

Redesign Opinion Writing

Learning Targets

I can write an opinion essay that incorporates reasons supported by facts and details from multiple texts.

I can write an opinion essay that uses varied transition words and/or phrases throughout essay to effectively communicate ideas.

Fourth Grade Text-Based Opinion Writing Rubric

Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<p>ELACC4W1-Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>ELACC4W1.a –Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	Struggles to or unable to introduce a topic or text clearly, state an opinion, and/or struggles or unable to create an organizational structure in which related ideas are grouped to support the writer’s purpose.	Attempts to introduce a topic or text clearly, states an opinion, but has limited understanding of organizational structure in which related ideas are grouped to support the writer’s purpose. Writing is formulaic.	Introduces a topic or text clearly, state an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose.	Provides evidence of advance or above grade level expectations when introducing a topic or text clearly, states an opinion, and creates a well-developed organizational structure in which related ideas are grouped to support the writer’s purpose.
<p>ELACC4W1.b-Provide reasons that are supported by facts and details.</p>	Struggles or fails to provide reasons that are supported by facts and details. Provides only one reason to support opinion. Provides reasons that are not supported by facts and details.	Attempts to provide reasons to support the opinion. Inconsistently supports an opinion with relevant or sufficient facts or details.	Provide reasons that are supported by facts and details.	Provides evidence of advance or above grade level expectations when providing reasons that are supported by facts and details.
<p>ELACC4W1.c-Link opinion and reasons using words or phrases.</p>	Fails to use words or phrases to link opinion and reasons.	Attempts to link opinion and reasons using words or phrases but, words or phrases are irrelevant. Limited use of using linking words and/or phrases to connect opinion and reasons	Links opinion and reasons using words or phrases.	Provides evidence of advance or above grade level expectations when linking opinion and reasons using words or phrases.
<p>ELACC4W1.d-Provide a concluding statement or section related to the opinion presented.</p>	Struggles to or unable to provide concluding statement or section related to the opinion presented.	Attempts to provide a concluding statement or section. The statement or section is weak or unrelated to the opinion presented.	Provides a concluding statement or section related to the opinion presented.	Provides evidence of advanced or above grade-level expectations when providing a conclusion or section related to the opinion presented.
<p>ELACC4W9-Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	Struggles or unable to draw evidence from literary or informational texts to support analysis, reflection, and research.	Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.	Draws evidence from literary or informational texts to support analysis, reflection and research	Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.
<p>ELACC4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.

Redesign Research

Model School: _____

Model School Resource: _____

Redesign Idea 1:

Model School Innovative Practice:

- Think: How does practice positively impact students?
- Think: How does practice allow students to have more voice and power?

My Redesign idea:

Connection to the Colonists' Pursuit for Freedom:

Redesign Idea 2:

Model School Innovative Practice:

- Think: How does practice positively impact students?
- Think: How does practice allow students to have more voice and power?

My Redesign idea:

Connection to the Colonists' Pursuit for Freedom:

Redesign Idea 2:

Model School Innovative Practice:

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My Redesign idea:

Connection to the Colonists' Pursuit for Freedom:

Revising & Editing Checklist

Revising

Self **Peer** **Teacher**

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|-------|-------|-------|---|
| _____ | _____ | _____ | An interesting grabber is used to get the reader's attention. |
| _____ | _____ | _____ | A thesis is used to state opinion. Three redesign ideas are included in thesis. |
| _____ | _____ | _____ | Redesign incorporates three strong redesign ideas. |
| _____ | _____ | _____ | Three redesign ideas are separated into different paragraphs. |
| _____ | _____ | _____ | Redesign ideas are organized in logical order with transition phrases. |
| _____ | _____ | _____ | There is a clear connection to colonists pursuit for freedom. |
| _____ | _____ | _____ | Evidence is used to support connection to the colonies. |
| _____ | _____ | _____ | There is a clear connection to model school researched. |
| _____ | _____ | _____ | Evidence is used to support connection to the colonies. |
| _____ | _____ | _____ | All evidence is thoroughly explained. |
| _____ | _____ | _____ | Thesis is restated in conclusion in a new and interesting way. |

Editing

Self **Peer** **Teacher**

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|-------|-------|-------|---|
| _____ | _____ | _____ | Complete and clear sentences are always used. |
| _____ | _____ | _____ | Each new paragraph is indented. |
| _____ | _____ | _____ | A comma is used before conjunctions in compound sentences. |
| _____ | _____ | _____ | Capital letters are used in the first letter of each sentence and proper nouns. |
| _____ | _____ | _____ | All spelling is correct. |
| _____ | _____ | _____ | All punctuation is correct. |