

Common Core State Standards

English Language Arts Standards in Writing

Text Types related to Opinion/Argumentative Writing

Kindergarten: Use drawing, dictating, and writing to tell the topic or name of the book and state an **opinion** or preference. (Topic Sentence and Position Statement)

Grade 1: Write an **opinion** piece that **introduces** the topic or the name of the book and **states an opinion** and a **reason** for the opinion and provides a sense of **closure**. (Topic Sentence/Position Statement, 1 reason, and Clincher Sentence)

Grade 2: Write an **opinion** piece that **introduces** the topic or the name of the book **states an opinion** and **reasons** for the opinion, includes **linking words**, and has a **concluding statement or section**. (Topic Sentence/Position Statement, more than 1 reason, transition words, and Clincher Sentence)

Grade 3: Write an **opinion** piece that **introduces** the topic or the name of the book, **states an opinion** and **reasons** for the opinion, includes **linking words and phrases**, and has a **concluding statement or section**. (Topic Sentence/Position Statement, more than 1 reason, transition words, and Clincher Sentence) (Note: this is essentially the same as Grade 2, but there is emphasis on an “organizational structure” that lists reasons.)

Grade 4: Write an **opinion** piece that **introduces** the topic or the name of the book, **states an opinion** and **reasons** which are **supported by facts and details**, includes **linking words and phrases**, and has a **concluding statement or section**. (Topic Sentence/Position Statement, Lead-off Sentence and Follow-up Sentence for each reason, transition words and phrases, and Clincher Sentence) (Note: This is essentially the same as Grade 3, but there is the addition of “supporting facts and details.” There is also an emphasis on organizational structure, which involves “grouping the details.”)

Grade 5: Write an **opinion** piece that **introduces** the topic or the name of the book, **states an opinion**, states **reasons** which are **supported by facts and details**, includes **linking words, phrases, and clauses**, and has a **concluding statement or section**. (Topic Sentence/Position Statement, Lead-off Sentence and Follow-up Sentence for each reason, transition words, phrases, and clauses, and Clincher Sentence) (Note: this is essentially the same as Grade 4, but there is the addition of “linking clauses.” There is a continuing emphasis on organizational structure that involves “logically grouping the details” to support the writer’s purpose.)(Also Note: I stuck with paragraph up through this grade.)

Grade 6: Write an **argument** that **introduces a claim**, supports the claim with clear **reasons** and **relevant evidence** (using sources), uses **words, phrases, and clauses** to link reasons to the claim, uses a **concluding statement, and uses a formal style**. (Introductory Paragraph, Detail Paragraphs containing reasons and evidence, Concluding Paragraph.) (Note: The changes here are in the terms used, the addition of *evidence* from sources, and the use of formal style. It seems like an essay is more appropriate than a paragraph here.)

Grade 7: Write an **argument** that **introduces claim(s)**, acknowledges **opposing claims**, supports the claim(s) with clear **reasons** and **relevant evidence** (using sources), uses **words, phrases, and clauses** to link reasons and evidence to the claims, has a **concluding statement or section**, and **uses a formal style**. (Introductory Paragraph, Detail Paragraphs related to the Claim that include evidence from text, Detail Paragraph(s) related to the opposing claim(s), Concluding Paragraph.) (Note: The change here relates to the addition of the opposing claim(s).)

Grade 8: Write an **argument** that **introduces claim(s)**, acknowledges and **distinguishes** the claims from **opposing claims**, supports the claim(s) with clear **reasons** and **relevant evidence** (using sources), uses **words, phrases, and clauses** to link reasons and evidence to the claims, has a **concluding statement or section, and uses a formal style**. (Introductory Paragraph, Detail Paragraphs related to the chosen claim that include evidence, Detail Paragraph(s) related to the opposing claim, Concluding Paragraph.) (Note: The change here relates to distinguishing between the chosen claim and opposing claims. That would probably be in the Detail and Concluding Paragraphs?)

Grades 9 and 10: Write an **argument** that **introduces precise claim(s)**, acknowledges and **distinguishes** the claims from **opposing claims**, supports the claim(s) with clear **reasons** and **relevant evidence** (using sources), supports counterclaim(s) with **evidence**, points out the **strengths and limitations** of both while anticipating audience concerns, uses **words, phrases, and clauses** to **link major sections of the text**, has a **concluding statement or section**, and **uses a formal style and objective tone**. (Introductory Paragraph, Detail Paragraphs related to the chosen claim that include evidence, Detail Paragraphs related to the opposing claim *that include evidence*, Concluding Paragraph.) (Note: The change here relates to specifying that evidence must be provided for the counterclaim, strengths and limitations of both sides need to be addressed, major sections of the text must be linked, and an objective tone must be used. There's also an emphasis on *analysis of substantive* topics or texts.)

Grades 11 and 12: Write an **argument** that **introduces precise claim(s)**, acknowledges and **distinguishes** the claims from **opposing claims**, supports the claim(s) with clear **reasons** and **relevant evidence** (using sources), supports counterclaim(s) with **evidence**, points out the **strengths and limitations** of both while anticipating audience concerns, uses **words, phrases, and clauses** to **link major sections of the text**, uses a **concluding statement or section**, and **uses a formal style and objective tone**. (Introductory Paragraph, Detail Paragraphs related to the chosen claim that include evidence, Detail Paragraphs related to the opposing claim *that include evidence*, Concluding Paragraph.) (Note: I didn't see a difference between Grades 9 – 10 and 11 – 12. Again, there's an emphasis on *analysis of substantive* topics or texts.)