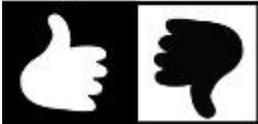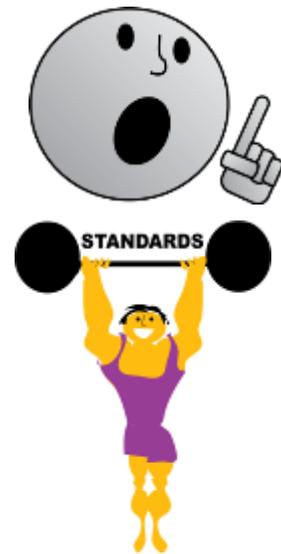# Grades K-2
Opinion
Reading & Writing Handbook

Together is Better

Teaching Literacy in Integrated Units

KnoxEducation
knoxeducation.com

Opinion Writing - Section Contents K-2

What is Opinion Writing?

Common Core State Standards indicate for the first time that students as young as kindergarteners should learn about how authors use reasoning and evidence to support their thoughts, and that in order to be prepared for college and career in the 21st century, students should also be able to write clearly developed arguments of their own. Although the anchor standard below sounds complex, in day-to-day living we are surrounded by these kinds of texts:

- product reviews
- news stories explaining possible reasons for events
- reports on contemporary issues in areas of interest such as health, environmental concerns, financial issues, etc.
- popular media reviews
- editorials of all kinds
- emails and letters to communicate a particular point the author wants to make
- advertising of all kinds

Writing Standard 1 Indicates what each grade level needs to know and be able to do with this text type:

W	Writing Standards – W1 Opinion
	K-6

TEXT TYPES and PURPOSES*:
ANCHOR STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade K	Grade 1	Grade 2	Grade 3
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.

Grade 4	Grade 5	Grade 6
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.	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 ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

(Teaching tip: display one or more of these quotes and have students discuss them, then do a quick write sharing their opinions of these statements)
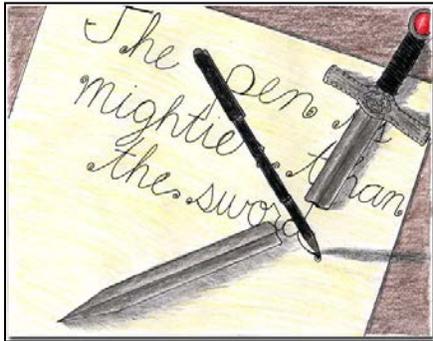
"*The pen is mightier than the sword...*"

This picture was drawn by Erika Aoyama on February 17, 2003

"There is no conversation more boring than the one where everyone agrees."

Michel de Montaigne

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

"A man never tells you anything until you contradict him."

George Bernard Shaw

Reading Informational Text

Reading Informational Text Standard 8 relates this skill with writing to how students should be able to analyze the same in texts they read:

RI	Reading Standard RL8 for Informational Text		K-6
INTEGRATION of KNOWLEDGE and IDEAS			

⚓	**ANCHOR STANDARD 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade K	Grade 1	Grade 2	Grade 3
With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Grade 4	Grade 5	Grade 6
Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Anchor Paper from CCCS Opinion Grade K

Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.

:MY frbit Book, is do you Want to be my FRIEND.
the mas as the hos if you Will
be my FRIEND the hos Sd No, the
mos Eid a FRIEND the mos as the
luth mas if you Will be my FRIEND
the luth mas Syd Yes they
dig a hol ih the gah my
fait is the hos

Anchor Paper from CCCS Opinion Grade 2
From cde.ca.gov Appendix C

Student Sample: Grade 2, Argument (Opinion)

This opinion piece about a work of literature was produced in class.

When <u>Owl Moon</u> you go owling you don't need words, or worm or any thing, but hope. This is the book of <u>Owl Moon</u>. This book is written by Jane Yolen. I like that phrase Because The boy was happy becaus he got to go owling and hes been wonted to go owling for a long time and he finally got to go.

When other Kids are happy that makes me happy. I like it Because it makes me feel good Because you don't haf't to have words to go owling but you haf't to have hope to see an owl.
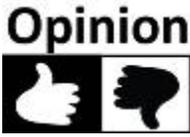
Opinion

OPINION WRITING RUBRIC
California Common Core Standards Based - KINDERGARTEN

Level	OPINION WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	☐ Meets all expectations in level 3 ☐ Includes a reason for opinion ☐ Uses some descriptive words ☐ Writes multiple complete sentences	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Writes proper names with capital letters ☐ Consistently spells grade level appropriate words correctly	Guidance & Support Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored.
3 Meets	**OPINION WRITING** (W1) ☐ Draws, dictates, and/or writes an opinion about a topic or book (W1) ☐ Names the book or topic (W1) **WRITING PROCESS** (W5-W8) ☐ **WGASFA*** Adds details to strengthen writing (W5) ☐ **WGASFA*** Explores digital tools to write (W6) ☐ Participates in shared research projects (W7) ☐ **WGASFA*** Recalls information from experiences or gathers information from provided sources (W8)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes left to right and return sweeps (L1a) ☐ Uses spaces between words most of the time (L1c) ☐ Prints many upper- and lowercase letters (L1a) ☐ Capitalizes the first word in a sentence and the pronoun *I* (L2a) ☐ Recognizes and names end punctuation (L2b) ☐ Writes a letter or letters for most consonant and short-vowel sounds (L2c) ☐ Spells simple words phonetically (L2d)	☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
2 Almost Meets	☐ Draws about topic ☐ Names topic or book but gives no opinion ☐ Includes simple sentences about topic ☐ May rely on copying from a patterned sentence	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Begins to write from left to right and return sweeps ☐ Begins to space words correctly ☐ Writes uppercase letters are random or within words ☐ Uses only uppercase letters in writing ☐ Uses no or few end punctuation marks ☐ Spells some words phonetically	
1 Does Not Meet	☐ Makes few or no attempts to write ☐ Provides no details ☐ Uses no or incorrect spacing between words	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Uses random letters to represent print ☐ Makes no attempts at correct spelling ☐ Writes no complete sentences ☐ Writes in all directions or may just label drawing	

- **WGASFA**: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov.

OPINION WRITING RUBRIC
California Common Core Standards Based – GRADE 1

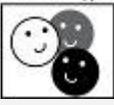| Level	OPINION WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	☐ Meets all expectations in level 3 ☐ Uses many descriptive words ☐ Writes many complete sentences ☐ Writes several reasons for opinion	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Consistently spells grade level appropriate words correctly ☐ Capitalizes holidays, product names, and geographic names ☐ Uses an apostrophe to form contractions and possessives	Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. ☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
3 Meets	**OPINION WRITING** (W1) ☐ Write opinion piece about a topic or book (W1) ☐ Introduces the book or topic and states an opinion ☐ Supplies a reason for the opinion ☐ Provides some sense of closure **WRITING PROCESS** (W5-W8) ☐ **WGASFA** * Adds details to strengthen writing as needed (W5) ☐ **WGASFA** * Uses a variety of digital tools to write and publish writing (W6) ☐ **WGASFA** * Recalls information from experiences or gathers information from provided sources to answer a question (W8)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Prints all upper- and lowercase letters (L1a) ☐ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j) ☐ Capitalizes dates and names of people (L2a) ☐ Use end punctuation for sentences (L2b) ☐ Use commas in dates and to separate single words in a series (L2c) ☐ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d) ☐ Spells untaught words phonetically (L2e)	
2 Almost Meets	☐ Names topic or book and gives opinion ☐ Includes unclear reason for opinion ☐ Does not include closure ☐ **WGASFA** * Adds few or no details ☐ **WGASFA** * Recalls little information from sources	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes most uppercase and lowercase letters correctly ☐ Writes mostly simple sentences, and may rely on patterned sentences to write ☐ Uses some end punctuation marks correctly ☐ Spells some words phonetically	
1 Does Not Meet	☐ Makes few or no attempts to write ☐ Provides no opinion or no details	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Makes no or few attempts at correct spelling ☐ Has many errors in capitalization ☐ Writes no or few complete sentences ☐ Makes no or few attempts at end punctuation	

- **WGASFA**: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov.

Opinion

OPINION WRITING RUBRIC
California Common Core Standards Based – GRADE 2

Level	OPINION WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	☐ Meets all expectations in level 3 ☐ Writes several reasons for opinion ☐ Document is well organized and connected ☐ Both opinion and conclusion are clear and well stated	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Uses commas and quotation marks in dialogue. ☐ Spells grade level appropriate words correctly ☐ Chooses words and phrases for effect.	**Guidance & Support** Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored.
3 Meets	**OPINION WRITING (W1)** ☐ Writes opinion piece about a topic or book (W1) ☐ Introduces the book or topic and states an opinion ☐ Supplies reasons that support opinion ☐ Uses linking words *(because, also)* to connect opinion and reasons ☐ Provides a concluding statement or section **WRITING PROCESS (W5-W8)** ☐ **WGASFA*** Development and organization are appropriate to task and purpose (W4) ☐ **WGASFA*** Adds details to strengthen writing as needed (W5) ☐ **WGASFA*** Uses a variety of digital tools to write and publish writing (W6) ☐ Recalls information from experiences or gathers information from provided sources to answer a question (W8)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Produces, expands, and rearranges complete simple and compound sentences (L1f) ☐ Creates readable documents with legible print (L1g) ☐ Capitalizes holidays, product names, and geographic names (L2a) ☐ Uses commas in greetings and closings of letters (L2b) ☐ Uses an apostrophe to form contractions and frequently occurring possessives (L2c) ☐ Consults reference materials as needed to check and correct spellings (L2e) ☐ Spells grade level appropriate words correctly most of the time, uses grade level appropriate phonetic spelling to write unfamiliar words ☐ Uses knowledge of language and its conventions when writing (L3)	☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
2 Almost Meets	☐ Names topic or book ☐ Gives 1-2 reasons ☐ Adds few details ☐ Uses few or repeats linking words ☐ Provides a conclusion but may not be well related	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes simple sentences, and some incomplete sentences ☐ Capitalizes first letter, and I, but not proper names ☐ Uses some punctuation correctly ☐ Spells some grade level appropriate words, and uses some phonetic spellings	
1 Does Not Meet	☐ Does not name topic or book ☐ Provides no opinion or reasons for opinion ☐ Provides no concluding statement	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Makes few attempts at correct spelling ☐ Has many errors in capitalization ☐ Writes few complete sentences or only simple patterned sentences ☐ Makes few attempts at correct punctuation	

- **WGASFA**: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov.

Writing Anchor Papers with Students
Learning About a Rubric from the Inside Out

A powerful way to help students understand what the elements of a rubric really mean is to write anchor papers reflecting each level on a rubric WITH the students. Here's how:

1. Either write yourself, or locate a piece of writing that represents a "2" on the rubric you are hoping to help the students understand. (On a four point scale this is a paper that is just below proficient.) Project this piece of writing on the screen or chart paper so that all of the students can see it.

2. Provide each student with a copy of the rubric you will be illustrating with the anchor papers you will be writing together.

3. Read the "2" to the students aloud and ask them to find evidence from the rubric for why it's a "2". For example, students may say, "*I think it's a "2" because it uses a lot of everyday words instead of more interesting word choices.*"

4. Using a piece of chart paper take suggestions from the class and collaboratively rewrite the "2" paper to make it a "3" or proficient paper.

   PLEASE NOTE: you will need to have taught the students about each of the elements on the rubric before attempting this lesson.

5. Next, take the "3" paper and re-write it collaboratively with student input to make it a "4". There may be times during this process that you make suggestions yourself if the students are stuck for ideas about how to write an advanced paper. Early in the school year, you may even model and think aloud as you go to compose this yourself in front of the students.

6. Finally, revisit the "2" paper and collaboratively re-write it to make it a "1". Display this paper as well.

7. Use these exemplars as anchor papers for students to refer to as they learn to evaluate their own writing throughout the year.
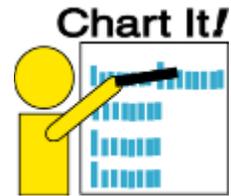
Portfolio Wall with Anchor Papers

When teachers display anchor papers and rubrics alongside the portfolio wall of student writing, expectations for writing at grade level can be made very explicit for everyone.

Grade 1 Level 2 Anchor Paper

I like the book
about clifrd
I like dogz
Dogs cut
I love dogz.

- States opinion
- Uses short, somewhat patterned sentences
- Doesn't really give a reason from the book
- Phonetic spelling
- Not all ending marks included
- Some capitalization missing

Grade 1 Level 3 Anchor Paper

Clifford is one of my favorite characters. He is a big, red dog and does silly things. He is Emilys dog and she loves him very much. They are reely good friends. Everyone who loves dogs will love this book.

- Names what is writing about and states opinion
- Uses different kinds of sentences
- Gives at least three reasons
- Closes with a recommendation
- Capitalizes names and first words in sentences
- Uses some phonetic spelling

Opinion

OPINION WRITING RUBRIC
California Common Core Standards Based – GRADE 1

Level	OPINION WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	☐ Meets all expectations in level 3 ☐ Uses many descriptive words ☐ Writes many complete sentences ☐ Writes several reasons for opinion	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Consistently spells grade level appropriate words correctly ☐ Capitalizes holidays, product names, and geographic names ☐ Uses an apostrophe to form contractions and possessives	Guidance & Support
3 Meets	**OPINION WRITING** (W1) ☐ Write opinion piece about a topic or book (W1) ☐ Introduces the book or topic and states an opinion ☐ Supplies a reason for the opinion ☐ Provides some sense of closure **WRITING PROCESS** (W5-W8) ☐ **WGASFA** * Adds details to strengthen writing as needed (W5) ☐ **WGASFA** * Uses a variety of digital tools to write and publish writing (W6) ☐ **WGASFA** * Recalls information from experiences or gathers information from provided sources to answer a question (W8)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Prints all upper- and lowercase letters (L1a) ☐ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j) ☐ Capitalizes dates and names of people (L2a) ☐ Use end punctuation for sentences (L2b) ☐ Use commas in dates and to separate single words in a series (L2c) ☐ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d) ☐ Spells untaught words phonetically (L2e)	Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. ☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank
2 Almost Meets	☐ Names topic or book and gives opinion ☐ Includes unclear reason for opinion ☐ Does not include closure ☐ **WGASFA** * Adds few or no details ☐ **WGASFA** * Recalls little information from sources	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes most uppercase and lowercase letters correctly ☐ Writes mostly simple sentences, and may rely on patterned sentences to write ☐ Uses some end punctuation marks correctly ☐ Spells some words phonetically	☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
1 Does Not Meet	☐ Makes few or no attempts to write ☐ Provides no opinion or no details	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Makes no or few attempts at correct spelling ☐ Has many errors in capitalization ☐ Writes no or few complete sentences ☐ Makes no or few attempts at end punctuation	

- **WGASFA**: "with guidance and support from adults"

6 Weeks Opinion Writing Overview

Using the **Gradual Release of Responsibility Model of Instruction**, we have developed a basic 6-week sequence for successful teaching and learning of a new writing type (genre). This basic 6-week plan includes modeling, shared and guided writing, revision and editing, and finally sharing, publishing, and an on-demand assessment. The sequence is as follows:

Week One: Introduce the writing standards. Model the whole process for the new text type using teacher modeling as well as examination of "mentor texts" or exemplars from published authors. Focus on identifying the elements of the new text type with color coding or labeling.

Week Two: Use shared writing to write a class piece using this text type. Follow the same procedure you are going to ask the students to try on their own. If there is a particular graphic organizer, for example, use it during week 2. Develop a "how to" chart for reference as you walk the students through the steps.

Weeks Three-Four: Guide students through drafting 3 or more pieces. Supply varying levels of support depending on student need. Focus on choice of topics as possible. Provide mini-lessons on specific skills as needed.

Week Five: Have students choose one piece to revise and edit. Teach mini-lessons as needed using student writing as well as anchor papers. Provide time for peer conferencing as well as one-on-one teacher conferencing as possible.

Week Six: Help students publish their favorite piece to final copy. Set aside time to share published pieces with an audience. Give feedback both from teacher and peers. Conduct an on-demand prompt if time allows.

The **specific 6-week plan** for focusing on **Opinion Writing** is in the unit planner separate from this document.
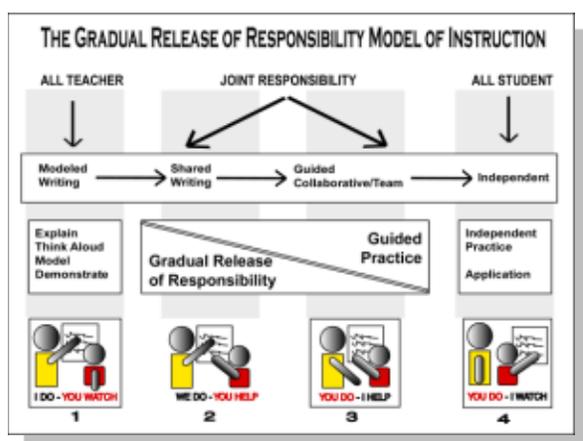
This is the **Gradual Release Model of Instruction** incorporated in these lessons.

* **Please note**: teachers may find that their students need more than two weeks of guided practice to learn to write a particular genre. The teacher will know that it is time to move on to teaching revision and editing when the students have completed **at least 3 complete drafts** of a writing type. Some forms of writing take longer than others to complete, so this section of the sequence may take longer.

Thumbnail of Unit Planner

(See separate document)
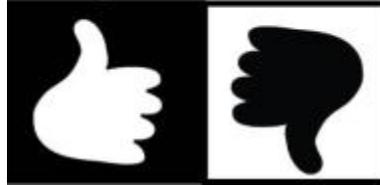
Opinion

Writing Tool Kit

Opinion/Argument

Opinion Writing *Possibilities*

This text type can be integrated across the curriculum in multiple ways. Here are some ideas for integration:

Science:
- Write to show your opinion about topics we have studied and their impact on our world: ecology, weather, energy use, etc.
- Write to convince your reader to take action on an issue such as health, recycling, etc.

Social Studies:
- Write to show your opinion about a topic we have studied such as equal rights, taxation, voting for a current issue.
- Write to use point of view to show the position of a historical person or movement such as trying to convince someone to join your exploration, or your colony.

Literature:
- Write to share your opinion about a piece of literature citing evidence from the text.
- Write a review of a piece of literature to share your opinion and who you think would enjoy it.
- Write to argue for a particular theme or character trait in a piece of literature, and how one can learn from it (heroic, kind, brave, etc.).

Math:
- Write to share your opinion about the best way to solve math problems.
- Write to share your opinion about real-life applications for mathematical concepts.

Contemporary World:
- Write reviews of products, places or entertainment you enjoy. Include research and information about what you are reviewing.
- Write to share your opinion about something you care about.
- Write to show how to make your world a better place, for example, issues around school, neighborhood, family life, etc.

Modeling Opinion Writing with Issues We Care About:

Key elements in Opinion Writing for K-2:

Purpose: **Why** are they writing, **what** key message or opinion do they want to share?

Audience: **Who** are they writing to? **How** will I convince that person?

Reasons: **What** do I need to elaborate in my message to provide the best reasons or information that will convince my audience?

Getting Started:

With younger writers teachers need to be on the look out for a "teachable moment" to engage their students in writing arguments or opinions. For example, one day in my own first/second grade classroom, the students all lined up after lunch complaining and holding their crotches. "All the bathrooms were locked during lunch recess!" they cried. "We need to go to the bathroom!" As it turned out, the contractor in charge of the school's reconstruction had shut down the water over lunch recess and locked all of the bathrooms so they would not be used. They had not notified the teachers, nor thought about what a challenge that would be for the children. After we all made our way over the kindergarten rooms and lined up to use their bathrooms one by one, it was writer's workshop time. The kids were still very upset about this. I suggested that they write letters to the contractor and we discussed briefly what they might say. The writing my students produced that day was some of the most fluent and confident I observed that school year. We delivered the letters to the contractor, and the contractor came to class to apologize. This lit a fire under my young writers and was a real turning point for the class, they saw the power of writing and were much more motivated afterwards to write.

Hopefully you won't have to deal with a situation like that at your school, however, as Sarah Taylor suggests in A Quick Guide to Teaching Persuasive Writing K-2, you could take young students on a walk around campus toting "Tiny Topics Notepads" to look for ideas about things to write about. As they walk they ask themselves:

- What do we care about?
- What do we notice going on?
- How could things be better?
- Who could we help?

You may also want to start a topic an ongoing topic list
Such as the one here to gather ideas for opinion
Writing over the course of the unit. This will help students
Choose their own topics, while staying focused on this writing type.
Motivation for writing is always improved when students get to choose
what they are interested in.

Chart It!

> *Issues we care about in first grade:*
>
> - *Taking care of animals*
> - *Healthy food*
> - *Favorite books*
> - *Outdoor places to play*
> - *Clean school*
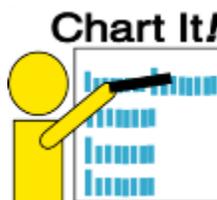
Opinion Writing Lesson Sequence for Younger Students—K-2

Interviews:

You could also invite members of the staff or older students to your classroom and interview them about their ideas about what could be improved to make the school a better place. For example, the students could ask:

- Do you see any problems at our school?

- How do you think they could be solved?

- How could we help?

Problem: Trash in cafeteria
Solution: clean table award

Problem: Messy bathrooms
Solution: keep it clean by doing the right thing
· report kids messing up bathrooms to an adult

Problem: Running on the playground
Solutions: tell them to stop-please remind them about camera walking friend

October 19, 2011

This is a picture of Mr. Jose. Today our bathroom toilet broke. He came to fix it. He is our awesome custodian. He has keys, towels, a radio, and a screw driver. We loved his mustash.

Custodian-Mr. Jose
Problems:
· trash in cafeteria
· messy bathrooms
· clogged toilets - water because of paper towels
· soap on bathroom floor
· trash on playground
· every body running on the playground

November 29, 2011
Dear Mr. Meisenheimer,
   Have you seen the trash all over the tables in the cafeteria after lunch? We want to help Mr. Jose. Our idea is to give a clean table award. It would give the students responsibility for cleaning up their messes. It would help Mr. Jose and make you happier. How do you like our idea? Thank you for listening to us.
Sincerely,
Room 7

November 7, 2011
Dear Mrs. Boyega,
   We think we should have a longer afternoon recess. If you give us more time, we will get more exercise. Another reason is it will make us very happy. We will give you $5.00 and we will be your best friend. We promise to be good at all the assemblies. Pretty please! Let us have a longer recess.
Sincerely,
Mrs. Kolat's Class

Modeled Writing for Opinion Writing
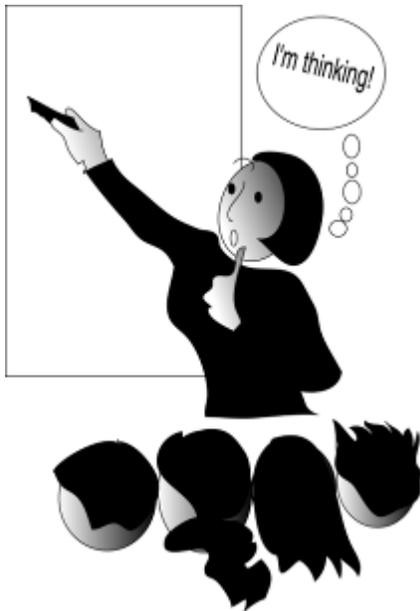
"Students can go a lifetime and never see another person write, much less show them how to write. ...Writing is a craft. It needs to be demonstrated to your students in your classroom...from choosing a topic to finishing a final draft. They need to see you struggle to match your intentions with the words that reach the page."

Graves, D. (1994) *A Fresh Look at Writing* p. 109-10.

"...when I stand in front of the classroom, take off the top of my head, turn on the overhead projector, and invite them to hear my thinking and see what I do as an adult writer, they learn about purpose, patience, and love. They begin to understand the hundreds of choices I make every time I write. They see that almost nothing is accidental, that whenever I write I try deliberately to write well, to create literature about something that matters to me, not merely do another piece for the folder. I show them how I plan, confront problems, weigh options, change my mind, read and reread my own writing as I'm writing it, use conventions to make my writing sound and look the way I want it to or my readers will need it to, and consider questions of audience, intention, craft, and coherence every step of the way."

Atwell, Nancie (1987/2013)
In the Middle: New Understandings About Writing, Reading, and Learning, p. 332

"The Top 5 Things I do to ensure students become excellent writers: Demonstrate that I am a writer who *always writes with a reader in mind* (sometimes that the reader is myself) and make my writing and thinking processes visible."

Routman, R. (2004) *Writing Essentials*.

MODELED WRITING PROCEDURES:

1. **PLANNING**: Prepare for what you are going to write in front of the students ahead of time. You'll want to review the standards for the text type you're modeling, check out anchor papers and other mentor texts from literature to think about any techniques you may want to include. Most importantly, make it REAL for you as a writer. Students are fascinated to hear about their teacher's life or things he/she cares about. I typically write fairly simple opinion pieces about an current events issue I am personally tracking. Take care not to choose topics for your writing that are beyond the imagination or background experiences of your students. Help your students see through your modeling that their every day lives may provide sources for issues to write about. Once you've decided the direction of your modeling, take some notes on a post-it to keep handy during the lesson, it can be challenging to be thinking out loud as a writer while also managing a classroom full of students.

2. **DRAFTING**: Gather the students to the rug or draw their attention to your chart or writing projected on-screen. Tell them that you are going to show them what you do while you are writing and that their job is to simply observe what you do to see if they can pick up some tips for writing. Older students may even take notes about what you do as you write. Remind them that this is **your** writing, not a **shared** writing. To make this literal start by writing your title and listing yourself as the author.
Begin writing and keep a running dialogue going about every step of your thinking process. Your monologue might sound like this:

> *So I was looking at my notes and thinking I might want to start this opinion piece off with a question to get the reader thinking about this issue right away. Let's see, I could write......* **"Do you really believe dogs should be kept on leashes at ALL times? Well, some people in our community think that's best."** *Ok, that's a start, it tells the reader what our topic is going to be......now I need to give my statement of opinion....... I have to disagree.* **"Dogs and their owners are happiest when they get to spend some of their day running free."** *Let's see, let me re-read to see how that sounds.......Ohh......I think I want to change running free.....some readers may think the dogs will get crazy and run all over when they are off-leash.....I'll change that to* **"freely exploring."** *Now I need to give my reasons, let me think about which I want to share first......... I think I'll start with exercise.* **"When dogs are walked without a leash they go twice as far and get much better exercise."**

3. **REREADING**: Modeled writing gives teachers an authentic excuse for teaching students to reread as they write. After you add each sentence or two, tell the students you need to reread what you have so far to see about what you will write next. Continue to reread and add more writing until you are done with the whole piece or the section you are working on for that day.

4. **REVISION**: Modeling allows you to show students in a natural way how some revision happens as you are writing a piece. Feel free to modify words or sentences as you go during modeled writing. For example in the piece above, I may, after rereading the first part, add a descriptor to community: **"small community"** might give more information.

   You can show the students how to insert more language with a carat. **∧**

5. **CONVENTIONS**: Modeled writing is **not** the time to focus on conventions. Making errors on purpose so that your students can "catch" you, takes the focus away from the purpose of modeled writing which is to demonstrate for students what good writers do in their heads as they write. Belaboring the modeled writing process with talk of the conventions will distract.

6. **DEBRIEFING**: When you are finished, ask students to share with you what they saw you doing as a writer. You may want to start a chart labeled **"What Ms. _____does when she writes"** and list there what the students notice that you do so they can remember literally what you did when they are working on their own pieces.

Using Children's Literature as Models for Opinion Writing

Gather and read aloud examples of children's books full of examples of opinion writing and development of arguments. Here is a list of some favorites:

Children's books as models for Argument/Opinion Writing:

Should We Have Pets? A Persuasive Text by Pamela W. Jane, Sylvia Lollis and Joyce Hogan (Jan 2002). New York, NY: Mondo Publishing.

Click, Clack, Moo: Cows That Type, by Doreen Cronin (2011). New York, NY: Simon and Schuster.

I Wanna Iguana, by Karen Kaufman Orloff (2004). New York, NY: Putnam.

I Wanna New Room, by Karen Kaufman Orloff (2010). New York, NY: Putnam.

Earrings! by Judith Viorst (2010). New York, NY: Atheneum.

Hey, Little Ant, by Phillip and Hannah Noose(1998). New York, NY: Tricycle/Random.

Can I Keep Him? By Steven Kellogg (1992). New York, NY: Penguin.

Don't Let the Pigeon Drive the Bus! By Mo Willems (2012). New York, NY: Hyperion.

After you read these you could create simple T charts to identify with the students the elements of the arguments:

Main Character's Opinion: Reasons they use to support their claim

Example: Earrings, by Judith Viorst

Opinion	Reasons	Opinion	Reasons
Should have pierced earrings	All students have them except her Keep earlobes warm		

Modeled Writing Example

Save the Ant

By Ms. Knox

I truly recommend that we save ants and not kill them when we see them in the street.

Little ants can't hurt you. They have big families. Ants are part of nature and should be able to live free.

That's why I hope no one squishes ants.

This teacher has modeled the opinion writing process by first reading the mentor text, Hey Little Ant, by P. Hoose, H Hoose, and D. Tilley.

Then the teacher generated a chart with student input listing the reasons the author used in the book from each side of the story (reading standard 8). After that, the teacher modeled the writing of an opinion piece that reflects her own opinion and uses some of the arguments from the picture book, along with the language frames offered to support the writing. Finally, the students and teacher color code the elements of the modeled writing with opinion statements, reason statements, and the closing statement. One could also label this model with post-its or arrows pointing out the features.
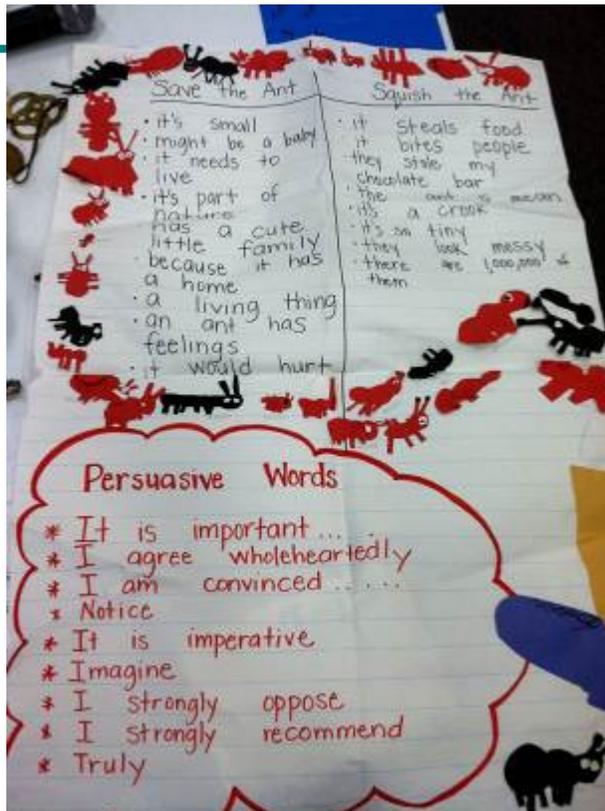
Reading Informational Text Standard 8

The CCSS Anchor Standard for Reading Informational Text states, "Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as well as the relevance and sufficiency of the evidence." Here is this standard specific to each grade level.

Reading Informational Text Standard 8 relates this skill with writing to how students should be able to analyze the same in texts they read:

R I	Reading Standards for RI 8 - INFORMATIONAL TEXT	K-2
INTEGRATION of KNOWLEDGE and IDEAS		
ANCHOR STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		

Grade K	Grade 1	Grade 2
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.

Teaching students to identify the reasons and evidence an author chooses to support key points he or she is making in a text goes hand in hand with the teaching of opinion/ argument writing. If students can see how other authors select reasons and evidence to provide as a means of supporting their point of view, they will understand how to do the same in their writing.

Here's how:

1. **Select a text:** Use material that has an obvious major point and lays out an argument with evidence and reasons. There are multiple children's literature books listed on last page of this handbook or you can use the text exemplars for this unit in the separate packet on exemplars/anchor papers or on our website at www.knoxeducation.com. Science and social studies textbooks will also contain sections with this structure.

2. **Identify the major point the text is making**: Students can either skim the text to "discover" this on their own, or you can introduce the major point yourself. For example, the author wants us to "understand the importance of recycling." Or we can see from the title, Freedom on the Menu, the Greensboro Sit-ins, that the author wants us to know how the "sit-ins" brought freedom to African American people.

3. **Show students how to identify and evaluate the argument and reasons used to make the point:** Use shared reading of the projected text to read text together with the students and annotate the elements of reasoning the author includes. Students can list these into a graphic organizer such as the one included here, or annotate directly onto the text with notes such as "reason #1, reason #2," etc. If there is sequence to the text, students may note that with 1st, 2nd, 3rd, etc.

Here are some prompts you may use as you are helping students analyze text in this way:

- The author pointed out that _____. What reasons does the author give?

- What details does the author use to make their point?

- How does the author lay out his/her argument about the importance of _____?

- What do you think is the most important reason or evidence the author gives to help us understand the importance of ____?

- How does the author emphasize the point that _____? Use details from the text to support your answer.*

- Highlight the parts of the text that provide evidence to support the idea that _____.*

These questions stems come directly from the Smarter Balanced sample test items.
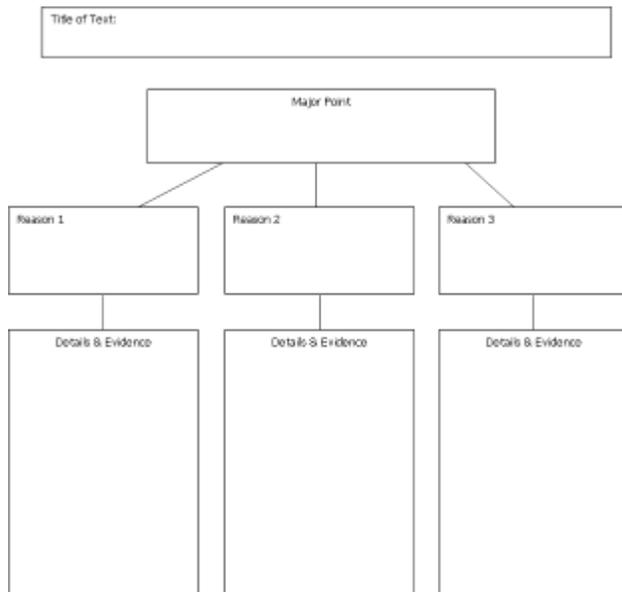
Graphic Organizer for Reading Anchor Standard 8:

Tree Map (www.thinkingmaps.com)

Make a box to write the major point of the text inside, and then once you've identified what the reasons and evidence the author includes, make branches for each and label them with the main idea of each reason. Sample is on next page. Add more "branches" to the tree map to go with the organization of the text you're analyzing with students. There may be more than 3 reasons provided.

Talk Tickets

Any small object such as a paper clip, bingo marker or paper 'ticket' can be used as a ticket to talk!

The ticket buys you a chance to talk during a small group discussion.

Each student receives the same number of Talk Tickets at the beginning of a small group discussion. As students enter into to the discussion, they place one token in the middle of the table. When students run out of tokens, their talk time is up. They then can only make additional contributions *after* the others in the group have used up their tickets.

Talk Tickets encourage participation in two ways:
They restrict dominant students from monopolizing the discussion, and they encourage reluctant students to share more of their ideas.

We've included two icons for talk tickets here in case you want to have the students differentiate their contributions between stating their opinion and offering reasons or support.

Talk Tickets for giving reasons or support
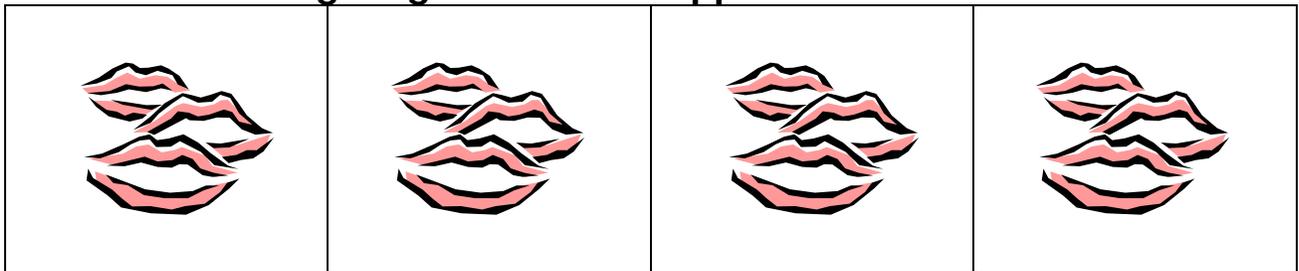
Talk Tickets for stating their opinion

Talk Tickets

Book Talks: Sharing our Opinions about Literature

Students may also hold weekly book talks to share their opinions about books they are reading for pleasure. The students simply take turns telling each other about a book they are reading and why they like or dislike it. Modeling will help student elaborate, as will language frames for them to use:

This is available as separate poster document on our website.

My Book
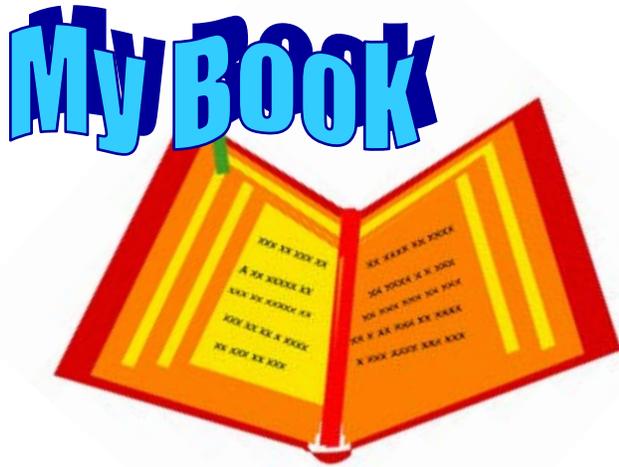
The title of the book I am reading is: _____

It is about_____

I like/dislike it because_____

An example of this is _____

It reminds me of another book I like/dislike

_____

You will like/dislike it because_____

This book makes me laugh! The characters are so funny! ☺

Students can share their opinions orally in front of the class or in small groups. They can also write tiny "post-it" reviews about the books they read and leave those in the books in your library. Students will always be interested in reading a book another classmate has recommended.

How to Take a Stand—Form an Opinion

1. Clear space in the classroom so that students may stand anywhere from one side to the other. Label one side of the classroom "strongly agree," label the other side, "strongly disagree."

> *The school should cancel*
> *the music program to*
> *have more money to spend on computers.*
>
> **Strongly DISAGREE**   **Strongly AGREE**
> **1   2   3   4   5**
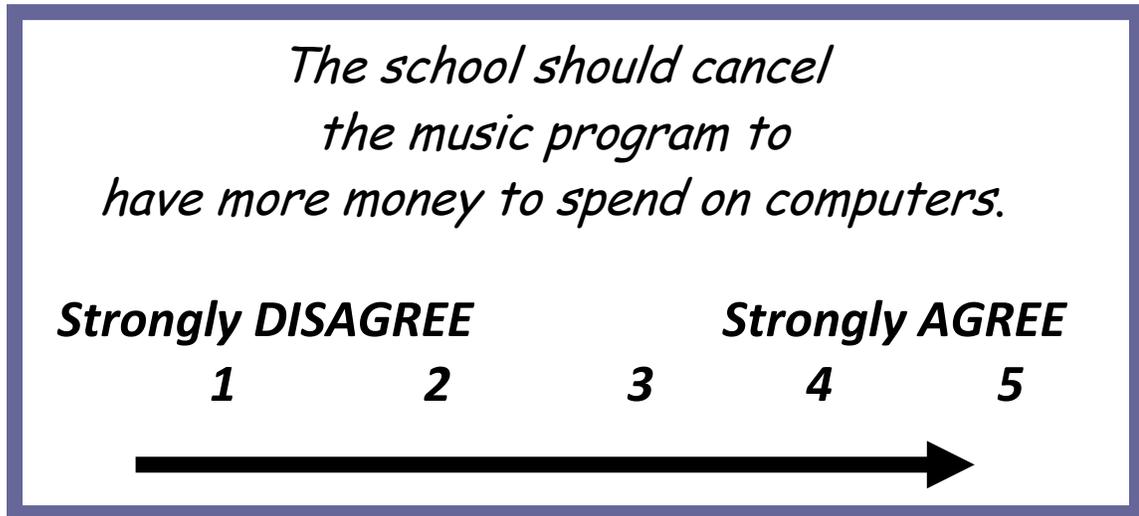
2. Post a sentence strip or card with a statement such as the ones listed below:
   - Children should not be able to eat sugary breakfast cereals.
   - Dogs should be kept on leashes
   - The school should offer more lunch choices
   - If you misbehave in school, your parent should have to attend class with you.
   - Children should get paid for doing chores at home.
   - People who own cats should keep them indoors.

3. After you read the statement, have students SILENTLY move their positions along a line in the classroom to show where they stand on the issue. Students may strongly agree/disagree and be at either side of the room, or may have more neutral or contradictory feelings about the statement. You may also have them list on a white board what number their position represents and bring that with them. The can jot their reasons why they hold that opinion on their white board before they move to their spot.

In *early primary grades*, "Take a Stand" may also be used to have students share their opinions about a variety of things such as foods, books, or places to visit. Simply post a photo or create a chart of the items students will be sharing their preferences for around the room. Students move to stand next to the item they prefer, and then they read the chart together and share their ideas for reasons with each other. This makes a great pre-writing activity before students compose a written explanation of their opinion.

Apples

I've always liked apples!

I like the red ones better than the green ones.

I like all the colors!

Bananas

I LOVE bananas.

Am I the only one?

Oranges

I like oranges because they match my hair!

In my opinion, oranges are the best because they are natural and sweet and juicy!

Review Writing: Basic Structures by Category

	Book	Movie	Restaurant	Video Game	Places to visit	Food Product
Background Info	Title Author Genre Brief summary	Title Type of movie Rating Actors/ actresses	Name Location Type of food	Name Type Rating System to play on Object of the game	Name Location Type	Type Manufacturer
Evidence to use to support your opinion	Characters Setting Plot Illustrations Author's message or theme Best audience	Acting storyline Special effects Best audience for the movie	Taste and quality of food How the restaurant looks Service Price Best audience	Graphics Difficulty Levels Ease of directions Best audience	Appearance Activities Best for what kinds of visitors	Taste Nutrition Price Appearance

Writing Reviews as Opinion Writing

Very young students can be taught to share their opinions about the books they are reading or being read to. This helps them make deeper meaning while they read and grow into discriminating readers who understand their preferences. It also builds the whole community of readers as students realize their classmates have opinions about the books in the room. A recently reviewed title will most undoubtedly become a classroom favorite.

Students can also have fun writing reviews about anything in their environment such as

- Books
- Favorite foods
- Restaurants
- Movies
- Video games
- Parks
- Sports Teams
- Musical Groups

Begin this unit with lots of opportunities to share opinions orally through class or group discussions. You can weave the following into any read aloud or anthology story assignment:

- Did you like/dislike this story? Why or why not?
- What did you think about how the author developed the character?
- What do you think about the way the story unfolded?
- Do you like _____ (kind of genre)? Why?

You may want to provide some language frames or linking words to support their statements:

I think _____ because_____

For example when _____

Another reason is _____

Since _____ then _____

Also_____

I liked _____, but the best part was _____

Next read reviews to students so that they can see how they are constructed. There are many wonderful websites with reviews written for students either by students or by adults for students.

Check out:

http://www.spaghettibookclub.org/

This website has hundreds of reviews written by students in schools all over the country which are searchable by title, reviewer, or school. An example from a kindergartener below shows the writing as well as her picture follows.

Book Review: 3 Little Pigs

The pigs build houses and the wolf tries to eat them and the pigs went to the brick house and the wolf couldn't get them.

I liked it because the end is really funny. The end was my favorite because the pigs have the most fun and they play music.

I recommend it to friends that like playing music, reading and dancing.

(This review was dictated.)

Other resources for writing reviews

Common Sense Media

http://www.commonsensemedia.org/

This website has reviews and a rating system for books, video games, movies, TV shows and more. Most are written by adults, but some short pieces are written by students.

Cyber Kids

http://www.cyberkids.com

This website houses reviews for movies, books, software, toys and video games, some written by students.

Kids First

http://www.kidsfirst.org

This website houses movie reviews written by students that are viewable via UTube. Really adorable footage. If you able to show them at school they would be very engaging for students.

Sample of Product Review K-2

My New G.U.M. Toothbrush is the Best

My new toothbrush is the best! I got it from the dentist the last time I went. He is a dentist so he must know what is good for my teeth.

The dentist and my mom showed me how to use it. I can get the toothpaste on it and wash it off really easily.

I am not very good at it yet, but my dentist says my teeth are looking good, so I must be doing something right.

In my opinion, this is a great toothbrush for a first grader.

.

Review Writing Planning Form K-2

Review of:_____

Reviewer:_____

Draw a picture	
My opinion I think I believe	
Information	

Review Writing Planning Form K-2

Reasons because...	
Audience Who will like it?	

K-2 Opinion Writing Organizer – Reasons Why I Have My Opinion

Talk me into your opinion

My Name
My Opinion

Reason FOR my opinion	**Reason FOR my opinion**
_____ _____ _____ _____	_____ _____ _____ _____
Reason FOR my opinion	**Reason FOR my opinion**
_____ _____ _____ _____	_____ _____ _____ _____
Reason AGAINST another opinion	**Reason AGAINST another opinion**
_____ _____ _____ _____	_____ _____ _____ _____

K-2 Opinion Writing Organizer

Name

The Question
_____
_____
_____

Audience
_____
_____

My Opinion
_____
_____
_____
_____
_____

Word Bank
_____
_____
_____
_____
_____

Point 1
_____
_____

Point 2
_____
_____

Point 3
_____
_____

Facts
_____
_____
_____
_____

Facts
_____
_____
_____
_____

Facts
_____
_____
_____
_____
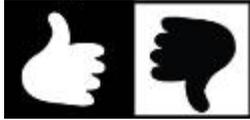
Writing about Our Opinions K-2

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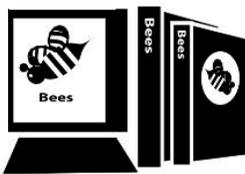
Generate a list of topics to explore for opinion writing with your students. You will choose one or more for group pieces, and later the students may choose others from the same list for their own writing. See page 16 for many possibilities.

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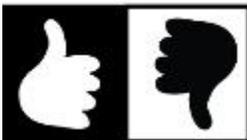
Use "Take a Stand" or "Talk Tickets" to guide the students into developing an opinion about the topic. Since this will be a group piece, you'll have to choose a side to support in the class writing. You may want to vote to choose a side.

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.)
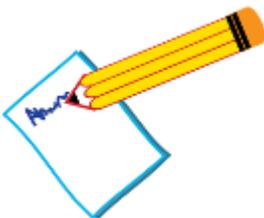
Write the topic sentence and/or the hook to get the writing started with input from the class. Display or pass out the language frames chart and have the class "try on" the sound of your first sentence with several of the choices. Have the class vote on which topic sentence they like the sound of best. 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.
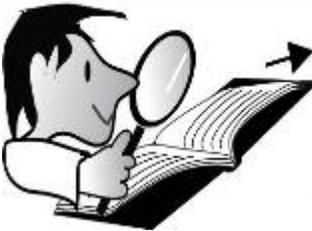
8. **Edit: Check**

- **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

☐ Draw or talk about a topic or book you like or don't like.

My Favorite Fruit!

☐ Write a name for your topic or the name of the book.

☐ Gather information about your topic.

I love apples!

☐ Write one or more sentences that tells what you like or don't like about a topic or book.

I love red juicy apples!

☐ Add details to your writing.

Opinion Writing How To Poster Grade 1

Opinion/Argument

Grade 1
Opinion Writing

My Favorite Fruit!

I love apples!

Apples are round and sweet like candy.

Apples can be red and juicy or green and tart.
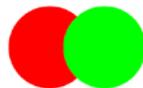
I think everyone should eat apples!

☐ Write a title for your paper or name the book you are writing about

☐ State your opinion – say what you like or don't like about your topic or book.

☐ Use sources in print and internet to gather information about your topic.

☐ Write some facts or a reason that supports your opinion.

☐ Add details to make your writing easy to understand..

☐ End your opinion paper with a closing statement.

Opinion Writing How To Poster Grade 2

Opinion/Argument

My Favorite Fruit!

I love apples!

Grade 1
Opinion Writing

☐ Write a title for your paper about your topic or book.

☐ State your opinion – say what you like or don't like about your topic or book in your topic sentence.

☐ Use sources in print and internet to gather information about your topic.

Apples are round and sweet like candy.

☐ Write some reasons, relevant facts that support your opinion.

Apples can be red and juicy or green and tart.

☐ Add details to make your writing easy to understand.

I think everyone should eat apples!

☐ End your opinion paper with a closing statement.

☐ Check your writing for spelling and grammar and check to see if it makes sense.

Name: _____

Topic: _____

Fact	Opinion
Can be <u>proven</u>	Belief, feeling, or idea

FACT

Something done or said that **can be <u>proven</u>.**

OPINION

Your belief, opinion, or idea

Writing Opinions: Shared Writing

Steps to writing for younger students:

With younger students use shared and interactive writing techniques for several topics as students begin to write these pieces on their own.
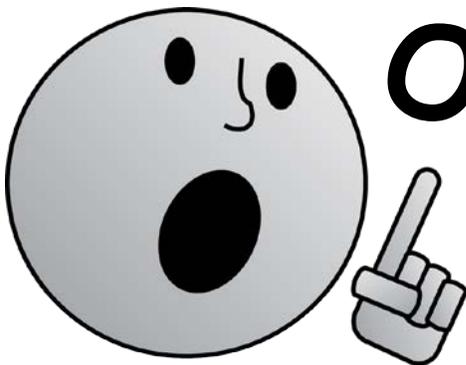
Leave the charts for these shared writes up throughout the unit on argument/opinion writing. Label the parts for the writing with post-its so that students can begin to "see" the structure.

Refer to your planning T charts as you compose the letters or little paragraphs.

Our Opinion	Our Reasons
6th graders too loud during lunch recess	• hear loud noises by our window • can't hear storytime • play far away from windows

November 2, 2011

date

Dear Sixth Graders,

greeting

opinion

We are writing to ask if you could not play so loudly during your lunch recess. When you are at lunch we are trying to enjoy our story time. We love to listen to stories! We learn so much from listening to our teacher read to us. We are wondering if you could play on the field away from our classroom windows at lunch. Please write back!

reason

request

Yours truly,

The first graders in room 6

closing

signature

An example of a review of a book written as a shared writing:

our opinion

title/author

why we like it

Our class loves the book, Chato's Kitchen, by Gary Soto. We were scared that Chato, the cat, and his friend Novio Boy, would eat the mice when they came to the party. Chorizo, the dog, saved the day. The paintings in the book are beautiful and the writing is full of Spanish words we know. We recommend you read Chato's Kitchen.

O.R.E.O Opinion Writing Poster

O.R.E.O. Writing Opinions

Opinion

O — State your **O**pinion clearly

R — Tell your **R**eason for your opinion

E — Give an **E**xample to support your opinion

O — Restate your **O**pinion

The more reasons and examples you give, the **stronger** your writing is!

Opinion Sentence Starters

I prefer...
I think...
I feel...
In my opinion...
I believe....

The best thing about...
Everyone should...
_____ is better...
The greatest part about...

Language for Writing about our Opinions

Stating your opinion about a topic:

- *In my opinion…..*
- *I believe…….*
- *I think……..*
- *_____are the best because_____*
- *_____make the best _____because _____*
- *(In my opinion) (I think that)_____ (need to/have to/should) _____ because _____.*

Giving reasons for your opinion:

- *one reason for this is _____*
- *There are several/three/many reasons I think _____. First………Secondly…….Finally……*
- *Evidence for this is _____*
- *This can be shown by _____*
- *Research from _____ shows _____*

Linking words to connect ideas:

- *because*
- *also*
- *furthermore*
- *on the one hand/on the other hand*
- *another*
- *for example*
- *for instance*
- *therefore*
- *however*

Concluding statements:

- *That is why I think_____*
- *As you can see _____*
- *Clearly_____*
- *Obviously_____*
- *Although_____, I think/believe_____.*

Cues, Sequences, and Transition Words for K-3

Transition Words Describing Importance:

the best	the most important	the first interesting
the next best	the next most important	more interesting
the least best	the least important	the most interesting
the worst	not important	not interesting

Contrast Cue Words: Describing Size or Quantity:

❖ best	❖ most	❖ all	❖ largest	❖ biggest	❖ huge
⬆ almost	⬆ more	⬆ many	⬆ larger	⬆ bigger	⬆ large-sized
- some	- some	- only	- equal to	- big	- medium-sized
⬇ little	⬇ fewer	⬇ smaller			⬇ small-sized
◆ worst	◆ least	◆ fewest	◆ smallest		◆ tiny
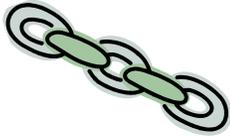
Linking Transition Words: to link two ideas together

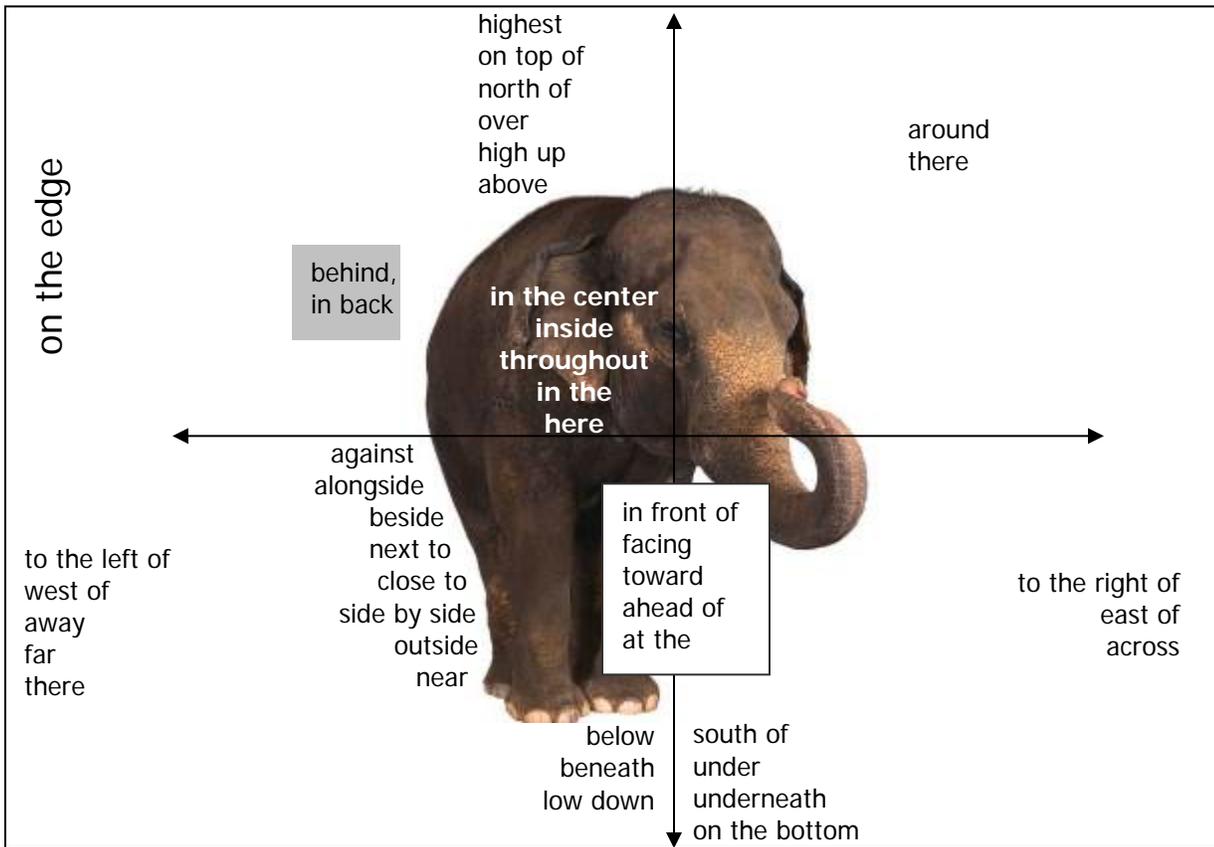| To add information	Opposition/change	Timing (see also next page)	To give examples	Reason/conclusion
+ again	↗ although	🕐 after	→ a similarity	✪ as a result
+ also	↗ besides	🕐 after that	→ in fact	✪ because
+ and	↗ besides	🕐 at the same time	→ on the one hand	✪ in conclusion
+ another	↗ conversely	🕐 before	→ on the other hand	✪ in the end
+ as well	↗ except	🕐 before this	→a further example	✪ is
+ consequently	↗ however	🕐 last	→another example	✪ since
+ furthermore	↗ in spite of	🕐 next	→for example	✪ so
+ in addition	↗ instead	🕐 soon	→for instance	✪ therefore
+ in the same way	↗ nevertheless	🕐 still	→furthermore	✪ thus
+ moreover	↗ not only	🕐 then	→likewise	
+ plus	↗ otherwise	🕐 when	→moreover	
+ still another	↗ yet	🕐 while	→one example of	
+ too			→similarly	

Cues, Sequences, and Transition Words for K-3

Cause/Effect Cue words: When words are needed to signal cause and/or effect.

because	as a result	as a consequence
by	since	this is the reason
then	so that	
unless	therefore	

Space Sequence: When details are arranged spatially in relationship to one another.

on the edge

highest
on top of
north of
over
high up
above

around
there

behind,
in back

**in the center
inside
throughout
in the
here**

against
alongside
beside
next to
close to
side by side
outside
near

in front of
facing
toward
ahead of
at the

to the left of
west of
away
far
there

to the right of
east of
across

below
beneath
low down

south of
under
underneath
on the bottom

Time Sequence: When some details occur before, during, or after others in time.

Beginning/PAST	Middle/PRESENT	NEXT	End/FUTURE
in the past	in the present		in the future
to begin with/the oldest/the earliest	currently/the most recent		
before	during		after
yesterday	today	tomorrow	the day after tomorrow
then	now	soon	until
last year	this year	next year	in a few years
before	during/meanwhile	after/afterwards	later
at the beginning	in the middle	so far	at the end
in the morning	before noon	in the afternoon	in the evening
by this time	at this instant	at the same time	since
first/previously	second/then	third/next	finally/last
yesterday	today	the next day	two weeks later/six months later

The "Editing Machine"

This is a fun way to get students to help each other edit their pieces. You'll need to form groups of 3 or more ahead of time and have a timer handy. All students need to have a finished piece of writing—preferably the same assignment.

1.　　　　Form groups and assign roles:

- Capitalization
- Punctuation
- Format—neatness (checks indents, margins, and layout)
- Spelling

2.　　　You may choose to assign a color to each role and have them make their corrections with their assigned color pen or pencil.

3.　　　Explain the task and review norms. Students are to only make corrections for their assigned role and are not to give comments about the writing during the editing machine.

4.　　　Set timer for an amount of time that will work with the length of the assignment (this will vary from 1-5 minutes or so).

5.　　　Have students begin with a single paper in front of each "editor".

6.　　　Tell the students to start the machine. When the timer goes off, the students pass papers to their right and repeat the process until each paper in the group runs through every editor in the machine.

7.　　　If students are going to publish these pieces, you may choose to collect them after the "machine" is complete and offer a final edit. For spelling errors, simply write the misspelled words on a Post-it and make students find them and fix them. For other kinds of errors, use the same editing marks and colors that were assigned to the editing machine.
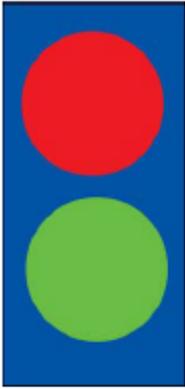
Editing is Fun!

Red Light

Green Light

Dogs make wonderful pets. They are always happy to see you.

You can play ball with them and teach them to do tricks. There is nothing more

cozy than snuggling on the couch with a soft and furry dog. Dogs have excellent

hearing and will warn you with a bark if someone is approaching your house. No

wonder we always say, "Dogs are a man's best friend!"

Green	= Capitals
Red	= Ending Punctuation
Yellow	= Other punctuation: quotation marks, commas, apostrophes
Orange	= beginning of paragraph for indent
Blue Dot	= Read your writing backwards and say each word.
	Fix the spelling if it doesn't look right
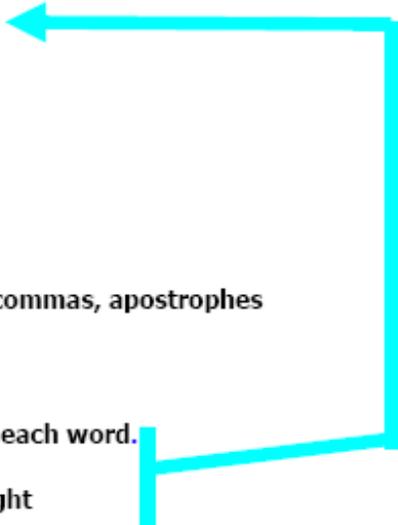
Capitalization

- I
- Names, places
- Months, days of the week
- First word in a sentence

Usage
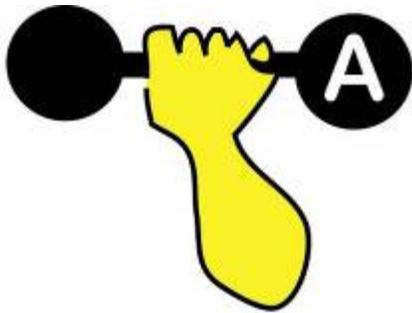
- Match nouns/verbs correctly

Punctuation

- Quotes "…"
- Commas,,,
- Periods… question marks??? exclamation points !!!

Spelling

- Check all words
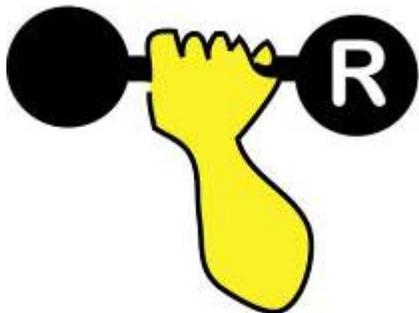- Use dictionary if necessary

A. R. M. S.

Add

What does my reader NEED TO KNOW?

- More details
- Sensory words
- Descriptive words

Remove

Is there any information that DOES NOT need to be in my writing?

- Words that do not make sense
- Sentences that do not make sense
- Details that confuse my reader
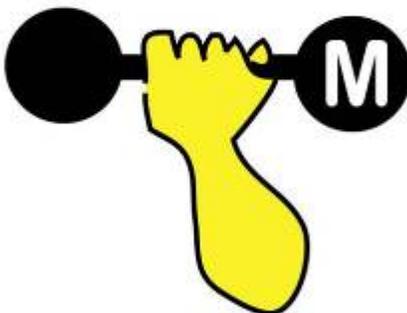
Move

Is the information in the RIGHT ORDER?

- Words that could go in another spot
- Sentences that could go in another spot

Substitute

What can I replace and make more EXPRESSIVE or more CLEAR in my writing?

- Dead words
- Boring words
- Repetitive words

Resources for Teaching Opinion/Argument Writing

A Quick Guide to Teaching Persuasive Writing, K-2 (Workshop Help Desk). Sarah Picard Taylor and Lucy Calkins (2008). Portsmouth, NH: Heinemann.
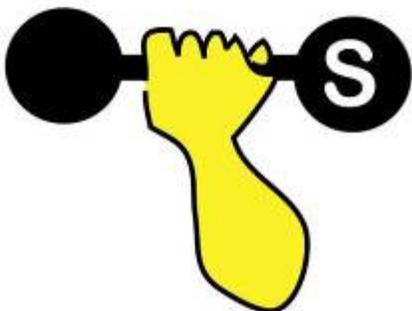
Why We Must Run With Scissors: Voice Lesson in Persuasive Writing
Barry Lane and Gretchen Bernabei (2001). Shoreham, VT: Discover Writing Press.

Twisting Arms: Teaching Students How to Write to Persuade
Dawn DiPrince (2005). Fort Collins, CO: Cottonwood Press.

Writing to Persuade: Minilessons to Help students Plan, Draft, and Revise in Grades 3-8. Caine, Karen (2008). Portsmouth, NH: Heinemann.

Crafting Opinion and Persuasive Papers (2007)**.** Clifford, Tim Gainsville, FL: Maupin House.

Oh, Yeah?! Putting Argument to Work Both in School and Out. Smith, M. W., Wilhelm, J. D., Fredricksen, J. E. (2012). Portsmouth, NH: Heinemann.

Children's books/magazines as models for Argument/Opinion Writing

Should We Have Pets? A Persuasive Text by Pamela W. Jane, Sylvia Lollis and Joyce Hogan (Jan 2002). New York, NY: Mondo Publishing.

Click, Clack, Moo: Cows That Type, by Doreen Cronin (2011). New York, NY: Simon and Schuster.

I Wanna Iguana, by Karen Kaufman Orloff (2004). New York, NY: Putnam.

I Wanna New Room, by Karen Kaufman Orloff (2010). New York, NY: Putnam.

Can I Keep Him? By Steven Kellogg (1992). New York, NY: Penguin.

Scholastic News has a pro/con article with topics of interest for students in every issue. http://sni.scholastic.com/

Costco Magazine has a monthly editorial that often involves a topic of interest to students. There are two essays included, one on each side of an issue.

Websites:

Time for Kids Magazine's website includes an archive with many provocative and current articles that can be used to introduce a topic for discussion and writing. **http://www.timeforkids.com/news**

The Writing Fix website is a gold mine of resources for teaching writing based on the six traits model. Their Opinion/Argument section contains several great lesson ideas. Check out the RAFTS lesson on electing a vegetable. Student research the nutritional qualities of the fruit or vegetable they choose to elect. **http://writingfix.com/genres/persuasive.htm**

Opinion/Argument Essay Prompts: This link takes you to a list of 53 Opinion/Argument essay prompts which are similar to those found on the NAEP test, lots of good ones here: **http://www2.asd.wednet.edu/pioneer/barnard/wri/per.htm**

ProCon.org: Promotes critical thinking and informed citizenship by presenting controversial issues in a straightforward, nonpartisan format. Issues of interest to students presented in detail include: video games and violence, tablets vs. textbooks, school uniforms, standardized testing, social media, and many more. Teachers will have to guide students so that they don't see inappropriate content for their age group. http://www.procon.org/education.php

Classroom Samples on Opinion Writing
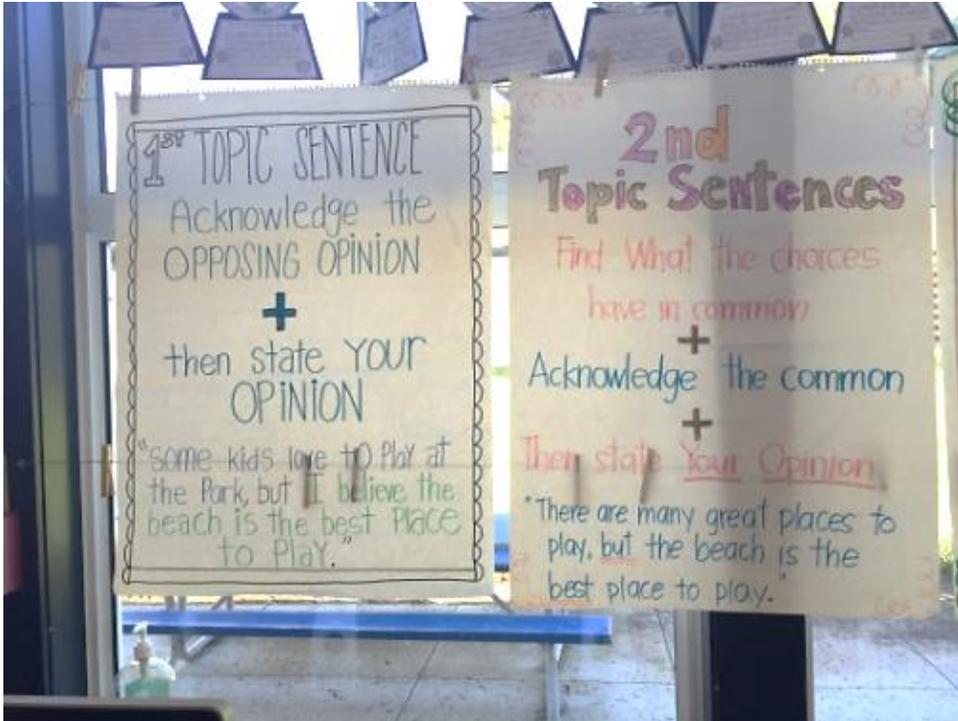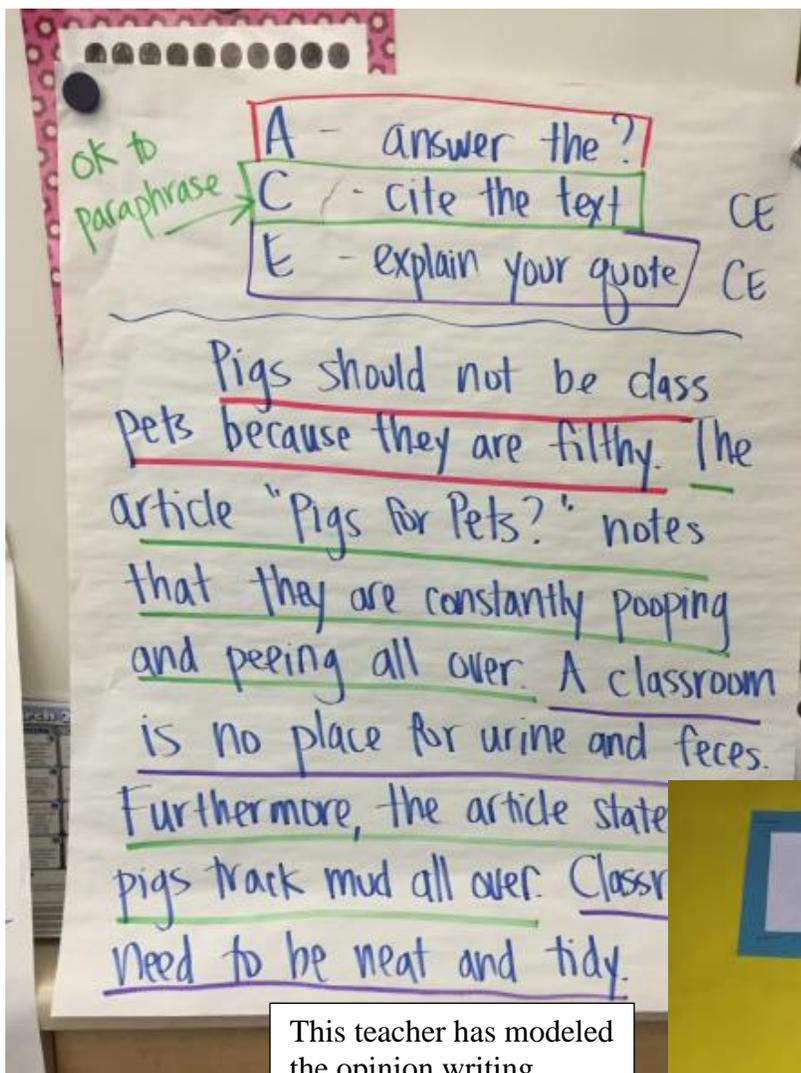

This teacher is showing students several great options for creating an engaging topic sentence when writing an opinion piece. When you initially teach young students to write topic sentences, it's a great idea to give them a variety of simple structures. These become the kind of "training wheels" while students acquire their own writing voice and understanding of the structure of writing.

Classroom Samples on Opinion Writing

OK to paraphrase →

A - answer the ?
C - cite the text   CE
E - explain your quote   CE

Pigs should not be class pets because they are filthy. The article "Pigs for Pets?" notes that they are constantly pooping and peeing all over. A classroom is no place for urine and feces. Furthermore, the article state pigs track mud all over. Classr need to be neat and tidy.
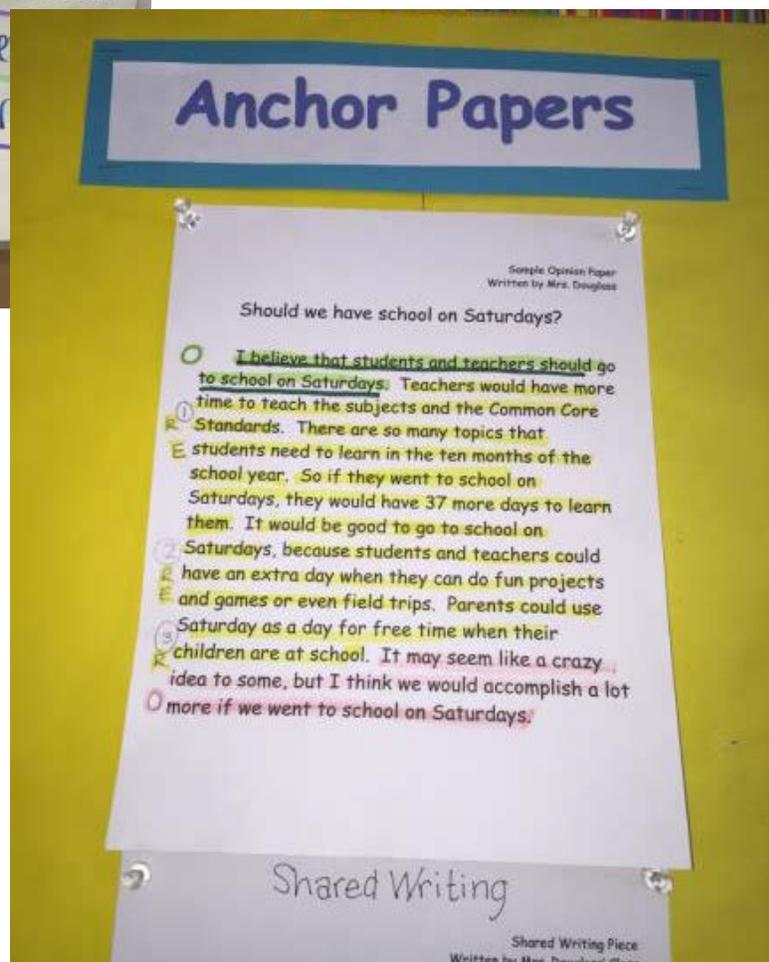
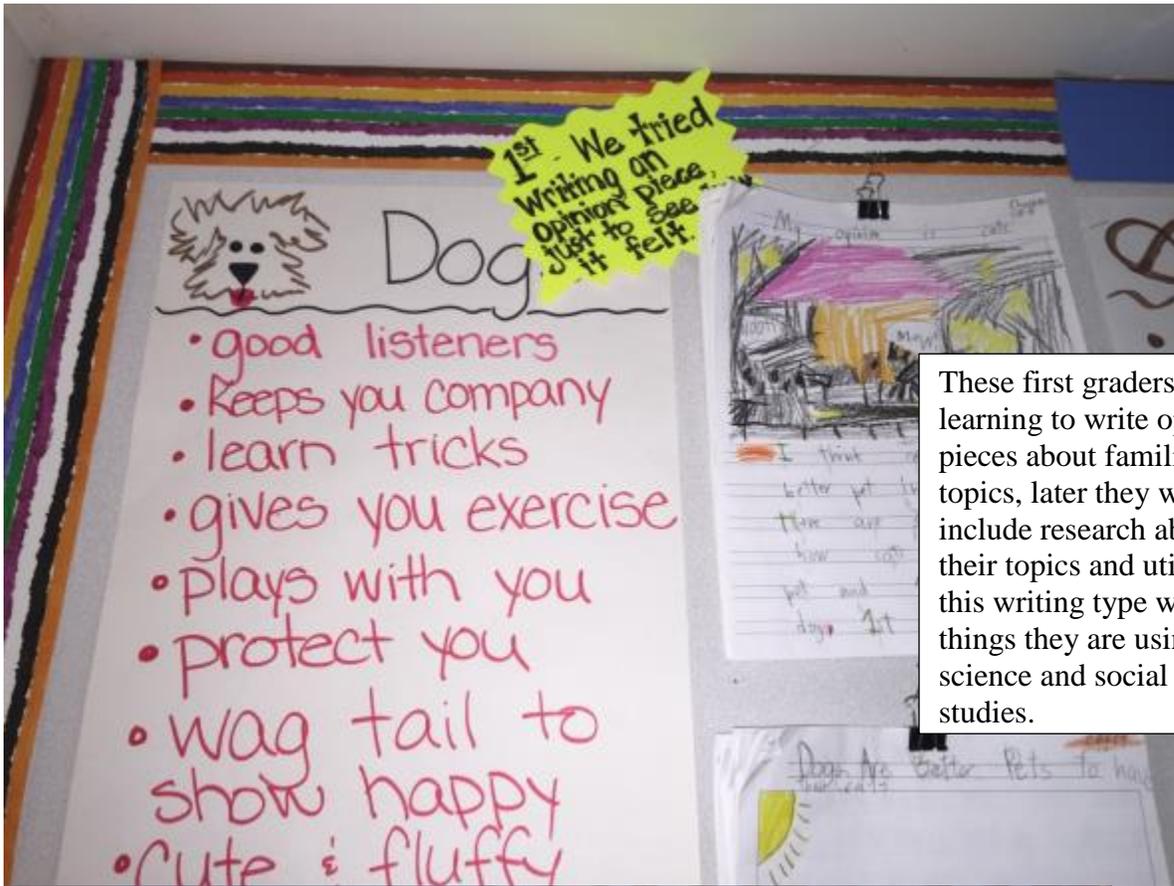Opinion – A.C.E.
A answer the question
C cite the text
E explain your answer
Here's a great anchor chart with an amusing example of how to use the ACE acronym in writing. Using color coding and a silly example helps make this writing structure memorable!

This teacher has modeled the opinion writing process for her third graders with a controversial topic. This will certainly get their attention and the color coding will help them "see" the structure of this text type. She has included the counterargument in pink, which isn't required at this grade level, but it does make the writing stronger and some students will pick this up and begin using it in their own pieces.

Anchor Papers

Sample Opinion Paper
Written by Mrs. Douglass

Should we have school on Saturdays?

O   I believe that students and teachers should go to school on Saturdays. Teachers would have more time to teach the subjects and the Common Core Standards. There are so many topics that students need to learn in the ten months of the school year. So if they went to school on Saturdays, they would have 37 more days to learn them. It would be good to go to school on Saturdays, because students and teachers could have an extra day when they can do fun projects and games or even field trips. Parents could use Saturday as a day for free time when their children are at school. It may seem like a crazy idea to some, but I think we would accomplish a lot more if we went to school on Saturdays.

Shared Writing

Shared Writing Piece
Written by Mrs. Douglass' Class

Classroom Samples on Opinion Writing

These first graders are learning to write opinion pieces about familiar topics, later they will include research about their topics and utilize this writing type with things they are using in science and social studies.


Take a Stand
Young students can easily share their opinions and reasons on a post-it when getting ready to write. Letting students "rehearse" their ideas in these public and social ways helps them develop a voice for their writing before they even start.
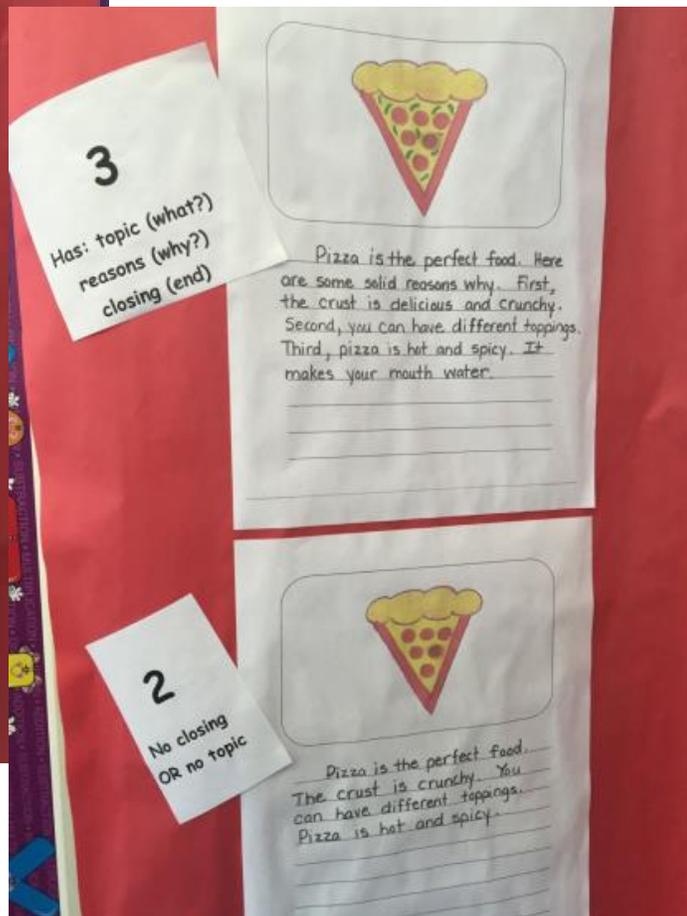
Classroom Samples on Opinion Writing
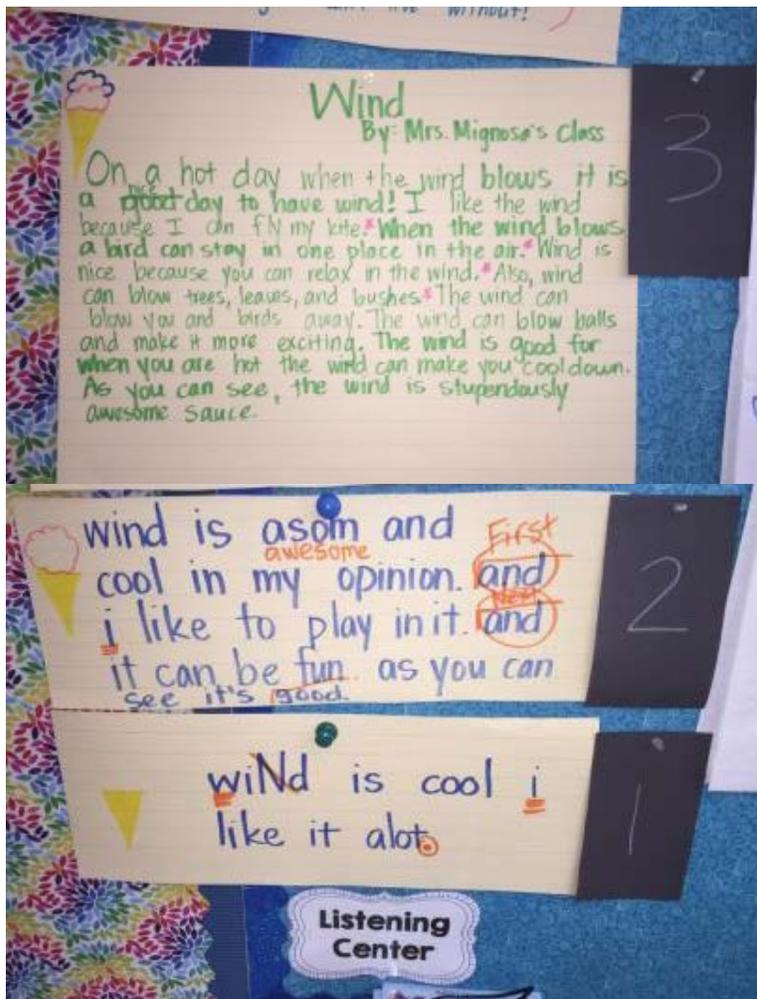
Here is a set of anchor papers written using shared writing and student input to elevate writing about the wind from the most limited response to a well crafted piece written with above grade level standards.
This will show students what you mean by a "well crafted piece," and let them know what Hattie calls the "Success Criteria" for any particular task.
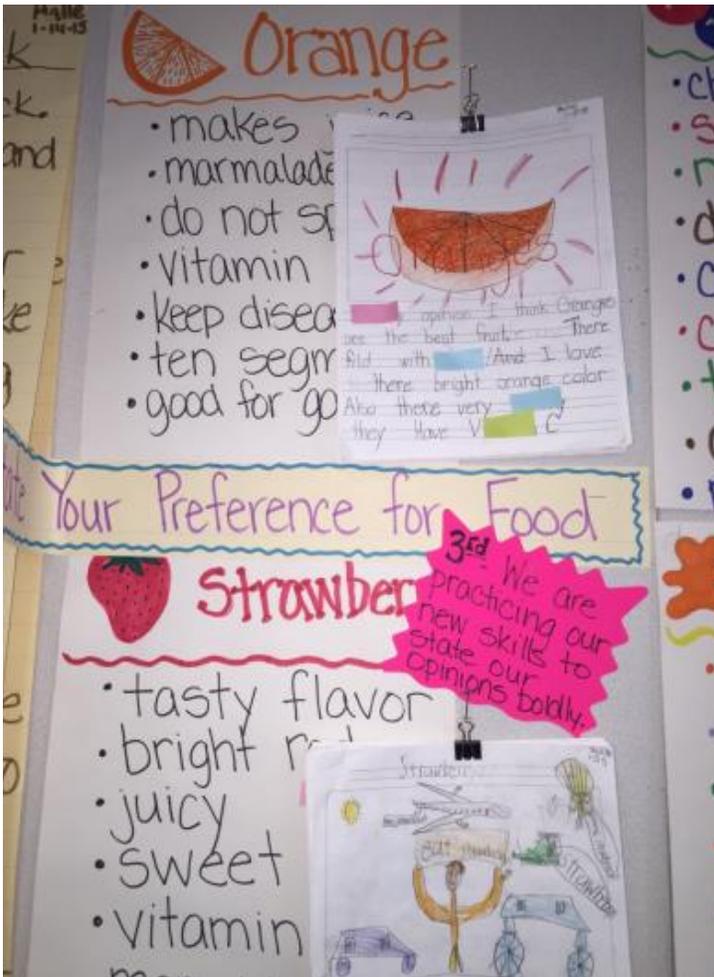Hattie, J. (2012) <u>Visible Learning for Teachers.</u> New York, NY, Corwin.
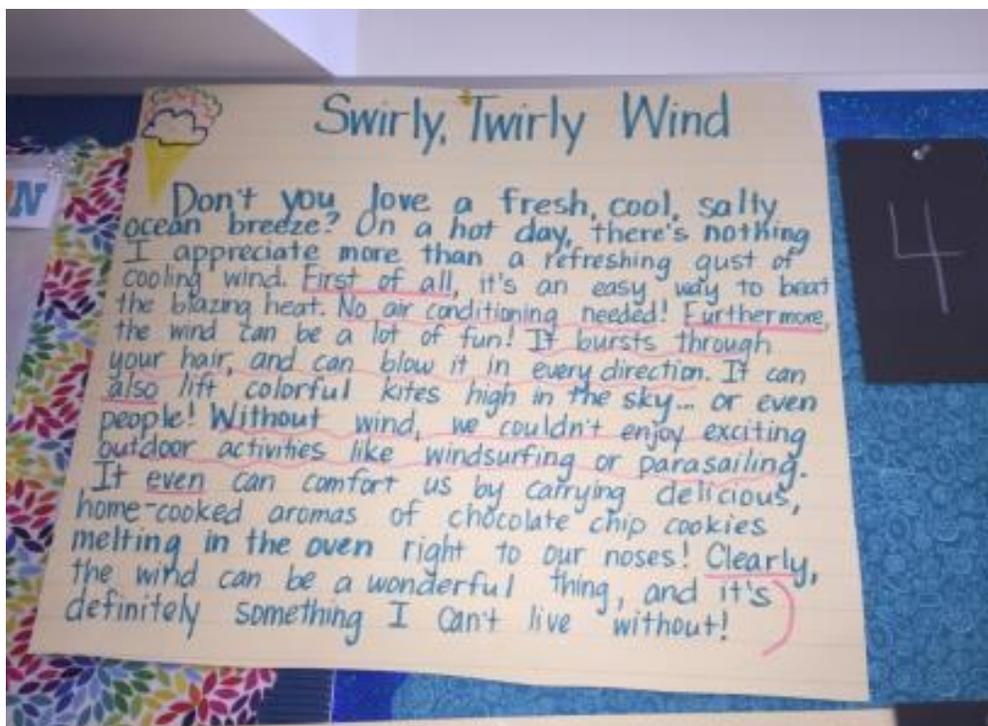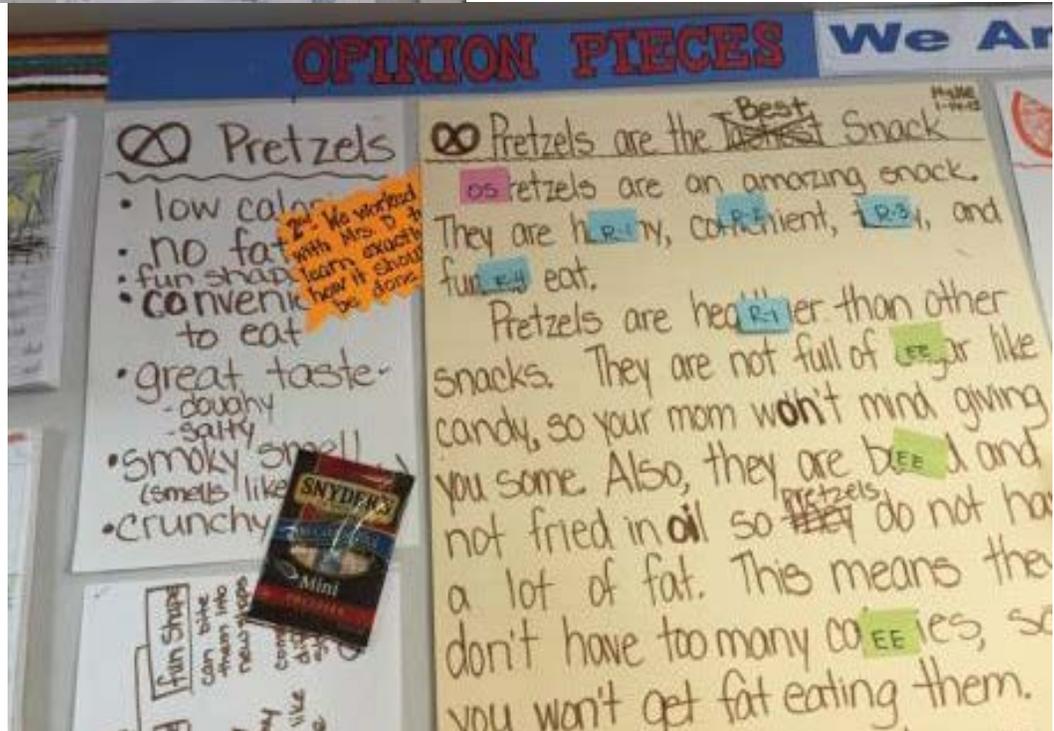
Classroom Samples on Opinion Writing
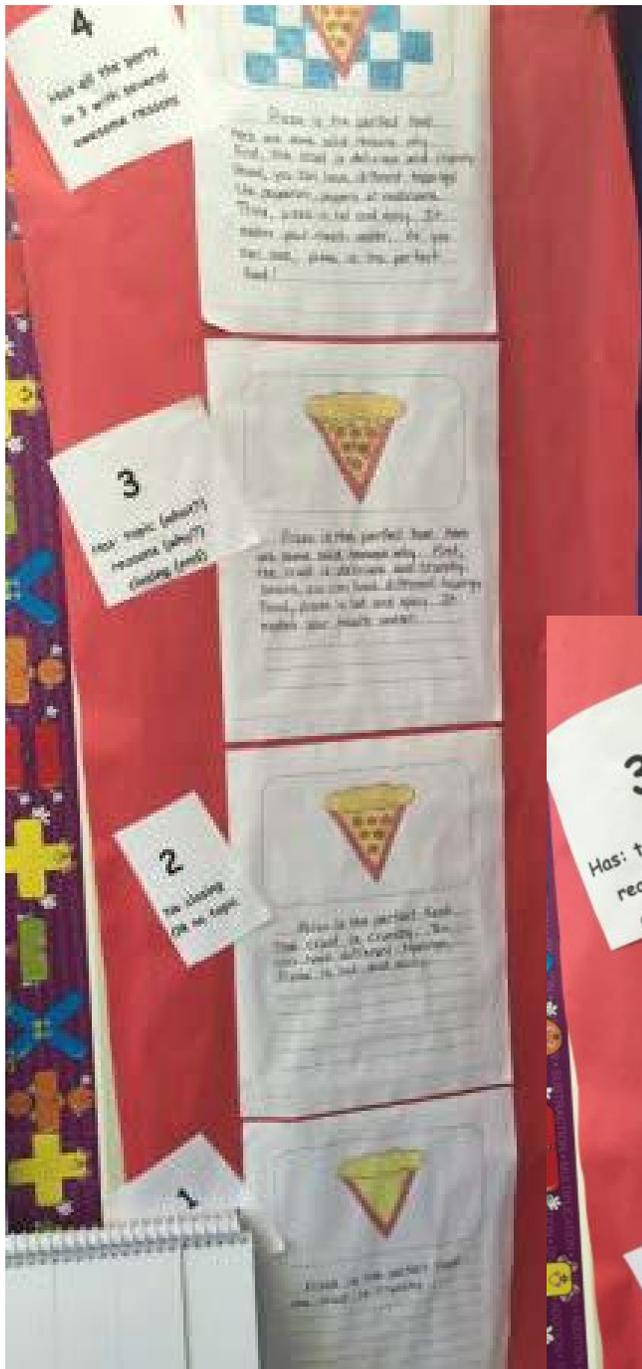
This first grade teacher has gathered student ideas to elevate an opinion piece about pizza from a singe sentence to a well-crafted paragraph. This will show students what you mean by a , and let them know what Hattie calls the "Success Criteria" for any particular task. Hattie, J. (2012) Visible Learning for Teachers. New York, NY, Corwin.

3

Has: topic (what?)
reasons (why?)
closing (end)

Pizza is the perfect food. Here are some solid reasons why. First, the crust is delicious and crunchy. Second, you can have different toppings. Third, pizza is hot and spicy. It makes your mouth water.

2

No closing
OR no topic

Pizza is the perfect food. The crust is crunchy. You can have different toppings. Pizza is hot and spicy.

Classroom Samples on Opinion Writing

Starting off the opinion writing unit with food reviews is an easy sell! Students not only get to taste delicious snacks, but use all of their senses when they are writing. This will encourage elaboration, and the food packaging will provide factual detail with which to back up their claims.

Classroom Samples on Opinion Writing
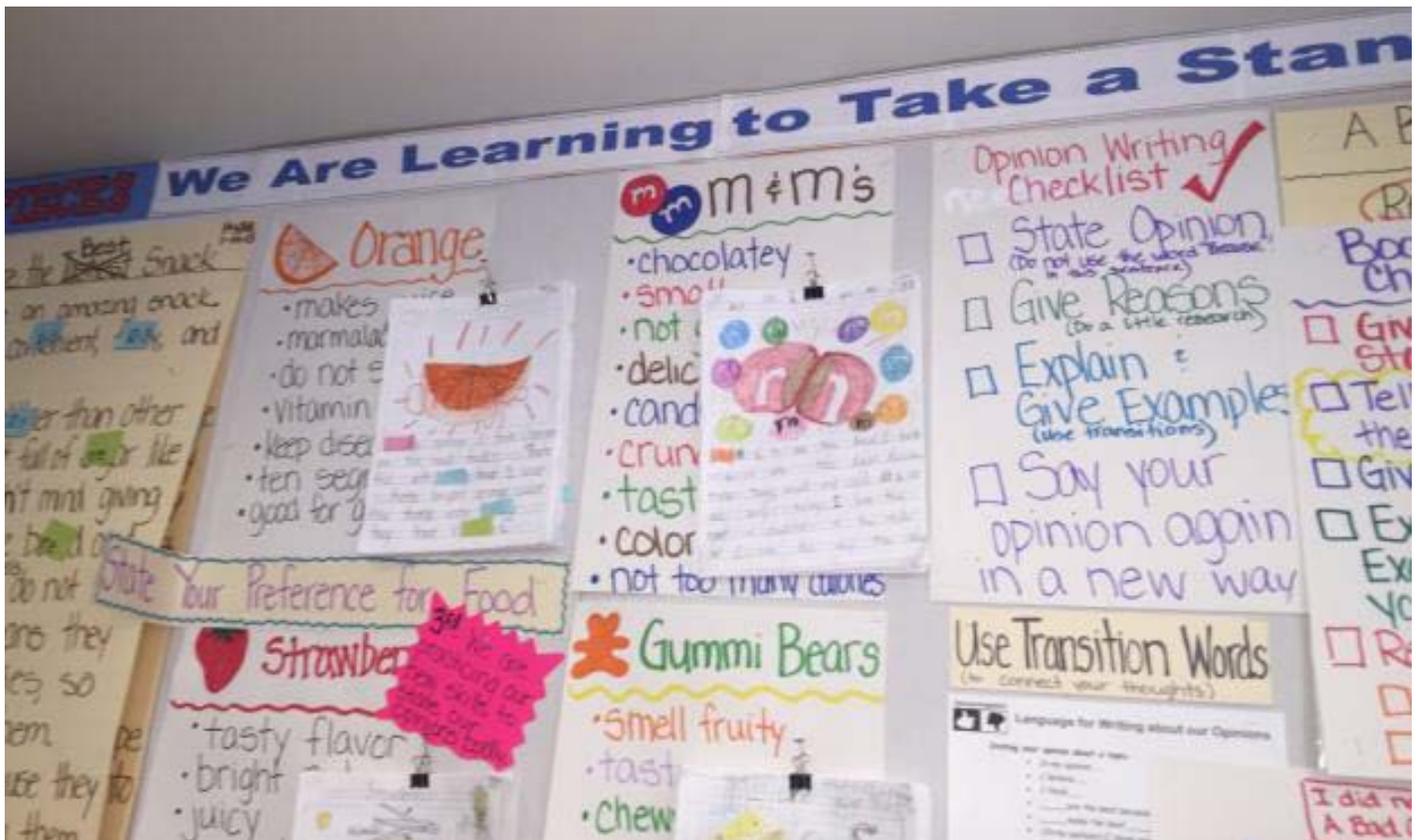
This grade 2 teacher reserves a writing wall in her classroom to display all aspects of the writing process for the current unit. Here she can post checklists, mentor texts or anchor papers, academic language, and student samples so there are plenty of reminders to refer to about the writing tasks at hand.

Classroom Samples on Opinion Writing

Using a clothes line allows this teacher to post anchor charts reminding students of academic language to include in their opinion writing pieces. When learning tools are posted, students are more apt to refer to them by simply glancing up.