Focus and	Evidence &	Conventions
Organization	Elaboration	
2	1	1

In my opinoin both would be a good pet.

Because addg is play ful and greets you when you come home. I cat is playful to and snight with you. If think a french buildog is the best tipe of dog because it is not very inx but is provide reasons that support the point great because the both love on think a because the both love on thing about a dogst yet and things about a dogst yet and things about a dogst yet and things about a dogst yet and thing about a cat is she he does not great you.

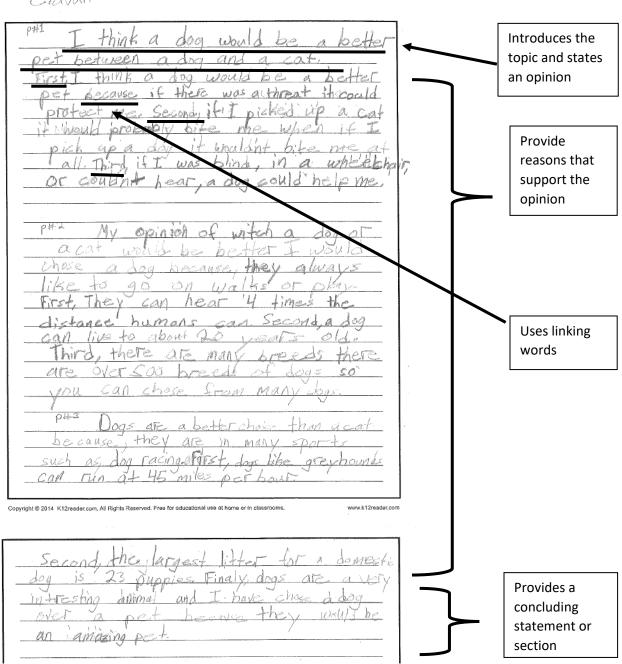
Both of them are good because it you take good care of them then the will tove you.

Provides a concluding statement or section

In this third grade sample, the student does not introduce the topic or create an organizational structure that lists the reasons, but does state their opinion. The writer provides reasons for their opinion, but none are supported by evidence from the text—the supporting reasons are solely student experience. Although the writer uses the linking word because, no other linking words and phrases are used. The concluding statement provides a sufficient sense of closure to the piece. There is inconsistent use of punctuation, capitalization, and spelling.

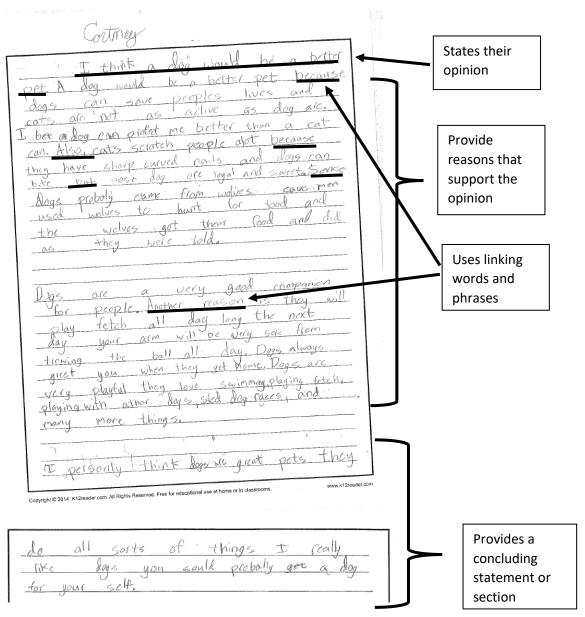
Focus and	Evidence &	Conventions
Organization	Elaboration	
3	3	2

Chavan



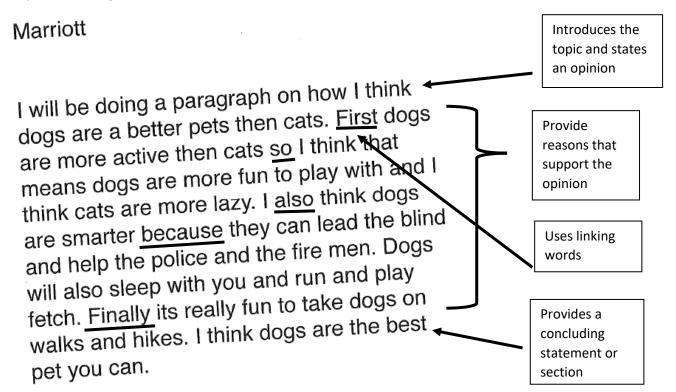
In this third grade sample, the student introduces the topic and states an opinion. The writer attempted to create an organizational structure, yet many reasons are not grouped well. The writer provided text-based reasons to support their opinion. The student used a variety of linking words throughout the sample. The concluding statement provides a sufficient sense of closure to the piece. The writer demonstrates an adequate command of conventions.

Focus and	Evidence &	Conventions
Organization	Elaboration	
2	3	1



In this third grade sample, the student states an opinion, but does not introduce the topic. The writer attempted to create an organizational structure, yet many reasons are not grouped well. The writer provided some text-based reasons to support their opinion, as well as, provided some personal experiences. The student used linking words and phrases. The concluding statement provides a sufficient sense of closure to the piece. The writer demonstrates an inadequate command of conventions including errors in spelling and punctuation.

Focus and	Evidence &	Conventions
Organization	Elaboration	
3	2	1



In this third grade sample, the student introduces the topic and states an opinion. The writer provided some text-based reasons to support their opinion, as well as, provided some personal experiences. The writer did not attempt to create an organizational structure to list their reasons. The student used a variety of linking words throughout the sample. The writer provides a concluding statement, however, it seems incomplete. The student demonstrates an adequate use of spelling and capitalization, but not punctuation.

Focus and	Evidence &	Conventions
Organization	Elaboration	
2	2	1

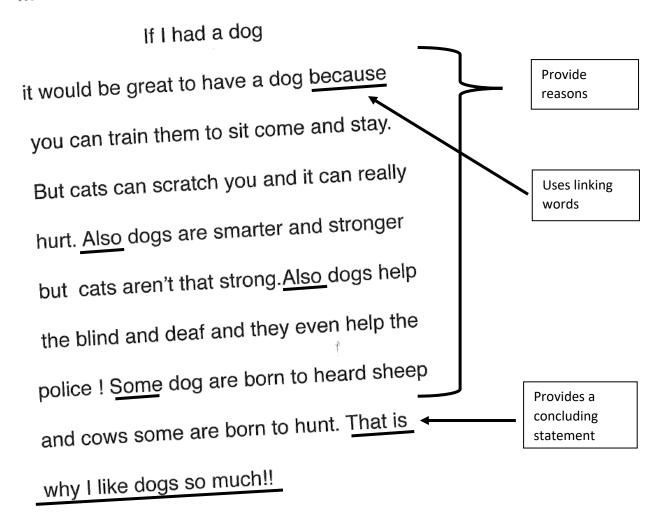
David

My paragraph is on cats and dogs. cats are Provide good if you need company. they also have reasons great eyesight and hearing. they're 🥆 excellent climbers. they also have great hunting skills with those sharp curved razor claws cavemen prized them for their hunting abilities. they're also fast runners and swim well. but dogs are great at Uses linking guarding homes. and they also have great word hunting abilities. they help the blind they also help police men and fire fighters. they are more fun to play fetch with. and they are great for company.

In this third grade sample, the writer does not attend to the prompt. The student does not clearly introduce the topic or state an opinion. The student provided reasons, however, those reasons were not linked to a clear opinion or in an organizational structure. The writer used one linking word. A variety of linking words would have improved reader's interest. The student did not provide a concluding statement or section. The writer demonstrated an inadequate use of conventions in capitalization, however, it may be from a lack of typing knowledge. The student shows adequate conventions in punctuation and spelling.

Focus and	Evidence &	Conventions
Organization	Elaboration	
2	2	1

Mira



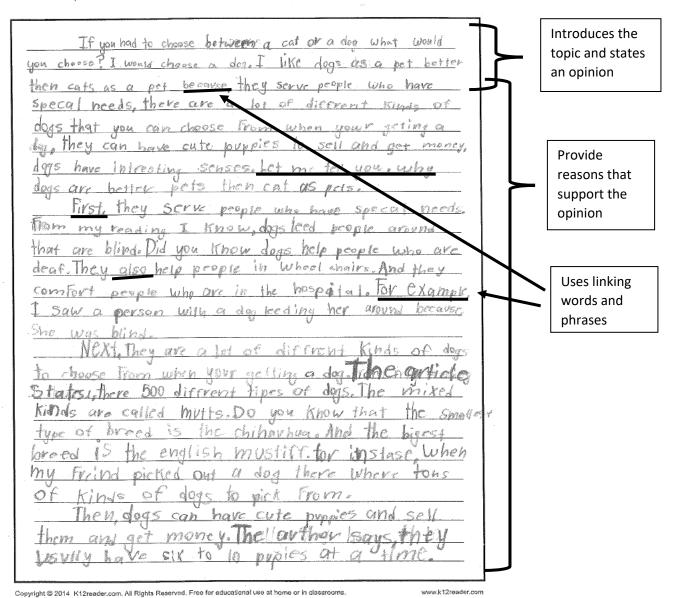
In this third grade sample, the writer does not attend to the prompt. The student does not clearly introduce the topic or state an opinion. The student provided reasons, however, those reasons were not linked to a clear opinion or in an organizational structure. The student used a few linking words in the sample. The concluding statement provided adequate closure to the piece. The writer demonstrates adequate command in conventions in capitalization and spelling, however lacks appropriate use of punctuation.

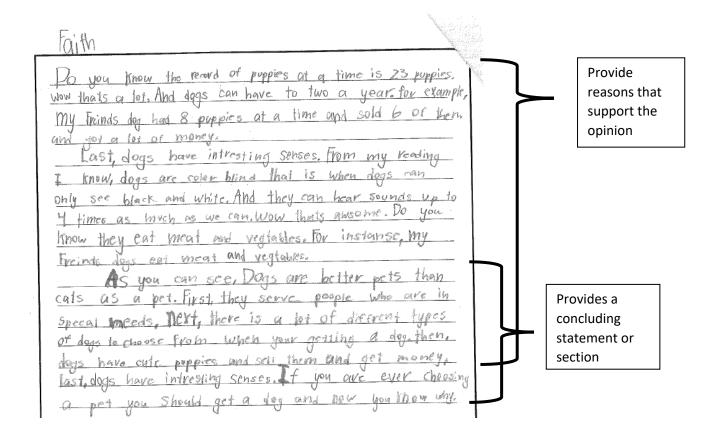
Focus and	Evidence &	Conventions
Organization	Elaboration	
4	4	1

3rd Grade: Opinion Writing

Cats or Dogs?

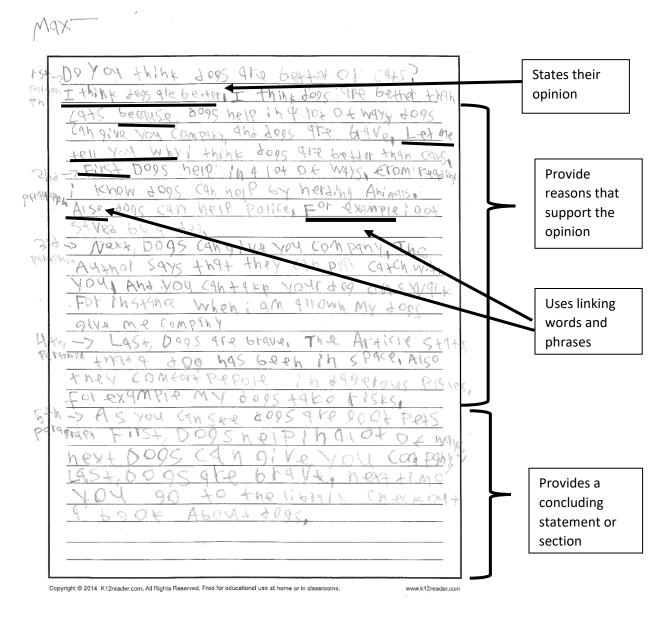
Faith





In this third grade sample, the student clearly states an opinion, while providing a well written introduction in the form of a paragraph. The writer provided copious text-based reasons to support their opinion which were created in a very well organized structure that listed their reasons in a logical manner. The student used a variety of linking words and phrases to connect their opinion with reasons. The writer provided a well written concluding paragraph reiterating their main reasons. The student does not demonstrate adequate command in conventions for spelling, capitalization, or punctuation.

Focus and	Evidence &	Conventions
Organization	Elaboration	
2	3	1



In this third grade sample, the writer does not attend to the prompt prior to the concluding paragraph. The student states their opinion and provides various text-based reasons. The writer attempted to create an organizational structure to list their reasons, however, not all groupings are logical. The student provides a variety of linking words and phrases throughout the sample. The writer provides a concluding paragraph. The writer does not demonstrate an adequate command in conventions in punctuation, capitalization, or spelling.