

Purpose/Definition

Arguments/opinions are used for many purposes:

- To change the reader's point of view
- To bring about some action on the reader's part
- To ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or

Persuasive Strategies

- **Appeal to the credibility, character, or authority of the writer (or speaker).**
- **Appeal to the audience's self interest, sense of identity, or emotions**

LOGICAL ARGUMENT

Convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes or the writer's character or credentials

Opinion Writing Grades K - 5

Common Core
State
Standards

Wayne RESA
2011



KEY ELEMENTS

- **Introduction**
- **Organization (Introduction, Body, Conclusion –Logically Sequenced)**
- **Development (Claim, Evidence, Counterargument, Rebuttal)**
- **Transitions**
- **Formal Style**
- **Conclusion**
- **Conventions of English**

K-5th Grade

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.

Note: The intent of K-5th Grade opinion writing is to prepare students for proficient argumentative writing.

9th – 12th Grade Argumentative Writing:

Introduce precise knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate/opposing claims, and create an organization that sequences claim(s), counterclaims, reasons and

Conventions of Standard English

- L.3.1f.** Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a.** Choose words and phrases for effect.
- L.4.1f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g.** Correctly use frequently confused words (e.g., *to/too/two; there/their*).
- L.4.3a.** Choose words and phrases to convey ideas precisely.*
- L.4.3b.** Choose punctuation for effect.
- L.5.1d.** Recognize and correct inappropriate shifts in verb tense.
- L.5.2a.** Use punctuation to separate items in a series.†
- L.6.1c.** Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.3a.** Vary sentence patterns for meaning, reader/listener interest, and style.‡
- L.6.3b.** Maintain consistency in style and tone.
- L.7.1c.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3a.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.8.1d.** Recognize and correct inappropriate shifts in verb voice and mood.
- L.9-10.1a.** Use parallel structure

Organization

Kindergarten - State an opinion

1st Grade - Write an opinion and supply a reason; provide some sense of closure.

2nd Grade - Write an opinion and supply reasons that support the opinion, and provide a concluding statement.

3rd Grade - Write opinion pieces, supporting a point of view with reasons and a concluding statement.

4th Grade - Write opinion pieces, supporting a point of view with reasons and information; provide a concluding statement related to the opinion.

5th Grade - Write opinion pieces, supporting a point of view with logically ordered reasons and information; provide a concluding statement.



CCSS

The Introductory Paragraph

1. The lead grabs the reader's attention
2. Narrows the subject
3. States the thesis, claim, or key point

Adapted from MISD - "Protocol for Analysis of Informative/Explanatory Writing"

Strong Leads

- Surprising statement/statistic
- Direct or rhetorical question
- A relevant quote
- An anecdote



Formal Style

Beginning in 6th Grade students are expected to incorporate elements of Formal Writing Style in Argumentative Writing pieces.

- Avoid using colloquial words/expressions
- Avoid contractions
- Write in third person
- Avoid addressing readers using second person pronouns
- Avoid using abbreviated words
- Avoid using abbreviated words
- Longer complex sentences are preferred



Development

Kindergarten – Use a combination of drawing, dictating and writing to compose and opinion pieces.

1st Grade - Express an opinion, supply a reason for the opinion.

2nd Grade - State an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons.

3rd Grade - Provide reasons that support the opinion using linking words and phrases to connect opinion and reasons.

4th Grade - Provide reasons that are supported by facts and details; link opinions using words and phrases.

5th Grade - Provide logically ordered reasons that are supported by facts and details; link opinions and reasons using words, phrases, and clauses.

INTRODUCTION

Introduce topic
State an opinion

BODY

Logically ordered reasons
Support with facts & details

CONCLUSION

Summarize
Repeat strongest point

Linking Words/Transitions



LOGICAL RELATIONSHIP	TRANSITIONAL EXPRESSION
Similarity	also, in the same way, just as ... so too, likewise, similarly
Exception/Contrast	but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet
Sequence/Order	first, second, third, ... next, then, finally
Time	after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	for example, for instance, namely, specifically, to illustrate
Emphasis	even, indeed, in fact, of course, truly
Place/Position	above, adjacent, below, beyond, here, in front, in back, nearby, there
Cause and Effect	accordingly, consequently, hence, so, therefore, thus
Additional Support or Evidence	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion/Summary	finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary

