

Grade 4 Opinion Writing Rubric

	Not Yet	Approaches	Meets	Advanced
	1 (Not Meeting)	2 (Approaching)	3 (Effective)	4 (Distinguished)
<p>Focus/Information CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting point of view with reasons and information. CCSS.ELA-Literacy.W.4.1a: Introduce topics or texts clearly, state opinions, and create organizational structures in which related ideas are grouped to support writer’s purpose. CCSS.ELA-Literacy.W.4.1b: Provide reasons supported by facts and details. CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</p>	<p>Responds to some or no parts of prompt. Does not state opinion and/or demonstrates little to no understanding of topic or text(s).</p>	<p>Responds to most parts of prompt. States opinion that demonstrates limited understanding of topic or text(s).</p>	<p>Responds to all parts of prompt. States opinion that demonstrates understanding of topic or text(s).</p>	<p>Responds skillfully to all parts of prompt. States opinion that demonstrates insightful understanding of topic or text(s).</p>
<p>Organization CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting point of view with reasons and information. CCSS.ELA-Literacy.W.4.1a: Introduce topics or texts clearly, state opinions, and create organizational structures in which related ideas are grouped to support writer’s purpose. CCSS.ELA-Literacy.W.4.1c: Link opinions and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). CCSS.ELA-Literacy.W.4.1d: Provide concluding statements or sections related to opinions presented. CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</p>	<p>Does not organize ideas and information coherently due to lack of paragraph structure and/or missing introduction, body, or conclusion. Uses no linking words or phrases.</p>	<p>Organizes ideas and information in attempted paragraph structure that includes sense of introduction, body, and conclusion. Uses some linking words and/or phrases to connect reasons to opinion but simplistically.</p>	<p>Organizes ideas and information into logical introductory, body, and concluding paragraphs. Uses linking words and phrases appropriately to connect reasons to opinion.</p>	<p>Organizes ideas and information into purposeful, coherent paragraphs that include elaborated introduction with clear thesis, structured body, and insightful conclusion. Uses linking words, phrases, and clauses skillfully to connect reasons to opinion.</p>
<p>Development with Support/Evidence CCSS.ELA-Literacy.RI.4.1: Refer to text details and examples when explaining what texts say explicitly and when drawing text inferences. CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting point of view with reasons and information. CCSS.ELA-Literacy.W.4.1b: Provide reasons supported by facts and details. CCSS.ELA-Literacy.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.4.9b: Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Does not support opinion with facts, details, and/or reasons. Provides no or inaccurate explanation/analysis of how evidence supports opinion.</p>	<p>Supports opinion with minimal and/or irrelevant facts, details, and/or reasons. Provides some explanation/analysis of how evidence supports opinion.</p>	<p>Supports opinion with relevant facts, details, and/or reasons. Provides clear explanation/analysis of how evidence supports opinion.</p>	<p>Supports opinion skillfully with substantial and relevant facts, details, and/or reasons. Provides insightful explanation/analysis of how evidence supports opinion.</p>
<p>Language/Conventions CCSS.ELA-Literacy.L.4.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.4.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Uses few to no correct sentence structures. Demonstrates limited understanding of grade-level appropriate conventions, and errors interfere with meaning and readability. Uses no academic or domain-specific vocabulary.</p>	<p>Uses some repetitive yet correct sentence structures. Demonstrates some grade-level appropriate conventions, but errors obscure meaning and readability. Uses limited academic and/or domain-specific vocabulary for audience and purpose.</p>	<p>Uses correct and varied sentence structures. Demonstrates grade-level appropriate conventions; errors are minor and do not obscure meaning and readability. Uses academic and domain-specific vocabulary appropriate for audience and purpose.</p>	<p>Uses purposeful and varied sentence structures. Demonstrates creativity and flexibility when using conventions (i.e., grammar, punctuation, capitalization, spelling) to enhance meaning and readability. Uses precise and sophisticated academic and domain-specific vocabulary appropriate for audience and purpose.</p>

Common Core State Standards (CCSS) Alignment

In the left criteria boxes of the rubric, CCSS-aligned standards have been identified. As a resource for teachers, below are the current grade standards, as well as previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the grade 5 standards were referenced.

Strand (Domain)	Grade 3	Grade 4	Grade 5
Writing	<p>CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting point of view with reasons.</p> <p>CCSS.ELA-Literacy.W.3.1a: Introduce topics or texts they are writing about, state opinions, and create organizational structures that list reasons.</p> <p>CCSS.ELA-Literacy.W.3.1b: Provide reasons that support opinions.</p> <p>CCSS.ELA-Literacy.W.3.1c: Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinions and reasons.</p> <p>CCSS.ELA-Literacy.W.3.1d: Provide concluding statements or sections.</p> <p>CCSS.ELA-Literacy.W.3.4: With guidance and support from adults, produce writing in which development and organization are appropriate to tasks and purposes.</p>	<p>CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.4.1a: Introduce topics or texts clearly, state opinions, and create organizational structures in which related ideas are grouped to support writer’s purpose.</p> <p>CCSS.ELA-Literacy.W.4.1b: Provide reasons supported by facts and details.</p> <p>CCSS.ELA-Literacy.W.4.1c: Link opinions and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>CCSS.ELA-Literacy.W.4.1d: Provide concluding statements or sections related to opinions presented.</p> <p>CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.4.9b: Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.5.1a: Introduce topics or texts clearly, state opinions, and create organizational structures in which ideas are logically grouped to support writer’s purpose.</p> <p>CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons supported by facts and details.</p> <p>CCSS.ELA-Literacy.W.5.1c: Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>CCSS.ELA-Literacy.W.5.1d: Provide concluding statements or sections related to opinions presented.</p> <p>CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analyses, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.5.9b: Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
Reading Informational Text	<p>CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate text understanding, referring explicitly to texts as the basis for answers.</p>	<p>CCSS.ELA-Literacy.RI.4.1: Refer to text details and examples when explaining what texts say explicitly and when drawing text inferences.</p>	<p>CCSS.ELA-Literacy.RI.5.1: Quote accurately from texts when explaining what texts say explicitly and when drawing text inferences.</p>
Language	<p>CCSS.ELA-Literacy.L.3.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.3.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>CCSS.ELA-Literacy.L.4.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.4.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>CCSS.ELA-Literacy.L.5.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.5.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>