Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	MAIN ACADEMIC DEMAND *Write Persuasively with Reasoning and Evidence*
Common Core Grade 4 Standard (W.4.1): 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 related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	GRADE LEVEL ACADEMIC DEMAND *Write an Opinion Piece Supporting Point of View with Reasons and Information, Grouping Ideas to Support Writer's Purpose*

5 Levels of Language Development		**Entering** **(Beginner)**	**Emerging** **(Low Intermediate)**	**Transitioning** **(High Intermediate)**	**Expanding** **(Advanced)**	**Commanding** **(Proficient)**
		When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a spider map graphic organizer* to identify reasons that support an argument and supporting facts and details, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a spider map graphic organizer* to identify reasons that support an argument and supporting facts and details, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed spider map graphic organizer* to identify reasons that support an argument and supporting facts and details, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a spider map graphic organizer* to identify reasons that support an argument and supporting facts and details, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created spider map graphic organizer, independently,* to identify reasons that support an argument and supporting facts and details, as a text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on an opinion tree graphic organizer* to connect an opinion with reasons and supporting facts and details	**Reading-Centered Activity:** Organize *preidentified words and phrases on an opinion tree graphic organizer* to connect an opinion with reasons and supporting facts and details	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed opinion tree graphic organizer* to connect an opinion with reasons and supporting facts and details	**Reading-Centered Activity:** Organize *sentences on an opinion tree graphic organizer, after teacher modeling,* to connect an opinion with reasons and supporting facts and details	**Reading-Centered Activity:** Organize *information on a self-created opinion tree graphic organizer, independently,* to connect an opinion with reasons and supporting facts and details
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	**Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words to complete a cloze paragraph* that clearly introduces and concludes an opinion supported by reasons, facts and details and that groups related ideas to support the writer's purpose	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that clearly introduce and conclude an opinion supported by reasons, facts and details and that group related ideas to support the writer's purpose	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that clearly introduces and concludes an opinion supported by reasons, facts and details and that groups related ideas to support the writer's purpose	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that clearly introduces and concludes an opinion supported by reasons, facts and details and that groups related ideas to support the writer's purpose	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that clearly introduces and concludes an opinion supported by reasons, facts and details and that groups related ideas to support the writer's purpose
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 4 Standard (W.4.1): 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 related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the opinion presented.	GRADE LEVEL ACADEMIC DEMAND *Write an Opinion Piece Supporting Point of View with Reasons and Information, Grouping Ideas to Support Writer's Purpose*

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases to begin a topic or text (e.g., This essay is about _____).
- Use words and phrases to state an opinion (e.g., I think _____; I didn't like _____; I liked _____; I believe that _____).
- Use words and phrases to support reasons with facts (numbers) and details (adjectives).

- Use linking words (e.g., for instance, in order to, in addition) to connect opinions and reasons.
- Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 4th grade.