, telling a surprising fact or giving background information. The writer gave a preview of upcoming sections. 1 2 3 4	The writer clearly introduced a topic or text by stating an opinion and hooked the reader by including a cool or surprising fact, asking a question, explaining the significance of the topic, or giving background information. The writer named the reasons that would be developed in the piece. 1 2 3 4
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Transitions	The writer linked opinion and reasons within and between paragraphs using words and phrases (e.g., <i>for instance, in order to, in addition, for example</i>) to create a logical progression of ideas from beginning to end. 1 2 3 4	The writer linked opinion and reasons within and between paragraphs using words, phrases, and clauses (e.g., <i>consequently, specifically</i>) to create a logical progression of ideas from beginning to end. 1 2 3 4
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Ending	The writer wrote a concluding statement or section that restated and reflected on the claim/opinion and kept the reader thinking about the topic. 1 2 3 4	The writer provided a concluding statement or section related to the opinion presented which added to the overall argument. 1 2 3 4
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Organization	The writer created 3-4 body paragraphs to support an opinion with reasons and information. The writer provided reasons that are supported by facts and details. 1 2 3 4	The writer created 4-5 body paragraphs to support the writer's opinion and focus is strongly maintained throughout. The writer provided logically ordered reasons and information that are supported by facts and details. 1 2 3 4
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DEVELOPMENT

Elaboration Part 1	The writer gave reasons to support an opinion to convince readers. The writer included a minimum of 2 pieces of evidence such as examples, details, quotes, mini-stories and information to support the claim. 1 2 3 4	The writer gave reasons to support an opinion to convince readers. The writer included a minimum of 3 pieces of evidence such as examples, details, quotes, mini-stories and information to support the claim. 1 2 3 4
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Elaboration Part 2	The writer used vocabulary that is appropriate to the task and purpose of persuading the reader. 1 2 3 4	The writer used vocabulary that is appropriate to the task and purpose of persuading the reader. 1 2 3 4
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Style	The writer established a convincing tone and pace which enhanced the content.	1	2	3	4	The writer established a convincing tone and pace which enhanced the content.	1	2	3	4
Author's Voice										

LANGUAGE CONVENTIONS

Spelling	The writer spelled grade-appropriate words correctly so that spelling does not interfere with understanding. The writer correctly used frequently confused words (e.g., <i>to, too, two; there, their</i>). The writer used references when needed.	1	2	3	4	The writer spelled grade-appropriate words correctly so that spelling does not interfere with understanding. The writer used references when needed.	1	2	3	4
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Mechanics Capitalization	The writer used capital letters correctly.	1	2	3	4	The writer used capital letters correctly.	1	2	3	4
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Mechanics Punctuation	The writer used punctuation correctly.	1	2	3	4	The writer used punctuation correctly.	1	2	3	4
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Sentence Structure	The writer produced complete simple, compound, and complex sentences (corrected fragments and run-ons) with grade-level appropriate grammar.	1	2	3	4	The writer produced simple, compound and complex sentences correctly (corrected fragments and run-ons) with grade-level appropriate grammar.	1	2	3	4
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EVIDENCE FROM TEXT (3rd-5th grades only when writing in response to reading)

N/A

Text Evidence	The writer incorporated evidence from source material that is relevant and specific. The writer clearly cited the source material.	1	2	3	4	The writer incorporated evidence from sourced material that is relevant and specific. The writer clearly cited the source material.	1	2	3	4
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Opinion