Evaluating and Improving Student Writing

Examining the Opinion Essay in Grades 3-5
Objectives

- Review Georgia Standards of Excellence aligned to the Opinion Essay
- Discuss key terms associated with Opinion writing
- Explore the Georgia Milestones English Language Arts scoring philosophy and characteristics of the Opinion Essay
- Navigate the resources aligned to the Opinion Essay:
  - Writer’s Checklist
  - Seven-Point, Two-Trait Rubric
- Explore the presentation of the Opinion Essay
- Analyze student exemplars aligned to the Opinion Essay
Extended Writing-Response Item

Georgia Standards of Excellence Alignment
Georgia Milestones

Assessment of the Georgia Standards of Excellence

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards.

The **extended writing-response** item on the ELA test assesses a student’s ability to write an opinion or informational/explanatory text. However, this presentation will focus solely on opinion writing. The expectation to write opinion pieces is reflected in standard **ELAGSEW1** across all grade levels.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELAGSE3W1</strong>: Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td><strong>ELAGSE4W1</strong>: Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td><strong>ELAGSE5W1</strong>: Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
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# Georgia Standards of Excellence

**ELAGSEW1: Write Opinion Pieces**

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<tr>
<td>Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
<td>Introduce a topic or text <strong>clearly</strong>, state an opinion, and create an organizational structure <strong>in which related ideas are grouped to support the writer’s purpose.</strong></td>
<td>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <strong>logically grouped</strong> to support the writer’s purpose.</td>
</tr>
<tr>
<td>Provide reasons that support the opinion.</td>
<td>Provide reasons that are supported <strong>by facts and details.</strong></td>
<td>Provide <strong>logically ordered</strong> reasons that are supported by facts and details.</td>
</tr>
<tr>
<td>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</td>
<td><strong>Link opinion and reasons</strong> using words and phrases (e.g., for instance, in order to, in addition).</td>
<td>Link opinion and reasons using words, phrases, <strong>and clauses</strong> (e.g., consequently, specifically).</td>
</tr>
<tr>
<td>Provide a concluding statement or section.</td>
<td>Provide a concluding statement or section <strong>related to the opinion presented.</strong></td>
<td>Provide a concluding statement or section related to the opinion presented.</td>
</tr>
</tbody>
</table>
Georgia Standards of Excellence

Extended Writing-Response Learning Expectations

The **extended writing-response** item also assesses a student’s ability to demonstrate command of conventions in writing. This expectation is reflected in standards ELAGSEL1 and ELAGSEL2 across all grade levels.

<table>
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<tr>
<td><strong>ELAGSE3L1:</strong> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
<td><strong>ELAGSE4L1:</strong> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
<td><strong>ELAGSE5L1:</strong> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td><strong>ELAGSE3L2:</strong> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td><strong>ELAGSE4L2:</strong> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td><strong>ELAGSE5L2:</strong> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
</tbody>
</table>

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.*
The Opinion Essay

Key Terms
Opinion writing encourages writers to present an opinion about a specific topic or text. When writing opinion essays, writers should: Introduce the topic or text clearly by stating their opinion and create an organizational structure in which related ideas are grouped to support their opinion.
The Opinion Essay

Opinion Key Terms

**Opinion text:** Texts that state an opinion or agrees or disagrees with a point of view.

**Point of View:** The opinion or perspective of the writer on a specific topic.
The Opinion Essay

Opinion Key Terms

The **topic** is what a piece of writing is about. When writing your opinion, choose topics about which you have strong feelings and a lot to say.

The **introduction** is the beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea, or thesis, of the writing.

**Topic**: Frogs

**Introduction of your Opinion**: I believe frogs are cute creatures.
The Opinion Essay

Opinion Key Terms

Organization aligns to the way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together, and the order of the information should make sense.

For example, if you were writing an opinion essay in which you wanted to show the negative effects of something, you might choose cause and effect as an organizational structure.
The Opinion Essay

Opinion Key Terms

**Reasons:** Details that support your opinion in a piece of writing.

**Evidence** is something that proves the truth of something else. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. In literary text, the characters’ thoughts, words, or actions may be used as evidence.

The reason I love reading is because I get to read about people and places far away. I read every day. My stack of books from the library provides evidence for my love of reading.
Fact and opinion: A fact is a statement that can be proven. An opinion is a statement that cannot be proven because it states a writer’s belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question: “Can you prove it?” If you can prove a statement somehow, then it is a fact. If not, it’s an opinion.
The Opinion Essay

Opinion Key Terms

Linking words and phrases: Words or groups of words that link one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader along. **Examples of linking words include** also, another, and, more, because, therefore, since, and but. **Examples of linking phrases** are to begin, on the other hand, for example, and in conclusion.

Another reason I believe frogs are cute…

For example frogs have big, oversized eyes…
The Opinion Essay

Opinion Key Terms

Concluding statement:
The end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader.
The Opinion Essay

Key Terms aligned to Opinion Writing

• Access the Georgia Milestones Study / Resource Guide for Students and Parents by Grade at the following link:
  https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Milestones_Resources.aspx

• This resource provides students access to the important terms necessary aligned to essay writing. Opinion key terms begin on page 44 of the resource.
Extended Writing-Response: Opinion Essay Item

Characteristics of the Opinion Essay Item and Scoring Philosophy
The Extended Writing-Response

Characteristics of the Opinion Essay Item

• The item is worth seven points aligned to the Writing and Language domains.

• Opinion prompts ask students to respond to a question in a well-developed opinion piece or essay that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.

• Students are presented two informational texts to read before responding to the writing prompt.

• Students are expected to refer to BOTH texts when writing.
The Extended Writing-Response
Georgia Milestones Assessment Scoring Philosophy

- Students’ responses are to be viewed as **first drafts**;
- The scoring process **rewards students for what they do well** according to the **mode-specific two-trait scoring rubric**; and
- Students **are not penalized for errors** unless the errors permeate the response and impact or interfere with overall understanding.
Extended Writing-Response Item; Opinion Essay

The Writer’s Checklist and the Seven-Point, Two-Trait Rubric
## Extended Writing Response
### Accompanying Resources

<table>
<thead>
<tr>
<th>The Writer’s Checklists</th>
<th>The Seven-Point, Two-Trait Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts as a quick guide for students to monitor their individual writing effort during writing</td>
<td>Acts as a guide for student self-reflection during writing conferences after writing</td>
</tr>
<tr>
<td>Provides a broad overview of student expectations aligned to the grade level standards</td>
<td>Provides a consistent scoring process aligned to the writing expectations in the standards</td>
</tr>
<tr>
<td>May be used as a writing tool throughout the year when administering both formative and summative writing assessments</td>
<td>May be used as an evaluation tool in the classroom throughout the year when promoting peer editing and when evaluating formative and summative writing assessments</td>
</tr>
</tbody>
</table>

**IS available** to students during the assessment

**IS NOT available** to students during the assessment.

**IS available** to readers to score student responses
Writer’s Checklist

Intended Use

Students should consult the writer’s checklist before, during, and after writing.

Before Writing

Students refer to the checklist when planning to write to draw from the reading experience and introduce an opinion.

During Writing

Use the checklist as a tool to guide them through the writing process. The checklist provides guidance and reminds students to cite reasons and evidence from the reading that supports their opinion.

After Writing

An aid for verifying the essential aspects of evidence-based writing have been clearly addressed. A reminder to check the writing for correct usage, grammar, spelling, capitalization, and punctuation.
Writing Task & Writer’s Checklist

Grade 5

WRITING TASK

There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an opinion essay supporting either side. Explain your opinion, and give reasons to support it.

Be sure to use information from BOTH passages in your opinion essay.

Writer’s Checklist

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your opinion essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.
Scoring the Opinion Essay Item

Characteristics Two-Trait Scoring Rubric

The Two-Trait Scoring Rubric

- The two assessed traits are:
  - Trait 1: Idea Development, Organization, and Coherence (DOC).
  - Trait 2: Language, Usage, and Conventions (LUC).

- The two traits have separate scoring scales:
  - Trait 1: DOC score ranges from one to four
  - Trait 2: LUC score ranges from one to three

- Each trait is scored holistically and scores are reported based on standard alignment. DOC contributes to the student’s Writing score and LUC contributes to the student’s Language score.

- Scorer or reader must determine the criteria and associated point value for each trait that best represents the student’s work.

- The scorer looks for what the student did well, aligns the student work to the proper point criteria, and then determines a final score based on where the preponderance of the evidence lies.
Seven-Point, Two-Trait Rubric, Grade 5

Overview

Trait 1 – Idea Development, Organization, & Coherence

Trait 2 – Language, Usage, & Conventions

[Image of the rubric tables]
Seven-Point, Two-Trait Rubric: Grades 3-5

Trait 1: Idea Development, Organization, and Coherence

This trait examines the writer’s ability to effectively establish a point of view and to support the opinion with reasons from the texts read. The writer must form an opinion from the texts in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.
Seven-Point, Two-Trait Rubric: Grades 3-5

Writing Trait Description

Trait 2: Language Usage and Conventions

This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.
Two-Trait Rubric Alignment to the Writer’s Checklist, Grade 5

Accompanying Resources Alignment

*Note: Students are NOT penalized for errors in usage and conventions if the errors DO NOT interfere with meaning.
The Extended Writing-Response

Presentation of the Essay Item
This section of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational/explanatory essay.

Before you begin typing your essay, you will read two passages and answer three multiple-choice and one short-constructed response question about what you have read.

As you read the passages, think about details you may use in an informational/explanatory essay about the northern red oak and the live oak tree. The informational/explanatory essay will allow you to present information in a clear, organized manner. Use the Checklist on the right to help you organize your ideas.

Writing Task

The northern red oak and the live oak are two very different trees.

Think about the ideas in the two passages. Then type an informational/explanatory essay explaining how the northern red oak and the live oak are different.

Be sure to use information from BOTH passages in your informational/explanatory essay.

Writer’s Checklist

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
Extended Writing-Response

Access to the Platform

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Milestones_Resources.aspx
The Opinion Essay

A Deep-Dive into Authentic Student Responses across the Grades
Extended Writing-Response: Grade 3

Presentation of the Passages

In “The Gift of Giving” the author presents the idea that giving is better than receiving. The author states that giving makes both the giver and receiver feel happy.

In “Receiving is Fun” the author presents an opposing idea that receiving is better than giving. The author states that receiving a gift shows the receiver, they are loved. Knowing you are loved by someone else makes a person feel happy.
Extended Writing-Response: Grade 3

Presentation of the Writing Task

Extended Writing Task

Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an opinion piece that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your opinion piece.

Write and proofread your piece.
I think it is better to give than receive because when you do people feel that you really love and care for them. Also, they might just bring you a gift back. When you receive yes it would be great to get, but if you give maybe others will see how generous you are and want to give you a gift. It’s all about showing people that you care a lot.

In the first story giving makes people happy and some people need to be happy. You could give to the sick or shut-ins or even the elderly in the nursing homes. You don’t have to give a 4-wheeler or a mansion, just a card or something to show that you love them. “It pays to give” like if you give me a card I would buy you a puppy in return. Giving is fun and good. Just a thing to show you care, love, and want to be kind. I like the warmth and love you get when you give.

I would say that I like to receive, but I would be greedy if I only wanted to receive. Reviving is the first step for giving. When you give you receive. Just be kind. You don’t have to know the person. One time my mom sent 5 people a card with a dollar inside. Like I said it doesn’t have to be an 18-wheeler or a iphone. You just give to show you care.

Please give at least once in a while and show passion, kindness, and love.

I think it is better to give than receive because when you do people feel that you really love and care for them. Also, they might just bring you a gift back. When you receive yes it would be great to get, but if you give maybe others will see how generous you are and want to give you a gift. It’s all about showing people that you care a lot.

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Please give at least once in a while and show passion, kindness, and love.
I think “The Gift of giving” is the most important gift. There is nothing better than to give back to others. Weather its an animal, a person, or even a plant. You can give so many Ways. Some people give back to a whole community.

I think you should give, because when you give you are happy and the person you are giving the gift is happy. Its a win-win which is always good. Giving makes you look like a nice person and looking nice is important in life. If you give you may get something in return. You always remember who give you gifts. Specially gifts that mean alot to you. If you do you should give a thank-you gift maybe a card or a treat. I think receiving a gift is only fun on Birthdays or other speacail acasions. I thing some people like presents and want to give back but don’t really like to give they thing getting gifts is always good. They look selfish. I think we shold Give more than receive so that we look nice and not selfish.

DOC
• The first paragraph introduces a topic and states an opinion
• An organizational structure is present that groups reasons. The student introduces the topic and opinion before explaining some different options for giving back to others. The student builds a case that giving makes you look nice. The focus then shifts to receiving gifts. The benefits are briefly discussed before the student discusses how receiving can make you look selfish.
• Reasons are provided to support the opinion
• The response uses some linking words to connect opinions and reasons.
• A concluding statement is present.

LUC
• Most sentences are complete; however, some attempts at more advanced structures and style result in run-ons.
• Minor errors in spelling, usage, and conventions are present, however, the errors had no significant effect on meaning.
I think Idea receiving is Fun is the Joy of Wrapped Presents.
My opinion about which Idea I think is better is Some People think it’s better to give than receive.

Idea Development, Organization, and Coherence: 1
Language Usage and Conventions: 1

The student does not introduce a topic. A confusing opinion emerges at the end.
No organizational structure is evident.
The response does not provide reasons to support the opinion.
Some of the information included seems random and unconnected to the opinion.
Sentence structure is confusing and incorrect.
Errors in usage and conventions do not interfere with meaning. However, the response is too brief to demonstrate command of conventions and usage.
Extended Writing-Response: Grade 5

Presentation of the Passages

In “Summer if for New Adventures”, the author presents the idea that summer should be for adventures and opposes the idea of having required summer reading assignments. The author provides many reasons why reading is great while in class but not while out for summer break.

In “Choosing What I Read”, the author presents the idea that summer reading titles should be a student choice and not determined by the school. The author agrees that summer reading is good but provides many reasons why student choice in book titles would be a better option.
Extended Writing-Response: Grade 5

Presentation of the Writing Task

Extended Writing Task

**ITEM 5: EXTENDED WRITING-RESPONSE**

**WRITING TASK**

There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

Be sure to use information from BOTH passages in your opinion essay.
My school is making us read two books during summer vacation. A lot of students are upset by this rule. I am alright with it, but I think we should make some changes to make the rule better. I think that if the school changes the rule to let students have some choice of books then a bit more people would like it.

Many people like reading so it may seem like it is not a problem, but the two books were picked by the teachers without even asking us. It isn’t fair. Students have their own personal preferences and the books the teachers chose may not match them. Some students may like reading these books but some kids will find them boring. They may be so bored that they don’t even try finishing the books because they don’t like them.

A easy way to solve this problem is to create a list to give more choices. Teachers could make a list of ten books and each student could pick two to read. This is a good idea because some kids are lazy. If you let them pick what ever, they might pick a short book to get out of reading a chapter book or a longer book that is too easy to read and that would not be good. These ten choices would be different so that all kids could find an interesting book to read over the summer that will help them get at better at reading.

Another way to solve this problem is to vote. Each classroom can pick a couple of books to vote on. Then the whole school can vote on the books the classrooms chose. This way student can pick from book that the whole school chose not the teachers. Students will be reading something that most of them want and will discuss the books over the summer.

In conclusion if the rule was changed so kids could choose from different books a lot more students would like the rule more.
I think that students should not have summer reading, but yet I think they should. They should have summer reading because it is right that when they read a bunch of books, and then they come back from summer and forget what the book was about and forget that they even read it. I also think that they should not have summer reading because some kids don’t get to spend time with their moms and dads. When summer gets here kids can go spend time with their parents and have lots and lots of fun.

**ELAGSE5W1, ELAGSE5L1, ELAGSE5L2**

**Response Scores:**

- Idea Development, Organization, and Coherence: 2
- Language Usage and Conventions: 2

**Scorer’s Annotations**

**DOC**
- The student attempts to present an opinion on the topic but doesn’t really take a side
- The student attempts to provide organizational structure to group reasons with an ambiguous statement of opinion, reasons to support summer reading that then drift into reasons to be against summer reading.
- The student attempts to provide details to develop the topic
- No attempt to provide a conclusion.

**LUC**
- The response has some complete sentences, however, attempts at more advanced sentence structure result in run-ons.
- There are few errors in spelling, usage, and conventions, none of which interfere with meaning.
Authentic Student Response

Studen should read books during summer because they'll Be smarter for the next grade. They're reading skills will go higher and higher when they go back to school from Summer Vacation the reason why they Should read books is because they will be able to tell what the book is about like if you have a assignment to read a book and write a report the students will be able to tell what the book is about or what the main idea is stuff like whatever they have to write about from the book but some student can choose a book to read or their choice then, after they read the book they might have to write about it the reason why student might have to write about a book is because they might fail if they do they'll pass if they write a good report. If they don't they'll fail and they want know about the book like what it's about or what the main idea is nothing about the Book. That's why it's important to read books during summer vacation.

Response Scores:

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 1

Scorer’s Annotations

DOC
• The student attempts to introduce a topic and state an opinion.
• The student attempts to provide an organizational structure to group reasons, but the structure is inconsistent. Ideas read like a stream of consciousness, and cohesion is occasionally weak.
• The response attempts to develop the topic and support the opinion with a few details, none of which are passage based.
• The student uses few phrases to link opinions and reasons. Connections aren’t always clear.
• A weak concluding statement is supplied.

LUC
• Sentence construction consists of two correct simple sentences (the introductory statement and the concluding statement) and three run-ons.
• Errors in grammar/usage/punctuation/spelling are present but have no significant effect on meaning.
Key Take Aways

In the Classroom,

• read informational texts and model forming an opinion using the text as a stimulus
• encourage students to practice using the writer’s checklist during writing
• use rubrics to provide formative feedback on first drafts
• practice using various and more complex sentence structures that make clear connections between ideas and the topic
• utilize student exemplars to build student capacity in writing

On the Georgia Milestones ELA Assessment,

• student writing is deemed as a first draft and credit is awarded for what students do well.
• students should draw from the reading experience and cite evidence from the passages to support ideas and conclusions in the essay.
• essays are scored using a seven-point, two-trait rubric.
• a score is given for each of the two traits, for a total of seven possible points.
• students are not penalized for errors, unless the errors permeate the response and impact or interfere with overall understanding.
• a checklist is available to assist students with writing essays during the assessment.
Reading and Evidence-Based Writing

Additional Resources
Georgia Milestones

Resources

Access to Educator Resources:

• [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx)

• Once on the assessment page, look in the left column under the title “Summative Assessments” and click on “Georgia Milestones Assessment System”.

• Then, once on the “Georgia Milestones Assessment System” webpage, look in the right column under the title “Resources” and click on the link “Georgia Milestones Resources”.

• This page provides access to parent, student, educator, administration, and technology resources. To access the “Educator Resources”, scroll down the page to:
## Additional Resources

### The Essay Item by Text Type

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<th>Grade/Course</th>
<th>Item &amp; Scoring Sampler</th>
<th>Assessment Guide</th>
<th>Study Guide</th>
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<tbody>
<tr>
<td>Grade 3</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Informative/Explanatory</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Opinion</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Informative/Explanatory</td>
<td>Argumentative</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Argumentative</td>
<td>Informative/Explanatory</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Informative/Explanatory</td>
<td>Argumentative</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>American Lit</td>
<td>Argumentative</td>
<td>Argumentative</td>
<td>Informative/Explanatory</td>
</tr>
</tbody>
</table>

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### Reading and Evidence-Based Writing Text Types for Educators

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Resources/ELA_Reading_and_Evidence-Based_Writing_Text_Types.pdf