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.

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### Fourth Grade Text-Based Opinion Writing Rubric

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<tr>
<td>ELACC4W1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>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.</td>
<td>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.</td>
<td>Introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose. Writing is formulaic.</td>
<td>Provides evidence of advanced 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.</td>
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<tr>
<td>ELACC4W1.1.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.</td>
<td>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.</td>
<td>Attempts to provide reasons to support the opinion. Inconsistently supports an opinion with relevant or sufficient facts or details.</td>
<td>Provides reasons that are supported by facts and details.</td>
<td>Provides evidence of advanced or above grade level expectations when providing reasons that are supported by facts and details.</td>
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<td>ELACC4W1.1.c Link opinion and reasons using words or phrases.</td>
<td>Fails to use words or phrases to link opinion and reasons.</td>
<td>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.</td>
<td>Links opinion and reasons using words or phrases.</td>
<td>Provides evidence of advanced or above grade level expectations when linking opinion and reasons using words or phrases.</td>
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<td>ELACC4W1.1.d Provide a concluding statement or section related to the opinion presented.</td>
<td>Struggles to or unable to provide concluding statement or section related to the opinion presented.</td>
<td>Attempts to provide a concluding statement or section. The statement or section is weak or unrelated to the opinion presented.</td>
<td>Provides a concluding statement or section related to the opinion presented.</td>
<td>Provides evidence of advanced or above grade level expectations when providing a conclusion or section related to the opinion presented.</td>
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<td>ELACC4W1.5 Draw evidence from literary or informational texts to support analysis, reflection and research.</td>
<td>Struggles or unable to draw evidence from literary or informational texts. Evidence is weak or does not support analysis, reflection, or research.</td>
<td>Attempts to draw evidence from literary or informational texts. Evidence is weak or does not support analysis, reflection, or research.</td>
<td>Draws evidence from literary or informational texts to support analysis, reflection and research.</td>
<td>Provides evidence of advanced or above grade level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.</td>
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<td>ELACC4W1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC4W1.2 Demonstrate command of the conventions of standard English punctuation, and spelling when writing.</td>
<td>When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage.</td>
<td>When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.</td>
<td>When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.</td>
<td>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.</td>
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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?

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My Redesign idea:

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Connection to the Colonists’ Pursuit for Freedom:

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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?

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My Redesign idea:
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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?
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My Redesign idea:
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## Revising & Editing Checklist

### Revising

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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

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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.