Sugary Drinks ODW #13 TO

We have been learning about obesity. I think we should get rid of sugary drinks because they will make you get diseases like type 2 diabetes. You need to quit drinking sugary beverages. You need to quit buying food like junk food.

I know this because Macquarie university says that sugar and caffeine when combined and feed to rats produced lasting changes to brain chemistry. People who drink just 20oz of sugary soda a day may take as much as 4 years off of their lifespan.

Now I hope you try to by beverages that have less sugar. And remember try to eat healthy so you will not get obesity. Now you can buy healthy foods and beverages for your family.

Sugary Drinks

4th Grade Opinion Writing Rubric

ODW #13TO

W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons

Scoring Criteria	1 Beginning	2 Approaching	3 Competent*	4 Advanced
Purpose and Focus W4.1.d-e; W.4	☐ Launches directly into opinion without an introduction to the topic/text. ☐ Shows little or no awareness of purpose. ☐ Shows little or no awareness of audience's needs by providing inadequate or no context.	☑ Attempts an introduction to the topic/text. ☑ Shows some awareness of purpose by stating an opinion. ☑ Shows some awareness of audience's needs by attempting to provide some context.	☐ Orients the reader with an introduction to the topic/text. ☐ Establishes a purpose by stating an opinion. ☐ Shows an awareness of audience's needs by providing relevant contextual details.	☐ Orients the reader with an engaging introduction to the topic/text. ☐ Establishes purpose by stating a convincing opinion; maintains focus throughout. ☐ Shows strong awareness of audience's needs by anticipating the reader's response to the opinion.
Idea Development and Structure W4.1.a-d; W4.4; W4.7; W4.8; W4.9	☐ Does not organize ideas and information coherently due to a lack of introduction, body and conclusion. ☑ Provides reason(s) for opinion that may be illogical. ☑ Attempts to support reason(s) with facts, details, but makes irrelevant connections. ☐ Includes supporting details that appear to be in no particular order. ☐ Does not use transitional words and phrases to link opinion and reason(s). ☐ Ends seemingly in the middle of a section with no sense of closure. ☐ Does not list sources.	☑ Organizes ideas and information in an attempted introduction, body and conclusion. ☐ Provides reasons for opinion. ☐ Supports reasons with information (facts, details), some of which may be illogical or inaccurate. ☑ Organizes reasons, facts, and details into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order. ☑ Uses some transitional words and phrases, but may be repetitive. ☑ Provides a concluding statement or sentences that may feel abrupt or insufficient. ☑ Provides limited list of sources.	☐ Organizes ideas and information into logical introduction, body and conclusion. ☐ Provides clear, logical reasons for opinion. ☐ Provides clear explanation of how information (facts, details) supports opinion. ☐ Organizes related ideas into sections or paragraphs to logically support the writer's purpose. ☐ Uses a variety of transitional words and phrases (e.g., *for instance, in order to, in addition)* to link opinion to reasons and reasons to supporting facts and details. ☐ Provides a satisfactory concluding statement or section related to the opinion. ☐ Provides a list of sources.	☐ Organizes ideas and information into purposeful, coherent introduction, body and conclusion. ☐ Provides insightful reasons for opinion. ☐ Provides insightful explanation of how information supports opinion. ☐ Organizes related ideas into sections or paragraphs that are ordered in a way that strengthens the impact of the opinion (e.g., ordering reasons from least to most compelling). ☐ Uses transitional words, phrases, and clauses including some that are more sophisticated (e.g., ones that show cause and effect, etc.). ☐ Provides a compelling concluding statement or section that builds on the opinion. ☐ Provides a comprehensive list of sources.
Language And Conventions L4.1-3	☐ Shows little evidence of correct grammar and usage, including nouns, verbs, adjectives, and adverbs. ☐ Uses many incomplete sentences. ☐ Makes convention errors (e.g., spelling, punctuation, capitalization) that impede communication. ☑ Shows little or no awareness of good word choice to convey appropriate tone for audience (e.g., formal vs. informal).	☑ Shows some evidence of correct grammar and usage, including nouns, verbs, adjectives, and adverbs. ☑ Uses mostly simple sentences. ☑ Makes some convention errors (e.g., spelling, punctuation, capitalization) that do not impede communication. ☐ Shows some awareness of good word choice to convey appropriate tone for audience.	☐ Shows frequent evidence of correct grammar and usage, including nouns, verbs, adjectives, and adverbs. ☐ Constructs simple, compound, and complex sentences. ☐ Uses conventions correctly (e.g., spelling, punctuation, capitalization). ☐ Makes good word choices to convey an appropriate tone for audience.	☐ Demonstrates correct grammar and usage, including nouns, verbs, adjectives, and adverbs throughout. ☐ Constructs a variety of sentence structures. ☐ Uses conventions (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing. ☐ Uses words and phrases skillfully to connect with audience.

CCPS:jb/2012-13

*Meets Standards

College-Ready Writers Program | Using Source Material

Analysis of Student Writing

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1. Overall, how would you describe the writing's use of source material? ***Select the option that best describes the writing's overall use of source material.*** *

- ○ Skillfully integrates source material to fully support the paper's claim
- ○ Integrates source material to support the paper's claim
- ● Uses source material in ways that somewhat support the paper's claim
- ○ Summarizes or copies source material; may or may not present a claim
- ○ Does not use source material

2. Does the writing distinguish between the student's own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases? *

Not present	Developing	Competently	Effectively
○	●	○	○

3. Does the writing comment on the source material? *

Not present	Developing	Competently	Effectively
●	○	○	○

4. Does the writing characterize the credibility of the source material or author? *

Not present	Developing	Competently	Effectively
●	○	○	○

5. Does the writing use source material for any of the following purposes? Check all that apply: *

- ☑ Illustrating | Use specific examples from the text to support the claim
- ☑ Authorizing | Refer to an "expert" to support the claim
- ☐ Extending | Put your own "spin" on terms and ideas you take from other texts
- ☐ Countering | "Push back" against the text in some way (e.g., disagree with it. challenge something it says. or interpret it differently)
- ☐ None of the above

6. What do you see as next steps for this student? *

Comment on the source material. Use (Extending) to support claim