

Opinion: Topic Rubric

Genre Chart Opinion: Topic	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Establishes a clear claim	Establishes a strong, purposeful claim	Establishes a clear claim	Claim is unclear	Does not include a claim
3 Organizes information to support claim	Organization enhances readability and supports claim	Organizes information to support claim	Information is partially organized	Organization is confusing
4 Supports claim with reasons and evidence	Claim is fully supported with reasons and evidence	Claim is supported well with reasons and evidences	Claim is not fully supported with reasons and evidence	Claim lacks credible reasons and evidence
5 Uses academic language	Academic language reflects considerable knowledge of topic	Academic language reflects knowledge of topic	Attempts to use academic language	Does not use academic language
6 Shows an awareness of audience by anticipating and addressing counterclaims	Shows a significant understanding of audience by anticipating and addressing counterclaims	Shows an awareness of audience by anticipating and addressing counterclaims	Does not fully address counterclaims; lacks an awareness of audience	Does not anticipate or address counterclaims
7 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
8 Concludes with a strong statement	Concluding statement is compelling	Concludes with a strong statement	Concluding statement is weak	Does not have a conclusion
9 Correct conventions support meaning	Minor or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

Opinion Research Questions

- Does watching TV affect students' grades?
- Should students work in groups to complete class work?
- Should teachers assign homework over the weekend?
- To improve students' learning, should schools add an extra hour to the school day?
- Should students be required to wear uniforms?
- Should all students be in bed by 8:00 p.m. so that they get plenty of rest for school?
- Should schools ban bagged lunches?

Opinion: Topic Brainstorm

Question: _____

What I know about this topic: _____

Possible views about this topic: _____

Questions I have about this topic: _____

Objective Summaries

Topic: _____

	Viewpoint 1:	Viewpoint 2:
What do they think?		
Why do they think that?		

Engaging the Reader Sample Paragraphs

Shocking Statement

Engaging
Strategy

Go to sleep! Many students come to school tired because they didn't go to bed early enough the night before. Students should go to bed at 8:00 p.m. so they can get plenty of rest for school the next day.

Claim

Onomatopoeia

Engaging
Strategy

YAWN. THUD! Another tired student's head hits the desk. Many students come to school tired because they didn't go to bed early enough the night before. Students should go to bed at 8:00 p.m. so they can get plenty of rest for school the next day.

Claim

Question

Engaging
Strategy

What would help students do better in school? More sleep! Many students come to school tired because they didn't go to bed early enough the night before. Students should go to bed at 8:00 p.m. so they can get plenty of rest for school the next day.

Claim

Fact

Engaging
Strategy

Kids need about ten hours of sleep every night. Many students come to school tired because they didn't go to bed early enough the night before. Students should go to bed at 8:00 p.m. so they can get plenty of rest for school the next day.

Claim

Quote

Engaging
Strategy

"I can't do my work. I'm too tired!" How many times have teachers heard students say they are too tired? Many students come to school tired because they didn't go to bed early enough the night before. Students should go to bed at 8:00 p.m. so they can get plenty of rest for school the next day.

Claim

Transition Practice

Directions: Select the transition that fits best in each blank.

As	Although	Second
Often times	First	However

There are two uncommon facts about Monarch butterflies. _____, they are fantastic travelers. _____ winter approaches they migrate to the south. _____ they travel over 1000 miles in one direction. _____, the monarch has a twin called the viceroy. _____ slightly smaller, the viceroy looks very much like the monarch. _____, the viceroy has a small circular band on each back wing.¹

Passage adapted from *Butterflies* by Malcom Whyte.

Directions: Read each noun and the adjective that describes it. Write a sentence beginning with the adjective.

Noun: Students
Adjective: Hungry

Noun: Fields
Adjective: Green

Noun: Vocabulary words
Adjective: Difficult

Revision: Opinion: Topic

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader and establishes a clear claim

Suggestion for improvement: _____

Organizes information to support claim

Suggestion for improvement: _____

Supports claim with reasons and evidence

Suggestion for improvement: _____

Uses academic language

Suggestion for improvement: _____

Shows an awareness of audience by anticipating and addressing counterclaims

Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Concludes with a strong statement

Suggestion for improvement: _____

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

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- | | | |
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| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Assessment: Opinion of a Topic

Opinion: Topic Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Supports claim with reasons and evidence
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Write an opinion essay that reflects a level 4 from the rubric.

Your school is trying to make lunches healthier. They are considering removing pizza from the school lunch menu. Do you think the cafeteria should stop serving pizza?

Objectively consider the pros and cons to both sides before establishing your claim.

Include at least two references of information from a book, article, or Internet