

Vertical Progression:

<p>1st Grade</p>	<p>W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p>2nd Grade</p>	<p>W 2.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>3rd Grade</p>	<p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support an opinion. C. Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.</p>
<p>4th Grade</p>	<p>W 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts and details. C. Link opinions and reasons using words or phrases (e.g. for instance, in order to, in addition). D. Provide a concluding statement or section related to the opinion presented.</p>

Students will demonstrate command of the Standard by:

- Identifying an issue in a topic or text.
- Understanding different points of view in an issue.
- Agreeing or disagreeing with an issue.
- Developing an opinion/position.
- Organizing writing with a beginning, middle and end.
- Writing opinion pieces on topics or texts, supporting a point of view with reasons.
- Using linking or transition words and phrases to connect opinions and reasons or show simple relationships

Vocabulary:

- Conclusion
- Statement
- Fact
- details
- Introduction
- Linking phrases
- Linking words
- Opinion
- Organizational structure
- Point of view
- Persuasive
- Reasons
- Support
- Topic
- Text/s

Question Stems:

- Who is your audience?
- What is your purpose for writing?
- Have you stated an opinion or preference?
- Did you let your reader know the opinion or preference?
- How did you introduce your topic?
- Is your writing organized in a way that makes sense to your reader?
- Are you using cause and effect or sequence to help organize your writing?
- Does your conclusion sum up or restate your opinion or purpose?
- From which point of view will you be writing?
- What linking words could you use to help your reader follow your thinking?

PARCC Evidence Statement:

Development of Ideas

- The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.

Organization

- The student response consistently demonstrates purposeful and controlled organization² and includes an introduction and conclusion.

Clarity of Language

- The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.

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) Passage: Bedtimes

Children should choose their own bedtime. There are things to do, and most have homework. Some people need more sleep, but children like talking to friends. The time to go to bed should be children’s decision when they are tired they go to bed earlier. There are activities to go to, so children learn to be responsible.

Item Type: Constructed response

Item Prompt:

Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given

2) Passage: Beginning of an opinion paper

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary vitamins. That can’t be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

Item Type: Constructed response

Item Prompt: The beginning of the student’s essay does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about

3) Passage: [Third Grade Prompts](#)

Item Type: Constructed response

Item Prompt:

Your principal wants to invite a famous person to speak at one of your school assemblies about the characteristics of a good citizen. Think about a celebrity you would choose to have speak; then, write a letter to persuade your principal to invite this person. Be sure to include convincing reasons and details to support your choice.

Correct Answer/ Distractor Analysis:

3 – Response introduces topic and states opinion, which is supported by reasons and well organized with transitions and a conclusion.

2 – Response states an opinion with reasons but lacks an introduction, transitions or a conclusion.

1 – Response does not clearly state an opinion or is not logically organized