

Vertical Progression:

<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>
<p>6th Grade</p>	<p>W.6.1 Write arguments to support claim(s) with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from the argument presented.</p>

Students will demonstrate command of the Standard by:

- Distinguishing the pros and cons
- Introducing 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.
- Linking opinion and reasons using words, clauses, and phrases (e.g., consequently, specifically; for instance, in order to, in addition)
- Selecting an opinion/ position
- Providing logically ordered reasons that are supported by facts and details
- Developing an opinion/ position /claim
- Using an appropriate variety of reasons/evidence
- Prioritizing the reasons/evidence
- 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:

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

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?
- Is your writing logical?
- 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) Passages: [Paired Texts Monkey Helpers](#); [Animals Helping People](#); [New Service Animal Rules](#)

When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper explaining your opinion about the new rule.

In your paper, you will take a side as to whether you agree with the rule allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

REMEMBER: A well-written opinion paper

- has a clear opinion;
- is well-organized and stays on the topic;
- has an introduction and conclusion;
- uses transitions;
- uses details from the sources to support your main idea;
- puts the information from the sources in your own words, except when using direct quotations from the sources;
- gives the title or number of the source for the details or facts you included;
- develops ideas clearly;
- uses clear language and follows rules of writing (spelling, punctuation, and grammar).

2) Passage: [School Gardens](#) (Open the link and navigate to **page 6**)

If you could choose, decide whether or not you would like your school to have a school garden.

Write a multiparagraph letter to convince your principal whether or not to have a school garden. Use details from the passage to help you convince your principal.

As you write, follow the suggestions below:

- Be sure your letter has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your principal will understand your response.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar