

Opinion Writing Rubric-Grades 1-2



Writing Descriptors Score Points	4- Deep Command	3- Sufficient Command	2- Partial Command	1- Minimal Command
<p style="text-align: center;">Statement of Purpose/Focus</p> <p style="text-align: center;">Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use mentor text to support the form of writing. • Frequently Model this form of writing. (Structured Writing) • Frequently engage students in interactive modeling of this task. (Shared Writing) 	<p>The response demonstrates a clear focus and includes the topic and or the title of the book:</p> <ul style="list-style-type: none"> • Opinion reflects the writer’s thoughts and feelings. • Opinion is supported by a reason, with information from the book/topic. 	<p>The response demonstrates a general focus and includes the topic and or some of the words in the title of the book:</p> <ul style="list-style-type: none"> • Opinion reflects the writer’s thoughts. • Opinion is supported by loosely related information from the book/topic. 	<p>The response is somewhat written with unrelated information that does not address the topic. The topic and/or text is not included in the statement of purpose:</p> <ul style="list-style-type: none"> • Opinion is unclear and unfocused with random information about the book/topic. 	<p>The response may be related to the purpose but may offer little or no focus: The topic and/or text is/are not mentioned in the statement of purpose:</p> <ul style="list-style-type: none"> • Opinion does not reflect the writer’s thoughts or feelings. • Opinion is not related to the topic or book.
<p style="text-align: center;">Organization</p> <p style="text-align: center;">Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use the student SURE rubric and teach the components of opinion writing. • Frequently engage students in interactive writing of this task. • Teach text structure(s) (sequence (procedure), chronology (time-order), problem-solution) • Teach semantic clues or signal words (linking) that help writer to compose text with coherence & clarity.(Hess & Hervey, 2010) 	<p>The response has a clear and effective organizational structure and conveys a complete thought appropriate to type and purpose:</p> <ul style="list-style-type: none"> • Includes a variety of transitional words that connect reasons to opinion (e.g., because) or sequences events (e.g. first, second.) • Ideas are ordered from beginning to end. 	<p>The response has a recognizable organizational structure, adequate for type and purpose, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • Adequate use of transitional words with some variety. • Adequate order of ideas from beginning to end. 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • Inconsistent use of transitional words with little variety. • Uneven order of ideas from beginning to end. • Beginning statement and ending, if present, are weak. 	<p>The response has little or no recognizable organizational structure:</p> <ul style="list-style-type: none"> • Few or no transitional words are evident. • Unrelated ideas may be included.

Writing Descriptors Score Points	4- Deep Command	3- Sufficient Command	2- Partial Command	1- Minimal Command
<p>Elaboration of Evidence Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Teach students the story narrative structure. • Conduct a close read of text before you do a read aloud • Create a character splash anchor chart for all fiction characters and biographies read. • Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 & 4) • Teach Author’s Craft-alliteration, onomatopoeia, simile, personification, imagery, theme, tone. 	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of books, facts, and details:</p> <ul style="list-style-type: none"> • Use of supportive drawings and/or description, details or examples from the book to explain the important ideas. 	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of books, facts, and details:</p> <ul style="list-style-type: none"> • Some adequate drawings and/or adequate details in the response, though reference to the book may be unclear. 	<p>The response provides uneven, general support/evidence for the writer’s opinion that includes partial or uneven use of books,, facts, and details:</p> <ul style="list-style-type: none"> • Somewhat focused drawings and/or details in the response with no mention of the book in the response. 	<p>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Drawing and/or details are not clear.
<p>Language & Vocabulary Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Pair graphics with vocabulary (Explicit teaching) • Examine and document all feeling words related to characters. • Use the READ strategy to teach students to problem solve unknown words. • Introduce students to basic prefixes and suffixes. 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Effective use of words and/or drawings related to the story or topic, in the writing. • Drawings display attention to detail and/or color. 	<p>The response adequately expresses ideas, using a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Adequate use of words and/or drawings from the story in the writing. 	<p>The response expresses ideas unevenly, using few words.</p> <ul style="list-style-type: none"> • Use of words and/or drawings partially related to the topic or book. 	<p>Within the response, the expression of ideas is vague, lacks clarity, or is confusing</p> <ul style="list-style-type: none"> • Use of limited words and/or drawings that are confusing and not related to the topic or book.

Writing Descriptors Score Points	4- Deep Command	3- Sufficient Command	2- Partial Command	1- Minimal Command
<p data-bbox="218 203 564 321">Conventions Instructional Strategies to support development</p> <ul data-bbox="184 329 598 1122" style="list-style-type: none"> • Explicitly teach the writing of capital and lower case letters and spelling patterns. • Model the correct use of capitalization, spelling and punctuation during interactive writing lessons and answering text dependent questions. • Model the practice of neat handwriting, during the modeling of responses to text dependent questions and throughout all subjects. • Partner with tutors and families to reinforce handwriting outside of the school day. • Embed lessons on punctuation, capitalization and usage in actual writing tasks. • Engage students in peer editing & revising. • Use this rubric and provide students with specific feedback on conventions of writing. 	<p data-bbox="623 203 898 329">The response demonstrates a strong command of conventions:</p> <ul data-bbox="623 342 930 1325" style="list-style-type: none"> • Neatly written words left to right across the page with spaces between them. • Noun and verb agreement. • Appropriate capitalization of proper nouns, first word in a sentence, pronoun I, (1st grade, street names, names, 2nd grade, days, months, holidays, cities, states, title of a book) • Correct use of punctuation marks (.,?, !) • Correct spelling of high frequency words, character names, story vocabulary) • Multi-syllabic words are spelled accurately or close to accurately 	<p data-bbox="959 203 1234 329">The response demonstrates an adequate command of conventions:</p> <ul data-bbox="959 342 1266 1052" style="list-style-type: none"> • Legible words written left to right across the page with spaces between them. • Some noun and verb agreement. Some errors in usage. • Adequate capitalization may have few errors. • Adequate use of punctuation, capitalization, and spelling. • Some spelling errors with high frequency words, character names and/or story vocabulary. 	<p data-bbox="1281 203 1556 329">The response demonstrates a partial command of conventions:</p> <ul data-bbox="1281 342 1587 1052" style="list-style-type: none"> • Somewhat illegible words do not begin from the far left margin and proceed to the right of the page. Words may or may not be written close together. • Little evidence of noun and verb agreement. • Poor use of capitalization and punctuation. • Multiple spelling errors, but response includes phonetic spellings that are readable. 	<p data-bbox="1602 203 1877 329">The response demonstrates a lack of command of conventions.</p> <ul data-bbox="1602 342 1908 837" style="list-style-type: none"> • Writing is illegible with random letters written close together. • Capitalization of letters is random. • No punctuation marks are used • Words are written with consonant letters appropriate for sounds in the beginning or ending of words.