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) | □ | □ | □ |