My Opinion

I think ________________________________  I think ________________________________

because _______________________________  because _______________________________

I think ________________________________  I think ________________________________

because _______________________________  because _______________________________
Constructing Support

Position Statement

Reasons

Facts
In My Opinion... (Main Topics and Supporting Points)

Five-Paragraph Essay

Main Idea, Introductory and Thesis Paragraph

Support/Proof Details

Support/Proof Details

Support/Proof Details

Summary/Conclusion

©Teacher Created Resources, Inc.  #3208 Graphic Organizers: Grades 4-8
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

Reason 1

Reason 2

Reason 3

Restate opinion
Opinion Chart

What is the topic?

What is your opinion?

What reasons or facts back up your opinion?
I know a lot, but for the rest I
will have to rely on the printed text.
I'm really looking forward to this,
so the trip, you buy me a

Working + some study
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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Reasons</th>
<th>Linking Words</th>
<th>Conclusion</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have stated no topic</td>
<td>I have not written any reasons for my opinion</td>
<td>I have no conclusion</td>
<td>Illegible handwriting, spacing between words, and/or spelling errors make the piece difficult to understand. Little to or no use of capitalization or punctuation.</td>
</tr>
<tr>
<td>2</td>
<td>I have stated my topic but not connected my reasons to my opinion</td>
<td>I have used linking words or phrases but not all reasons are linked to my opinion</td>
<td>I have written an incomplete conclusion</td>
<td>Errors in sentence structure.</td>
</tr>
<tr>
<td>3</td>
<td>I have stated my topic and written several reasons for my opinion</td>
<td>I have used linking words to connect my opinion and all of the reasons together</td>
<td>I have written a complete concluding statement</td>
<td>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.</td>
</tr>
</tbody>
</table>
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
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 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

Persuasive Writing

OPINION

REASON 1

REASON 2

REASON 3

OPINION

Oreo
Plan Writing

OR GRAPHIC ORGANIZER CHOICE: FOUR SQUARE

[Diagram with sections for topic, reasons, and conclusion]
Discuss linking words with students. Create a linking word chart for students. Model the use of these words during lessons. Place chart in a visible place for students to refer to during writing time.

1. because
   first

2. and
   second

3. also
   third
   another reason

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

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 junk food
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 lunches

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

Reason #1
Because...
Ice cream is good for your bones.

Reason #2
And...
I will eat all of my other food first.

Reason #3
Another reason... I will work extra hard at school.

So please...
Why we have a healthy body but serve ice cream.
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.
My Opinion

Name __________________________

Topic: ___________________________

My opinion: _______________________

Reason # 1 _______________________

Reason # 2 _______________________

Reason # 3 _______________________

Reason # 4 _______________________

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