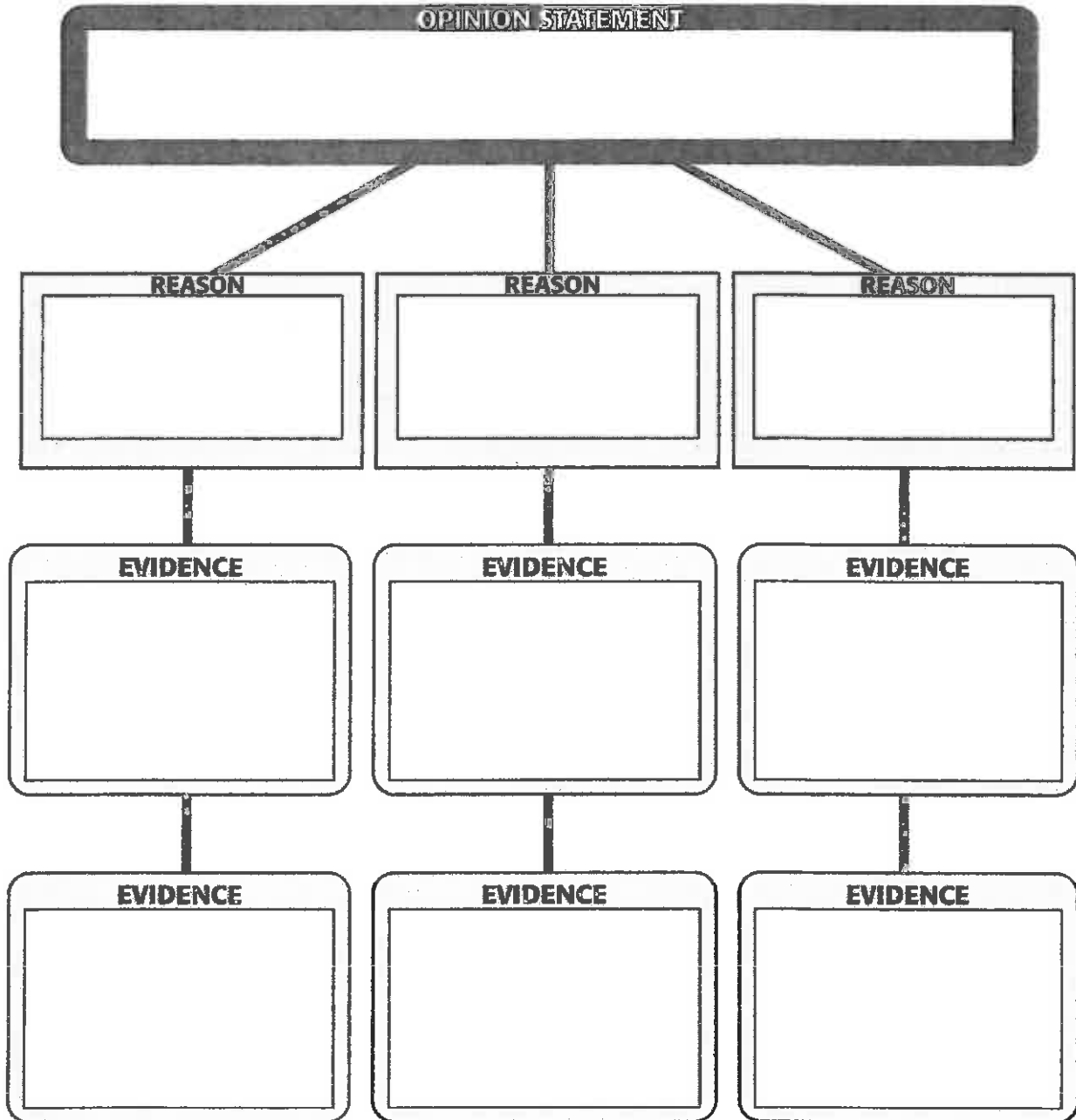


NAME _____ CLASS _____ DATE _____

Graphic Organizer

Planner



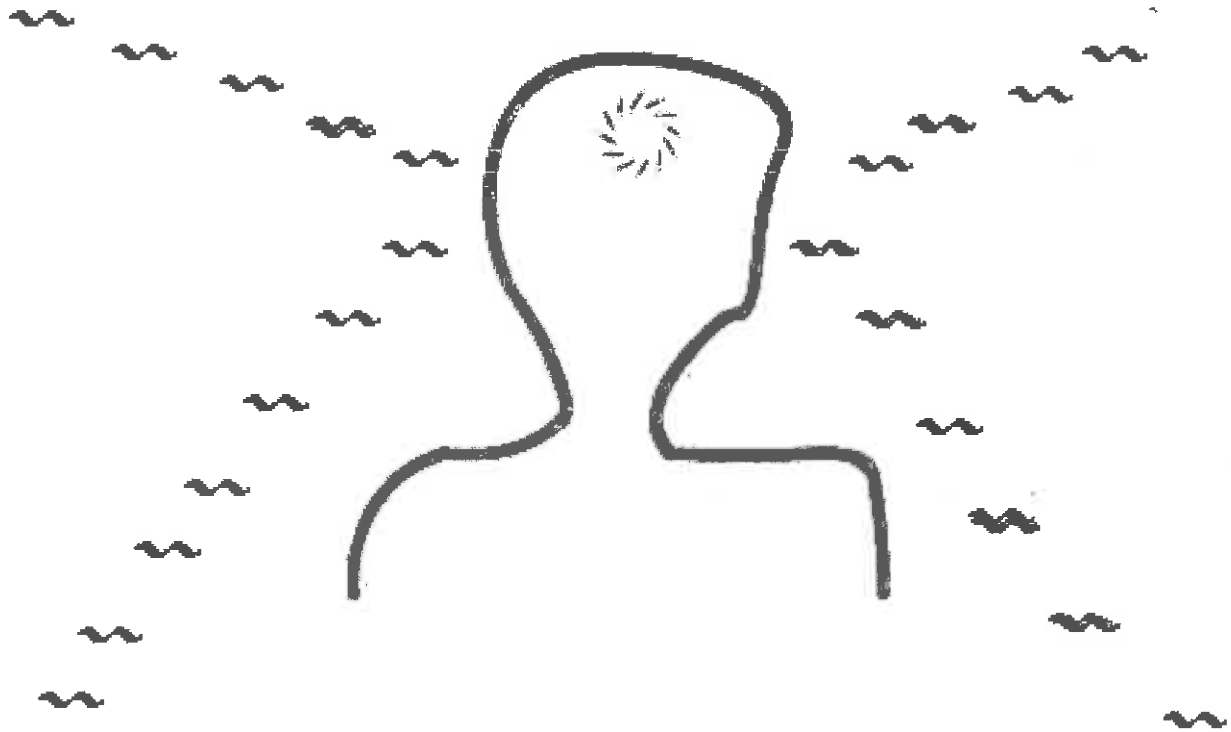
My Opinion

I think _____

I think _____

because _____

because _____



I think _____

I think _____

because _____

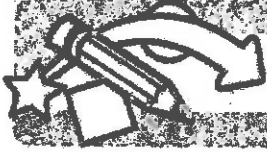
because _____

Constructing Support

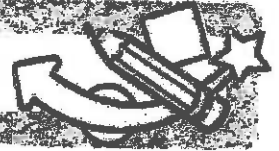
Position Statement

Reasons

Facts



Five-Paragraph Essay



Main Idea, Introductory and Thesis Paragraph

Support/Proof Details

Support/Proof Details

Support/Proof Details

Summary/Conclusion



Name _____

✿ Writing:

My Opinion

In my opinion _____

Reason _____

Why _____

Reason _____

Why _____

Reason _____

Why _____

Convincing words I'll use:

Why might somebody not agree with me?

(Knowing 'why' somebody may not agree with you, helps to give reasons to convince them otherwise)

State
Your
Opinion

First Reason

Second Reason

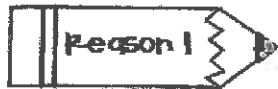
Third Reason

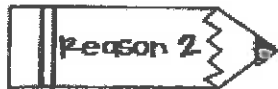
Conclusion

IN MY OPINION

Name: _____

opinion







Restate opinion

Name _____ Date _____

Opinion Chart

What is the topic?

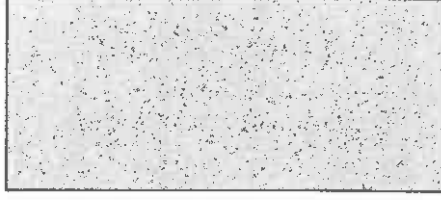
What is your opinion?

What reasons or facts back up your opinion?			

Opinion Writing

PRIMARY GRADES: COMMON CORE

EMILY BONNHOMER AND MELISSA MCCARY



Student Samples

Mark 10:12

Dear Mom

I want to be for like because I

10 years old because I

can call grandma and

she is I can live to be

because and because I can

bring it to school. Another

because is say I can

can Mr. Ferguson because

can Mr. Ferguson + help

your sake

Mark 10

Mark 10:12

Dear Mom

I want to be for like because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

will be 10 years old because I

Common Core Standards

WRITING - SPEAKING AND LISTENING - LANGUAGE

Standards for first grade

Text Types and Purposes

- W.1.1.. 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.

Production and Distribution of Writing

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed

Presentation of Knowledge and Ideas

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Conventions of Standard English

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use end punctuation for sentences.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

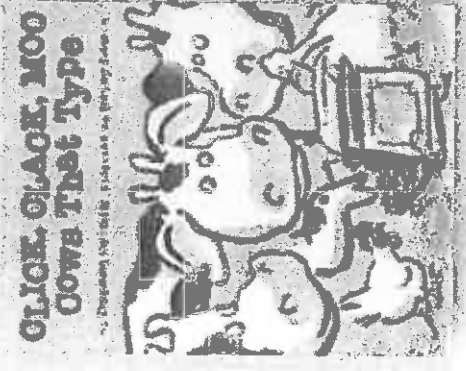
Opinion Writing Rubric

	1	2	3	Comments
Topic	I have stated no topic	I have stated my topic	I have stated my opinion about my topic	
Reasons	I have not written any reasons for my opinion	I have written one reason for my opinion	I have written several reasons for my opinion	
Linking words	I have not connected my reasons to my opinion using linking words	I have used a few linking words or phrases but not all reasons are linked to my opinion	I have used linking words to connect my opinion and all of the reasons together.	
Conclusion	I have no conclusion	I have written an incomplete conclusion	I have written a complete concluding statement	
Conventions	Illegible handwriting, spacing between words, and/or spelling errors make the piece difficult to understand. Little to or no use of capitalization or punctuation.	Errors in sentence structure. Errors make the piece difficult to understand. Capitalization and punctuation errors frequent.	Sentence structure is complete. High frequency words are spelled correctly. Capitalization and punctuation errors are few. Spelling, capitalization, and punctuation do not interfere with the meaning	

Build Back Ground Knowledge

Read Mentor Texts about Persuasion

- Click Clack Moo by Doreen Cronin,
- Dear Mrs. LaRue: Letters from Obedience School by Mark Teague
- Earrings by Judith Viorst
- I Wanna Iguana by Karen Orloff
- I Wanna New Room by Karen Orloff,
- Don't Let the Pigeon Stay Up Late by Mo Willems
- Can I Have a Stegosaurus, Mom? Can I? Please!? By Lois G. Grambling



Brainstorm

- As a class brainstorm a list of persuasive topics
- Write ideas down on a poster
- Students write their own lists

Things I want to change...

1. I want a pet
2. I want a TV in my room
3. later bedtime
4. only want to eat junkfood
5. let me change my hair color
6. no more homework
7. everyday is short day
8. get our own laptops at school
9. let me have a maid
10. swimming pool at school
11. serve ice cream in lunchroom

Things I want to change

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

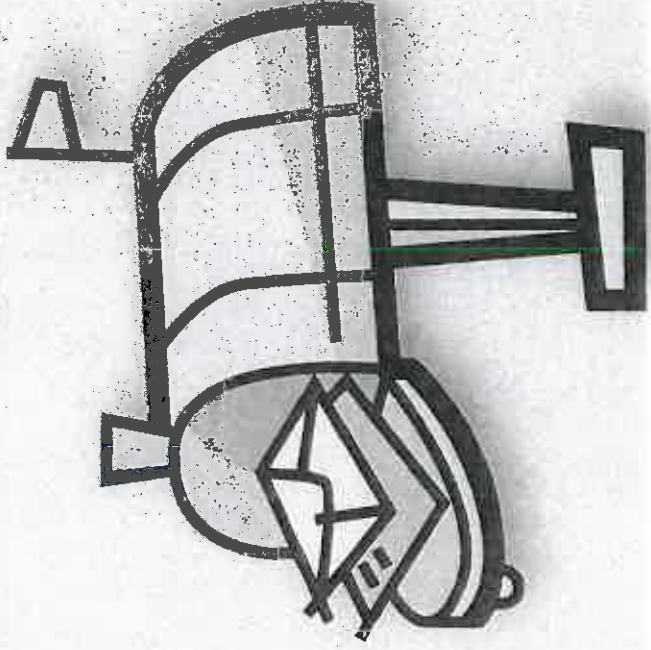
Things I want to change

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Set a Purpose for Writing

Tell students they will be choosing one of their topics to write an actual persuasive letter to a person/people. Get them excited about writing to their chosen audience.

- principal
- parents
- teacher
- sibling



Plan for Writing

Using a graphic organizer

Choose a Graphic Organizer

Choose a graphic organizer you are comfortable with, e.g., webbing, main idea & details, or four square. The examples presented here are the OREO and four square graphic organizers.

Plan Writing

GRAPHIC ORGANIZER CHOICE: OREO

Persuasive Writing



OPINION

REASON 1

REASON 2

REASON 3

OPINION

Name _____

Topic _____

Opinion

Reason #1

Reason #2

Reason #3

Opinion

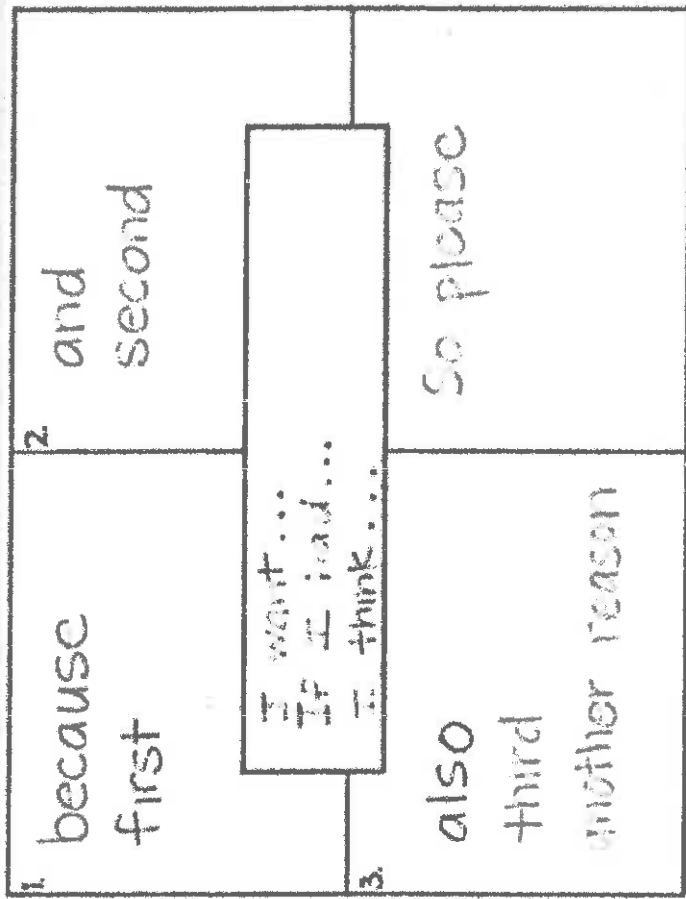
Plan Writing

OR GRAPHIC ORGANIZER CHOICE: FOUR SQUARE

Introduction Paragraph 1 Paragraph 2	Introduction Paragraph 1 Paragraph 2
Topic _____ _____ _____	
Introduction Paragraph 1 Paragraph 2	Conclusion

Linking Words

Discuss linking words with students. Create a linking word chart for with students. Model the use of these words during lessons. Place chart in a visible place for students to refer to during writing time.



Make this poster with students if using four square graphic organizer.

Make this poster with students if using OREO graphic organizer.

Opinion
I want ...
I think ...
If I had ...

Reason #1 because
first

Reason #2 and
second

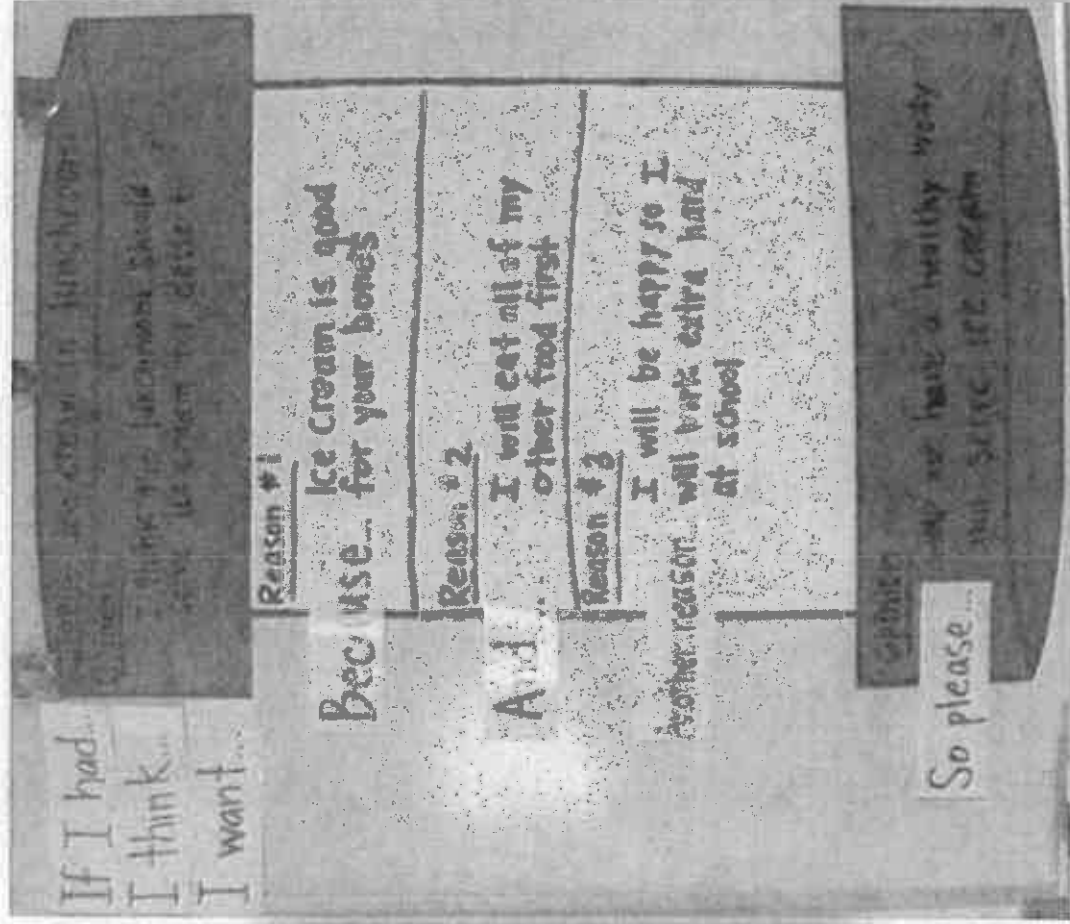
Reason #3 also
third
another reason

Opinion so please

Graphic Organizer: OREO

I DO

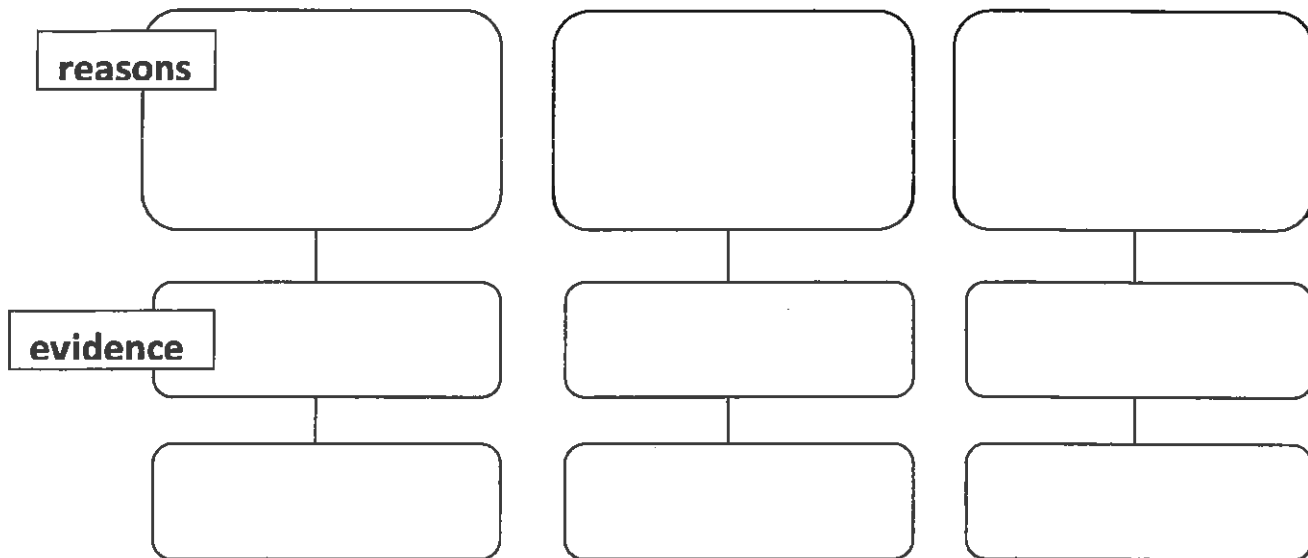
- Introduce OREO graphic organizer
- Model completing the OREO graphic organizer with one of the ideas from the class list



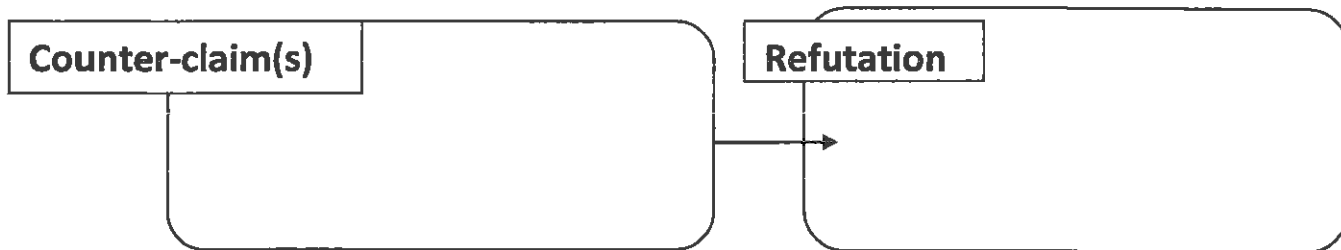
Argument writing graphic organizer: Grades 7-12

Introduce your claim(s) hooking your reader and establishing a formal style.

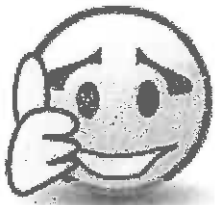
Support your claim(s) with more than one reason, introducing them in a logical order. Then, give more than one piece of evidence to support each reason. Remember, relevant, accurate data and evidence should demonstrate an understanding of the topic and come from credible sources.



Share counter-claims (the other side of the argument), and provide facts or examples to refute it.



Provide a concluding statement or section that follows from and supports the argument presented.



Name _____

My Opinion

Topic: _____

My opinion: _____

Reason # 1 _____

Reason # 2 _____

Reason # 3 _____

Reason # 4 _____

