Writing

AZ.ELA.4.W.1

Content Standard	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.

Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.

Task Demand	Common Item Formats

Directions Templates
Write an essay in which you give your opinion about . . . . Use information from the passages in your essay.
 	
Manage your time carefully so that you can
    • read the passages;
    • plan your response;
    • write your response; and
    • revise and edit your response.
Be sure to include
    • an introduction;
    • support for your opinion using information from the passages; and
    • a conclusion that is related to your opinion
Your response should be in the form of a multiparagraph essay. Write your response in the space provided.
	• Writing Prompts

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Writes opinion pieces that lack organization and a clear point of view: a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinion and reasons are not linked with transitions. d. includes an ineffective concluding statement.	Writes moderately organized opinion pieces on topics or texts: a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose. b. provides both relevant and irrelevant facts and details. c. links opinion and reasons using basic transitional words. d. provides a concluding statement.
Proficient	**Highly Proficient**
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information: a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose. b. provides reasons that are supported by facts and details. c. links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. provides a concluding statement or section related to the opinion presented.	Writes well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information: a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose. b. provides logically ordered reasons that are supported by facts and details. c. smoothly links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. provides a relevant and effective concluding statement or section related to the opinion presented.

AZ.ELA.4.W.2

Content Standard	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.

Task Demand	Common Item Formats
Write an informative essay about . . . . Use information from the passages in your essay. Manage your time carefully so that you can • read the passages; • plan your response; • write your response; and • revise and edit your response. Be sure to include • an introduction; • information from the passages as support; and • a conclusion that is related to the information presented Your response should be in the form of a multiparagraph essay. Write your response in the space provided.	• Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Writes informative/explanatory texts to discuss a topic: a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia. b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples. c. ideas are not clearly or effectively linked. d. uses simple vocabulary when explaining the topic. e. provides an incomplete concluding statement.	Writes moderately organized informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia. b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples. c. links ideas within categories of information using simple transitional words or phrases. d. uses domain-specific vocabulary in an attempt to explain the topic. e. provides a concluding statement.
Proficient	**Highly Proficient**
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation presented.	Writes informative/explanatory texts to thoroughly examine a topic and convey ideas and information clearly and completely: a. clearly and effectively introduces the topic and groups related information logically in paragraphs and sections; includes effective formatting (e.g., headings), illustrations, and multimedia that enhance comprehension. b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. smoothly links ideas within categories of information using purposeful transitional words and phrases. d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic. e. provides a relevant and effective concluding statement related to the information or explanation presented.