

Persuasive Editorial/Commentary/Essay Continuum and Grade Level Expectations
Writing Scope and Sequence
Riverside District 96

3	<ul style="list-style-type: none">• state position in a clear topic sentence• organize ideas into main ideas and supporting details• provide reasons to support argument
4	<ul style="list-style-type: none">• write to a specified audience, such as an individual, organization, or group• explain opinions supported by facts• exclude unnecessary information/details
5	<ul style="list-style-type: none">• include illustrations, charts, and diagrams to persuade• use well-crafted sentences, persuasive language• begin to use vocabulary specific to topic
6	<ul style="list-style-type: none">• introduce “thesis statement”• use a bibliography• use a broader range of evidence including statistics, examples, and anecdotes
7	<ul style="list-style-type: none">• use italics and parenthesis for stress or emphasis• improve logical organization of main ideas and support• experiment with more sophisticated introductions and conclusions
8	<ul style="list-style-type: none">• begin using references, footnotes, and citations (MLA)• include counter-argument• experiment with more sophisticated introductions and conclusions

Cross-cutting skills:

- use transitions
- include a clear introduction (lead) and conclusion