

## Opinion: Topic Rubric

Genre Chart Opinion: Topic	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<b>1</b> Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Tries to use an engaging strategy	Does not use an engaging strategy
<b>2</b> States an opinion about the topic	States a strong, purposeful opinion	States a clear opinion about the topic	Opinion is unclear	Does not have an opinion about the topic
<b>3</b> Organizes information in a list	Organizes information in a list that is clear and thoughtful	Organizes information in a list	Organization of information is unclear	Information is not organized
<b>4</b> Supports opinion with facts and details	Support opinion with only the important facts and details	Supports opinion with facts and details	Opinion is supported with some weak facts and details	Opinion is not supported
<b>5</b> Uses academic language that shows an awareness of audience	Academic language reflects considerable knowledge of topic and audience	Uses academic language that shows an understanding of audience	Tries to use academic language	Does not use academic language
<b>6</b> 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
<b>7</b> Concludes with a strong statement	Concluding statement is compelling	Concludes with a strong statement	Concluding statement is weak	Does not have a conclusion
<b>8</b> 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

## **To Love or Not to Love**

Question: \_\_\_\_\_

**Why?**

Viewpoint 1:

Viewpoint 2:

**Opinion: Topic Outline**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Opinion: \_\_\_\_\_

Topic Sentence

Supporting Evidence (Reasons)

Conclusion

## Engaging the Reader Sample Paragraphs

### Shocking Statement

Engaging  
Strategy

An octopus has razor sharp jaws, but they are only used to crack the shells of crabs and lobster.

People think octopuses are scary. They really are not mean creatures. An octopus is an animal everyone should love.

Opinion

### Onomatopoeia

Engaging  
Strategy

Squish! Squeeze! AAAHHHHH! People think octopuses are scary. They really are not mean creatures. An octopus is an animal everyone should love.

Opinion

### Question

Engaging  
Strategy

Why do people think octopuses are monsters? They really are not mean creatures. An octopus is an animal everyone should love.

Opinion

### Fact

Engaging  
Strategy

An octopus can grow to be about thirty feet across. That is huge, and even a little scary. However, they really are not mean creatures. An octopus is an animal everyone should love.

Opinion

### Action

Engaging  
Strategy

An octopus glides through the water looking for food. It grabs a lobster, squeezes its prey with its arms and cracks the shell with its jaws. Some people think octopuses are scary, but they really are not mean creatures. An octopus is an animal everyone should love.

Opinion

## Transition Practice

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

Then	Next,	By
Finally	First	

Field bees show other field bees where flowers are by dancing on the honeycomb in their hive. \_\_\_\_\_, the field bee begins to walk in a circular pattern. \_\_\_\_\_, other bees gather and touch the dancing field bee with their antennae. \_\_\_\_\_ smelling the dancing bee, the other bees can tell what type of flowers she has visited. \_\_\_\_\_, the bees feel the field bees movement and learn the location of the flowers. \_\_\_\_\_ the other field bees, using the directions, fly out in search of the flowers.<sup>1</sup>

<sup>1</sup>Passage adapted from *The Life and Time of the Honey Bee* by Charles Micucci.

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**Directions: Read each sentence. Insert a verb and adverb to complete the sentence.**

1. The girl \_\_\_\_\_ to class \_\_\_\_\_.

(verb)

(adverb)

1. \_\_\_\_\_, the boy \_\_\_\_\_ his food so he could finish his book.

(adverb)

(verb)

2. The lion \_\_\_\_\_ \_\_\_\_\_ his target eat in the tall grass.

(adverb)

(verb)

Right your own sentence starting with an adverb.

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### Revision: Opinion: Topic

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Reviser 1: \_\_\_\_\_

Peer Reviser 2: \_\_\_\_\_

**Rubric Score**

**Peer 1**

**Peer 2**

Genre Chart	
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Engages the reader and states an opinion about the topic

Suggestion for improvement: \_\_\_\_\_

Organizes information in a list

Suggestion for improvement: \_\_\_\_\_

Supports opinion with facts and details

Suggestion for improvement: \_\_\_\_\_

Uses academic language that shows an awareness of audience

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. Each paragraph is indented ½ inch                                    |
| _____ | _____ | 5. Correct spelling, including "No Excuse" words                        |
| _____ | _____ | 6. _____<br><i>(Grammar focus for the class)</i>                        |
- 

### 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 |
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| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns)     |
| _____ | _____ | 4. Each paragraph is indented ½ inch                                    |
| _____ | _____ | 5. Correct spelling, including "No Excuse" words                        |
| _____ | _____ | 6. _____<br><i>(Grammar focus for the class)</i>                        |

## *Opinion of a Topic Assessment*

### **Opinion: Topic Genre Chart**

- Engages the reader and states an opinion about the topic
- Organizes information in a list
- Supports opinion with facts and details
- Uses academic language that shows an awareness of audience
- 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 going to replace one piece of equipment on the playground. In your opinion, which piece of equipment should be replaced and why?

Before you write, think about all the different pieces of equipment on your playground. Consider which pieces are old, which pieces are used most often, and which pieces could be upgraded to something better. Then, write a paper stating your opinion.