

**Vertical Progression:**

<b>4<sup>th</sup> Grade</b>	<p><b>W 4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<b>5<sup>th</sup> Grade</b>	<p><b>W 5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>
<b>6<sup>th</sup> Grade</b>	<p><b>W 6.1</b> <b>Write arguments to support claim(s) with clear reasons and relevant evidence.</b></p> <ol style="list-style-type: none"> <li><b>Introduce claim(s) and organize the reasons and evidence clearly.</b></li> <li><b>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</b></li> <li><b>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</b></li> <li><b>Establish and maintain a formal style.</b></li> <li><b>Provide a concluding statement or section that follows from the argument presented.</b></li> </ol>
<b>7<sup>th</sup> Grade</b>	<p><b>W 7.1</b> Write arguments to support claim(s) with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claim(s), and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument</li> </ol>

**Students will demonstrate command of the Standard by:**

- Knowing the difference between argument and opinion.
- Selecting or creating a position or claim around which to develop an argument.
- Using sources to locate, sort, and select reasons and evidence to support claims
  - differentiating between relevant and irrelevant reasons/evidence
  - including an appropriate variety of reasons/evidence
- Creating cohesion and clarifying relationships among claims, reasons, and evidence.
- Using a formal style in writing.
- Providing a conclusion that supports the argument.

#### Vocabulary:

- Argument
- Claim
- Clear
- Conclusion
- Credible Sources
- Details
- Facts
- Introduction
- Reasons
- Relevant Evidence
- Thesis Statement
- Transitions

#### Question Stems:

- How can you clearly introduce your claim?
- What reasons/evidence best supports your claim?
- Is the evidence relevant? Are your sources credible?
- How do you know your sources are relevant and credible?
- What words will assist the reader in clarifying the relationship between the claim and reasons?
- Is your concluding statement congruent with the argument presented?

#### PARCC Evidence Statement:

Students write effectively when using and/or analyzing sources.

#### Development of Ideas

- The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

#### Organization

- The student response demonstrates purposeful coherence, clarity, and cohesion<sup>2</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.

#### Clarity of Language

- The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>3</sup>, and/or domain-specific vocabulary.

#### Knowledge of Language and Conventions

- The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

#### Sample Instructional/Assessment Tasks:

- 1) **Resource:** [http://schools.nyc.gov/NR/rdonlyres/AF97F8EF-CB4A-4110-B232-40799E6458AC/0/NYCDOE\\_G6\\_LiteracyELA\\_WritingEditorials\\_Final.pdf](http://schools.nyc.gov/NR/rdonlyres/AF97F8EF-CB4A-4110-B232-40799E6458AC/0/NYCDOE_G6_LiteracyELA_WritingEditorials_Final.pdf)

#### Prompt:

Write an editorial stating your position on year-round schooling. You will have two periods to complete this task. Be sure to include:

- An engaging opening
- Background information that introduces your topic
- A clear claim
- Two separate supporting arguments/reasons, with effective matching evidence from reliable sources
- Words, phrases, and clauses to clarify the relationships among claims and reasons
- Citations that show the sources of your evidence
- An explanation of the other side and a strong counterclaim (optional)
- A call to action in your conclusion

Check your writing for correct spelling, punctuation, and grammar.

[Annotated Student Work, Summary, and Next Instructional Steps](#)