

Compose Opinion Pieces on Topics/Persuasive Writing – Student Incentives

CCSS Language & Writing Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
Purpose <input type="checkbox"/> Context <input type="checkbox"/> Focus/controlling idea (opinion) <input type="checkbox"/> Evidence of understanding the topic <input type="checkbox"/> Connections are related to opinion on the topic	Attempts to identify a topic, but lacks a focus (opinion) or may have more than one topic or confusing topic as stated	Has topic and attempts a focus (opinion), but focus may shift or not be relevant to the topic chosen	Clearly identifies topic Focus (opinion) about topic is clearly stated	Explains something more about the topic OR A connection is made between topic & broader idea(s)
Organization <input type="checkbox"/> Overall coherence between topic, opinion, and reasons <input type="checkbox"/> Transitions connect ideas (e.g., sequence, compare-contrast, description, cause-effect, problem-solution) Friendly Letter Format	Attempts greeting, body and closing	Friendly letter format and opinion are evident, but may lack clarity or coherence (e.g., attempts to connect opinion to a reason, but reason may not make sense)	Friendly letter format and opinion are evident, States 3-4 facts to support reasons for opinion Uses transitions (e.g. because, and) to connect ideas	Friendly letter format and opinion are evident, States 5 or more facts to support reasons for opinion Uses several transitions appropriately (e.g., because, since, and, also, for example, since) to connect ideas
Details/Elaboration <input type="checkbox"/> Descriptions <input type="checkbox"/> Explanations <input type="checkbox"/> Comparisons <input type="checkbox"/> Examples, facts <input type="checkbox"/> Sensory and concrete details that support writer’s point of view	No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant None of the details pertain to the topic	Some elaboration strategies are evident in drawings or writing. Ideas may not be fully elaborated or details may be insufficient to support opinion. One or two details are given for each paragraph or section	Drawings or writing include relevant and descriptive details, labels/captions, 3-4 facts, or elaboration that support the opinion or reasons Three to four details are given for each paragraph or section	Elaborates using a variety of relevant details, examples, quotes, etc. to support focus (opinion) or explain reasons May use figurative language (e.g., imagery, simile, exaggeration) 5 or more facts are noted Five or more details are given for each paragraph or section
Voice and Tone <input type="checkbox"/> Vocabulary Use - Precise Language <input type="checkbox"/> Sentence structure <input type="checkbox"/> Sentence variety	Generally uses basic, incorrect, or below grade level vocabulary when writing.	Vocabulary use has minor errors Dictates, writes, and expands simple complete sentences	Appropriate use of vocabulary (nouns, verbs, plurals, adjectives, etc.) Uses some variety of sentence types (statement, question, exclamation)	Chooses words and phrases for effect (e.g., precise, concrete, or sensory vocabulary) Uses variety of sentences (simple, compound, with prepositional phrases)
Conventions of Standard English <input type="checkbox"/> Grammar <input type="checkbox"/> Usage <input type="checkbox"/> Mechanics (capitalization, punctuation, spelling)	Edits with support from Using classroom resources Uses below grade-level basic mechanics with frequent errors	Edits with support from Using classroom resources Uses grade-appropriate basic mechanics and word use with some errors	Edits with support from Using classroom resources Minor errors do not interfere with reader’s understanding	Edits with support/ resources Has few or no errors in grammar, word usage, or mechanics as appropriate to grade

Compose Opinion Pieces on Topics/Persuasive Writing – Student Incentives