**KAS Opinion Conferencing Guide - Grade 4**

**Guiding Principle C1:** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Note: In Grade 4, students compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. (C.4.1) The shift to composing arguments begins in Grade 6.*

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| **Composition Elements** | ***Where Am I Now?***Evidence ofMeeting or Exceeding the Standards | ***Where Am I Going?*** Areas for Growth | ***How Am I Going to Get There?***Strategies/Resources Needed toStrengthen My Composition |
| **Clarity and** **Coherence** | Introduces and maintains a **clear and coherent** opinion.Addresses **all** demands of the prompt/task. |  |  |
| **Support** | Supports opinion with **related** reasons**.** Provides **clear** explanation of reasons.Provides facts and details that **clearly** support the reasons**.** |  |  |
| **Sourcing** | **Accurately and effectively** uses a minimum of two sources (provided or student selected) to support the opinion.**Effectively** cites evidence by referring to details and examples, quoting, summarizing and/or paraphrasing facts and details. |  |  |
| **Organization** | Creates and **maintains a clear** structure to develop the opinion.**Effectively** organizes introduction of the topic and states an opinion with reasons that are **grouped** and supported by facts and details.Uses **effective** transitions to connect the opinion, reasons and evidence. Provides an **effective** conclusion section to support the opinion. |  |  |
| **Language/ Conventions** | **Establishes and maintains** an appropriate formal tone or voice.**Establishes and maintains** task appropriate writing.**Effectively** chooses words and phrases to convey ideas precisely.**Effectively** uses theconventions of Standard English grammar, usage, spelling, capitalization and punctuation with **minor** errors that **do not interfere** with understanding the writing. |  |  |

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