Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | GRADE 4 OPINION WRITING | | **Not Yet -1** | **Start To -2** | **Yes- 3** |
| **Focus** | | | | | |
|  | I made a claim about a topic or a text and tried to support my reasons. | | □ | □ | □ |
| **Content** | | | | | |
|  | I gave reasons to support my opinion. I chose the reasons to convince my readers.  I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life. | | □  □ | □  □ | □  □ |
| **Organization** | | | | | |
|  | I separated sections of information using paragraphs.  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. (Lead)  I stated my claim. (Lead)  I wrote an ending for my piece in which I restated and reflected on my claim/position, perhaps suggesting an action or response based on what I had written. (Ending)  I used words and phrases to glue parts of my piece together. I used phrases such as for example, another example, one time, and for instance to show when I was shifting from saying reasons to giving evidence and in addition to , also, and another to show when I wanted to make a new point. (Transitions) | | □  □  □  □  □ | □  □  □  □  □ | □  □  □  □  □ |
| **Style** | | | | | |
|  | I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.  If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the readers into my line of thought.  I made choices about which evidence was best to include or not include to support my points.  I used a convincing tone. | | □  □  □  □ | □  □  □  □ | □  □  □  □ |
| **Conventions** | | | | | |
| **Grammar** | | I used what I learned about grammar to make the writing clear for the reader. | □ | □ | □ |
| **Punctuation** | | I produced complete sentences, correcting fragments and run-on sentences. | □ | □ | □ |
| I used correct capitalization to begin all sentences and when I used proper nouns. | □ | □ | □ |
| I used commas and quotations marks to mark direct speech and quotations from a text. | □ | □ | □ |
| When writing long, complex sentences, I used commas to make them clear and correct. | □ | □ | □ |
| **Spelling**  **(Conventions)** | | I correctly use frequently confused words (e.g., to, two, too; their, there, they’re). | □ | □ | □ |
| I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed. (Session 14) | □ | □ | □ |