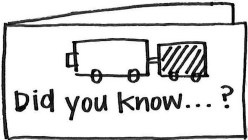
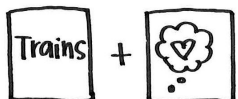

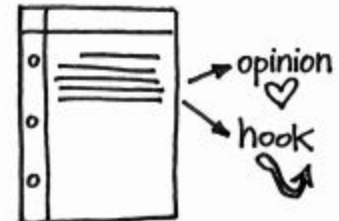


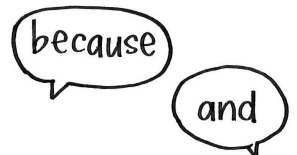
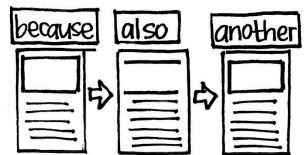
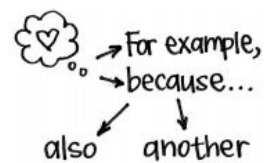


# 3rd Grade Opinion Writing Rubric

## Structure

Overall	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.			
Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
<b>Lead</b>	<p>The writer wrote a beginning in which they got the readers' attention. □</p>  <p>The writer named the topic or text he was writing about and gave his opinion.</p> 	<p>The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.</p> 	<p>The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.</p> 	<p>The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.</p>  <p>The writer stated his claim.</p> 
<b>Transitions</b>	<p>The writer said more about their opinion and used words such as and and because.</p> 	<p>The writer connected parts of their piece using words such as also, another, and because.</p> 	<p>The writer connected his ideas and reasons with his examples using words such as for example and because. He connected one reason or example using words such as also and another.</p>	<p>The writer used words and phrases to glue parts of her piece together. She used phrases such as for example, another example, one time, and for instance to show when she wanted to shift from saying reasons to giving evidence and in addition to, also, and another to show when she wanted to make a new point.</p>



for example  
another example  
one time  
for instance  
also in addition to another

Structure				
Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
<b>Ending</b>	<p>The writer wrote an ending for their piece.</p>	<p>The writer wrote an ending in which they reminded readers of their opinion.</p>	<p>The writer worked on an ending, perhaps a thought or comment related to her opinion.</p>	<p>The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had written.</p>
<b>Organization</b>	<p>The writer wrote a part where they got readers' attention and a part where they said more.</p>	<p>The writer's piece had different parts; they wrote a lot of lines for each part.</p>	<p>The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason.</p>	<p>The writer separated sections of information using paragraphs.</p>

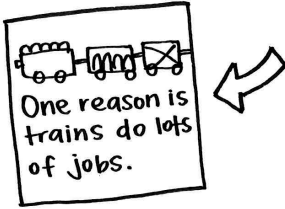
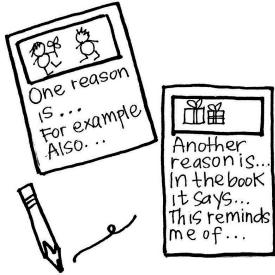
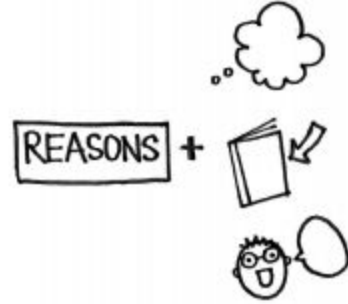
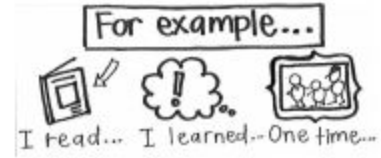
The writer organized his information so that each part of his writing was mostly about one thing.



## Development

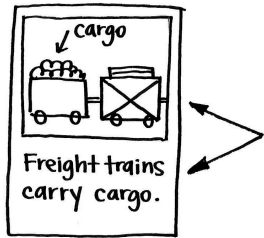
**Overall** The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.

**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
<b>Elaboration</b>	<p>The writer wrote at least one reason for their opinion.</p> 	<p>The writer wrote at least two reasons and wrote at least a few sentences about each one.</p> 	<p>The writer not only named her reasons to support her opinion, but also wrote more about each one.</p> 	<p>The writer gave reasons to support his opinion. He chose the reasons to convince his readers.</p> <p>The</p> <p>writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.</p> 

## Craft

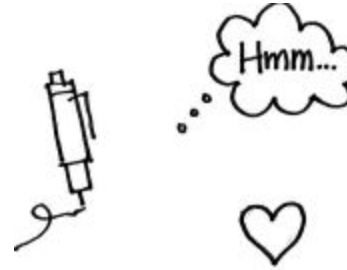
The writer used labels and words to give details.



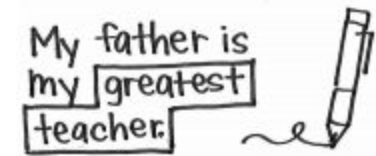
The writer chose words that would make readers agree with their opinion.



The writer not only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.



The writer made deliberate word choices to convince her readers, perhaps by emphasizing or repeating words that made readers feel emotions.



If it felt right to do so, the writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought.





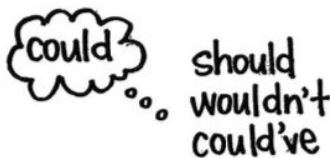

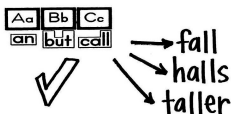
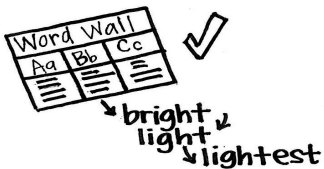

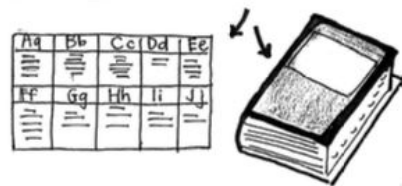
The writer made choices about which evidence was best to include or not include to support her points.




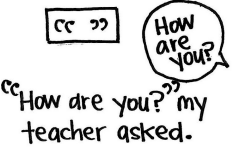
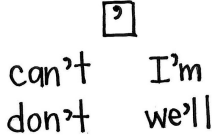
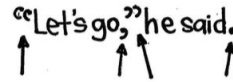
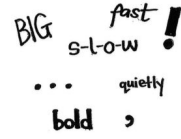

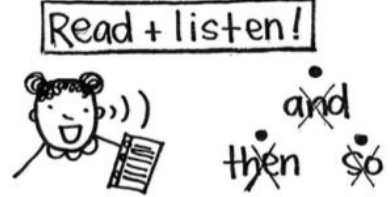

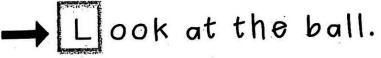
The writer used a convincing tone.



## Language Conventions

<b>Overall</b>	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.			
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.			
<b>Did I do it like a 3rd grader?</b>	<b>Needs Improvement 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exceeds 4</b>
<b>Spelling</b>	<p>The writer used all they knew about words and chunks of words to help them spell.</p> 	<p>To spell a word, the writer used what they knew about spelling patterns (tion, er, ly, etc)</p> 	<p>The writer used what they knew about spelling patterns to help spell and edit before they wrote the final draft.</p> 	<p>The writer used what they knew about word families and spelling rules to help spell and edit.</p> 
<b>Spelling</b>	<p>The writer spelled all the word wall words right and used the word wall to help them spell other words.</p> 	<p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.</p> 	<p>The writer got help from others to check spelling and punctuation before they wrote his final draft.</p> 	<p>The writer used the word wall and dictionaries when needed.</p> 

# Language Conventions

Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
<b>Punctuation</b>	<p>The writer ended sentences with punctuation.</p> <p>End it with . ! ?</p> <p>The writer used commas in dates and lists.</p> 	<p>The writer used quotation marks to show what characters said.</p>  <p>The writer used words such as can't and don't, they used the apostrophe.</p> 	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p>  <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>. ! ?</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p> 	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>  <p>I used periods to fix my run-on sentences.</p> 
<b>Capitalization</b>	<p>The writer used a capital letter for names.</p> 	<p>The writer used a capital letter to start every sentence.</p>  <p>The writer used a capital letter for all proper nouns.</p> <p><b>M.</b> Months, Days, Holidays  <b>I.</b> The pronoun I  <b>N.</b> Names of people, places, etc  <b>T.</b> Titles of books, movies, etc  <b>S.</b> Start of sentences</p>		