

**Opinion Writing
Fourth Grade**

Student: _____ Date: _____

Fourth Grade		Performing Below Grade Level Expectation	Approaching Grade Level Expectation	Meets Grade Level Expectation	Exceeds Grade Level expectation
	Structure				
Overall Writing Standard 1	The writer made a claim about a topic or a text and tried to support his/her reasons.				
Lead Standard 1	*The writer wrote a few sentences to hook his/her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. *The writer stated his/her claim.				
Transitions Standard 1	The writer used words and phrases to glue parts of his/her piece together. She used phrases such as <i>for example, another example, one time, and for instance</i> to show when he/she wanted to shift from saying reasons to giving evidence and <i>in addition to, also, and another</i> to show when she wanted to make a new point.				
Ending Standard 1	The writer wrote an ending for his/her piece in which he/she restated and reflected on his claim perhaps suggesting an action or response based on what he had written.				
Organization Standard 4	The writer separated sections of information using paragraphs.				

Development					
Elaboration Standard 5	The writer gave reasons to support my opinion. The writer chose the reasons to convince my readers. The writer included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.				
Craft Standard 5	<p>*The writer made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.</p> <p>*If it felt right to do so, the writer chose precise details and facts to help make her points and use figurative language to draw readers into his/her line of thought.</p> <p>*The writer made choices about which evidence was best to include or not include to support his/her points.</p> <p>*The writer used a convincing tone.</p>				
Language Conventions					
Spelling Language Standard 2	<p>*The writer used what he/she knew about word families and spelling rules to help him/her spell and edit.</p> <p>*The writer used available resources to check spelling.</p>				
Punctuation Language Standard 2	<p>*When writing long, complex sentences, the writer used commas to make them clear and correct.</p> <p>*The writer used periods to fix his/her run-on sentences.</p>				

