

CA Common Core State Standards (CCSS) Alignment

Elk Grove Unified School District – Opinion/Argument Rubric, Grade 4

|  | <b>4</b><br><b>(Above Grade Level)</b>  | <b>3</b><br><b>(At Grade Level)</b>   | <b>2</b><br><b>(Approaching Grade Level)</b>   | <b>1</b><br><b>(Below Grade Level)</b>  |
|--|---|---|--|---|
| <p><b>Focus/Opinion</b></p> <p>CCSS*:<br/>                     ➤ W – 1a<br/>                     ➤ W – 1b<br/>                     ➤ W – 4</p>                                 | <ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• States an opinion that demonstrates an insightful understanding of topic/text</li> </ul>   | <ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• States an opinion that demonstrates an understanding of topic/text</li> </ul>   | <ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• States an opinion that demonstrates limited understanding of topic/text</li> </ul>  | <ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Does not state an opinion and/or demonstrates little to no understanding of topic/text</li> </ul>  |
| <p><b>Organization</b></p> <p>CCSS:<br/>                     ➤ W – 1a<br/>                     ➤ W – 1c<br/>                     ➤ W – 1d<br/>                     ➤ W – 4</p> | <ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Uses linking words, phrases, and clauses skillfully to connect reasons to opinion</li> </ul>   | <ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Uses linking words and phrases appropriately to connect reasons to opinion</li> </ul>  | <ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Uses some linking words and/or phrases to connect reasons to opinion but simplistically</li> </ul>                | <ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Uses no linking words or phrases</li> </ul>  |
| <p><b>Support/Evidence</b></p> <p>CCSS:<br/>                     ➤ RIT – 1<br/>                     ➤ W – 1b<br/>                     ➤ W – 9b</p>                             | <ul style="list-style-type: none"> <li>• Supports opinion skillfully with substantial and relevant facts, details, and/or reasons</li> <li>• Provides insightful explanation/analysis of how evidence supports opinion</li> </ul>   | <ul style="list-style-type: none"> <li>• Supports opinion with relevant facts, details, and/or reasons</li> <li>• Provides clear explanation/analysis of how evidence supports opinion</li> </ul>   | <ul style="list-style-type: none"> <li>• Supports opinion with minimal and/or irrelevant facts, details, and/or reasons</li> <li>• Provides some explanation/analysis of how evidence supports opinion</li> </ul>  | <ul style="list-style-type: none"> <li>• Does not support opinion with facts, details, and/or reasons</li> <li>• Provides no or inaccurate explanation/analysis of how evidence supports opinion</li> </ul>   |
| <p><b>Language</b></p> <p>CCSS:<br/>                     ➤ L – 1<br/>                     ➤ L – 2</p>  | <ul style="list-style-type: none"> <li>• Uses purposeful, correct, and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</li> <li>• Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</li> <li>• Uses academic and domain-specific vocabulary appropriate for the audience and purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Demonstrates some grade level appropriate conventions, but errors obscure meaning</li> <li>• Uses limited academic and/or domain-specific vocabulary for the audience and purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</li> <li>• Uses no academic or domain-specific vocabulary</li> </ul> |

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”= Reading – Informational Text; “L”= Language strand)

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4<sup>th</sup>) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5<sup>th</sup> grade standards were referenced.

## CA Common Core State Standards (CCSS) Alignment

The letter abbreviations are as follows: CCSS = Common Core State Standards      W = Writing      RIT= Reading – Informational Text      L=Language

| Strand                              | 3rd   | 4th   | 5th   |
|-------------------------------------|---|---|---|
| <b>Writing</b>                      | <ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.                             <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ol> </li> <li>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>9. Begins in 4<sup>th</sup> grade.</li> </ol> | <ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                             <ol style="list-style-type: none"> <li>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.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> </li> <li>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol> | <ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                             <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> </li> <li>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol> |
| <b>Reading – Informational Text</b> | <ol style="list-style-type: none"> <li>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ol>  |
| <b>Language</b>                     | <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>  |