

Vertical Progression:

<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>
<p>5th Grade</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. 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. B. Provide logically ordered reasons that are supported by facts and details. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 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
- Selecting an opinion/ position
- Developing an opinion/ position /claim
- Using an appropriate variety of reasons/evidence
- Prioritizing the reasons/evidence
- Selecting an appropriate writing format
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
- Writing opinion/position pieces on topics or texts, supporting a point of view with reasons and information by:
 - Introducing a topic or text
 - Stating an opinion
 - Creating an organizational structure in which related ideas are grouped to support the writer’s purpose
 - Providing logically ordered reasons that are supported by facts and details
 - Acknowledging alternate or opposing claim(s)
 - Providing a concluding statement or section related to the opinion/position presented

Vocabulary:

- | | | |
|------------------------|------------------------|----------------------|
| • Conclusion | • Logical | • Supporting Details |
| • Clauses | • Organization | • Topic Sentence |
| • Concluding Statement | • Opinion | |
| • Details | • Phrases | |
| • Evidence | • Reliable Source | |
| • Facts | • Statement/Conclusion | |

Question Stems:

- What is your writing about? How will you support your opinion?
- What reasons do you state to explain your opinion?
- Which facts and details have you included that support your opinion?
- Should your reasons be placed in a specific order? Why, or why not?
- Does your concluding statement relate back to the opinion(s) you presented earlier in your writing?

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 organization 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: **Why There Should Be a Longer School Day**

Schools should have a longer school day for students. First, students could learn more about different subjects if the school day were longer. Also, students could get extra help from teachers. More hours in class each day would also mean more vacations scattered throughout the year!

Item Type: Constructed response

Item Prompt:

Revise the paragraph by adding details from the daily schedule that help support the reasons for having a longer school day.

2) Passage: [Louisiana Tourism](#)

Item Type: Constructed response

Item Prompt:

Would you rather visit Avery Island or take the Bayou Tour?

Write a composition to convince your teacher which activity, visiting Avery Island or taking the Bayou Tour, is better and why. Explain why you would choose one activity over the other. Use details from both passages to help you convince your teacher to agree with your opinion.

As you write, follow the suggestions below.

- Your composition should have at least three paragraphs.
- Be sure your composition has a beginning, a middle, and an end.
- Be sure your teacher will understand your response.
- Be sure to write clearly.

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

3) Passage: [Argument Essay on School Lunches](#)

Item Type: Constructed response

Item Prompt:

Write a research-based argument essay, in which you will state whether school or home lunch is a better choice, and support that claim with research from the video and articles.

- Introduce the topic and state an opinion
- Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
- Include information from the readings as evidence
- Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
- Provide a conclusion that clearly connects to the opinion or thesis statement

Correct Answer/Distractor Analysis:

3 – Response introduces topic and states opinion, which is supported by evidence and well organized with transitions and a conclusion. Response includes appropriate evidence from the text.

2 – Response states an opinion and is well organized with an introduction, transitions and a conclusion. Most support for the opinion is not drawn from the texts.

1 – Response does not clearly state an opinion or is not logically organized. Response does not refer to information contained in the texts.