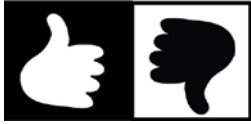


Opinion



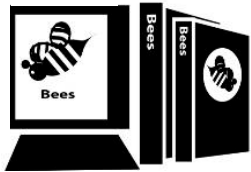
Writing about Our Opinions K-2

When completing a shared writing of a new text type for students, it is helpful to walk the students through the same process you will ask them to use on their own. Here, I've listed each general step on the "how to" charts available for students K-2, then described what the teaching might sound and look like as you collaboratively work through the process for the first time. Since there will be so much guidance and support during the shared writing phase, you can choose to take on a more complex topic such as one from your science or social studies curriculum.



Individual versions of the K-3 posters follow this guide, with specific differences based on the level 3 writing rubrics for these grades based on the CCSS.

1. Learn about a topic or book.



Generate a list of topics to explore for opinion writing with your students. You will choose one or more for group pieces, and later the students may choose others from the same list for their own writing. See page 16 for many possibilities.

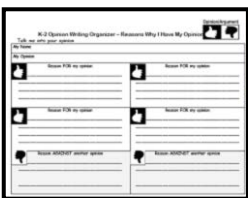
Once the topic is chosen, read and research as a whole class on the topic. For primary students this may include a hands-on experience such as fruit tasting, online research, or just enjoying a picture book together.

2. Choose your opinion.



Use "Take a Stand" or "Talk Tickets" to guide the students into developing an opinion about the topic. Since this will be a group piece, you'll have to choose a side to support in the class writing. You may want to vote to choose a side.

3. List reasons for your opinion in your notes.

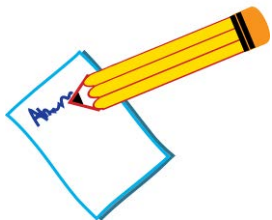


Introduce whichever graphic organizer for planning you want them to use. Have the students write their opinion and gather evidence for their writing into the organizer. You may want to do this on a large chart with students offering their evidence via white boards, for example.

(Not necessary for K; grade 1 requires only 1 reason.)

4. Write a topic sentence that states your opinion.

(Grade K can draw or narrate about the topic.)



Write the topic sentence and/or the hook to get the writing started with input from the class. Display or pass out the language frames chart and have the class "try on" the sound of your first sentence with several of the choices. Have the class vote on which topic sentence they like the sound of best. This will help students see several possibilities for their own writing, and help them understand how to use the language frames chart.

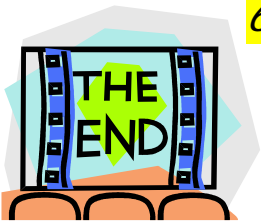
5. *Write sentences to describe your best reasons. Use at least 3 details to help the reader become convinced.*



(Grade K: one (or more) sentences hoped for including one or more details.)

Show students how to use the information on their graphic organizer to create sentences with their reasons. Refer to the language frames chart for linking words and ideas for the conclusion. Check the information off of the graphic organizer as you add it to the shared writing so students will see how to stay organized as they write.

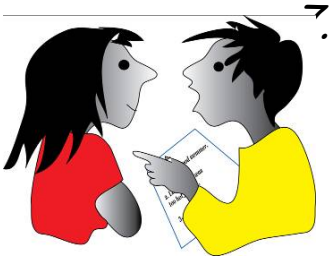
6. *Sense of Closure.*



(Grade K does not require this item.)

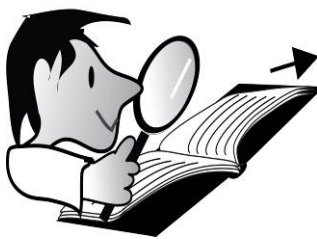
Invite students to restate their opinion or recommend their preference for a book, item, or topic to another person. For example, *"Boys who like sports will really like this book."* Or, *"Anyone whole loves fruit with love the banana too!"*

7. *Read to a partner.*



Model throughout the process re-reading sentences after you add each. This will help get your children into the habit of re-reading as they write. Have the students read aloud from the chart as you add each word while you are charting or typing their ideas into the class piece.

Edit: Check



- **Capitals** *(Grade K only pronoun I)*
- **Spelling** *(Grade level appropriate)*
- **Punctuation** *(Grade K only end punctuation understanding)*

You may want to go back and color code for capitals and periods into the shared writing piece to model this strategy for your students. Invite students up to find the capitals at the beginnings of each sentence and trace over them with green, then invite another student to find all of the end punctuation and color that red.

9. *Celebrate your hard work!*



Leave the finished shared writing pieces up so students will have models to refer to. You may also want to label the parts of these writings with the elements from your standards such as the opinion sentence, reasons, and closing sentences.

Opinion Writing How To Poster Grade K

Opinion Writing – Grade K

Level 3 Rubric Requirements

Opinion



My Favorite Fruit!

- Draws, narrates, and/or writes a paper that states an opinion or preference about a topic or book

- Provides a title or topic and/or names the book



- Uses sources such as, print and internet to gather information about the topic

 I love apples!

- Writes one or more sentences

I love
red juicy
apples! 

- Adds details to strengthen writing

Opinion Writing How To Poster Grade 1

Opinion Writing – Grade 1 (Level 3 Rubric Requirements)

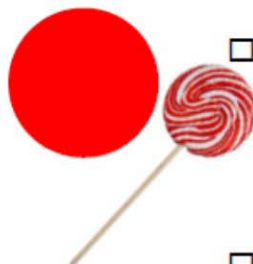
Opinion



My Favorite Fruit!

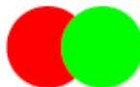
I love apples!

Apples are round and sweet like candy.



I think everyone should eat apples!

Apples can be red and juicy or green and tart.



- Writes a paper that states an opinion
- Provides a title and establishes the topic and/or names the book
- States an opinion or preference about topic and/or book
- Supplies some facts or a reason that supports opinion
- Provides a sense of closure
- Adds details to strengthen writing
- Uses digital tools to produce writing
- Uses sources in print and internet to gather information about the topic

Opinion Writing How To Poster Grade 2

Opinion

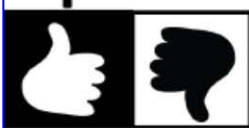


Opinion Writing – Grade 2

Level 3 Rubric Requirements



- Begins with a **clear topic sentence** that introduces the topic or book



- States an opinion** about the topic and/or book



- Includes **reasons** and **relevant facts** and/or **details** to support opinion about the topic and/or book



- Uses **linking words** and phrases, such as *because*, *and*, or *also* to connect opinions and reasons



- Provides a **conclusion** statement or section



- Uses **sources** such as print and the Internet to gather information about the topic



- Uses **details** to strengthen writing

- Revises and edits writing**



☆ Punctuation • correct use of punctuation	☆ Capital only when they go • beginning of sentence • Name • Months • days of the week	☆ Spelling • all word spell correctly • capital words spelled using the correct letter and/or alphabetical spelling	☆ Sentence between all words	☆ Paper to Read • handwriting • no erasures
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Celebrates your hard work!

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