

<b>Conclusion</b> Provide a concluding statement or section related to the opinion stated.	<b>Introduction</b> Introduce a topic or text clearly and state an opinion.
<b>Transitions</b> Link opinion and reasons using words, phrases, and clauses.	<b>Organization</b> Create an organizational structure in which related ideas are grouped to support the opinion.
<b>Conventions of Standard English</b> Conform to the conventions of standard written English.	<b>Development</b> Provide reasons that are supported by facts and details.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Common Core Argument Writing Protocol**

Common Core Standards

# Protocol for Analysis of Opinion Writing

Grades Kindergarten to Five

Macomb Intermediate School District

## Argument Writing

Arguments are used for many purposes—

- to change the reader’s point of view,
- to bring about some action on the reader’s part, or
- 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 conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims.

### Common Core Writing Conventions of Standard English Continuum 3-5

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ul>	<ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.*</li> <li>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>
<ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> <p style="text-align: center;"><b>*Skills that require continued attention in higher grades</b></p>	<ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>d. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>e. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>f. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>

## Conventions

## Common Core Writing Conventions of Standard English Continuum K-2

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>
<ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage ? badge; boy ? boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing. When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is to draw on the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the writer’s character or credentials.

- **Common Core Standards, Appendix A**

### The Protocol

This protocol focuses on the key elements of writing opinions: **introduction** (state opinion), **organization, development** (support with reasons and details), **linking words/phrases/clauses, conclusion, and conventions of standard English**. The analysis uses non-judgmental language and specific examples. The Common Core Standards provide guidance for the kind and range of writing expected in each of the genres.

## Development

**Grade 1:** Write opinion pieces in which they . . . supply a reason for the opinion.

**Grade 2:** Write opinion pieces in which they supply. . . **reasons** that support the opinion.

**Grade 3:** Provide reasons that support the opinion.

**Grade 4:** Provide reasons that are **supported by facts and details**.

**Grade 5:** Provide **logically ordered** reasons that are supported by facts and details.

- *Common Core Standards*

### Supporting an Opinion

**To support an opinion, a writer must give:**

- Real facts and details, not more personal opinions.
- Reasons (facts, details, examples) that relate to the stated opinion.
- Specific, concrete reasons, not general statements. The writer must say exactly what s/he means.

## Conclusion

**Grade 1:** Write opinion pieces in which they...provide some sense of closure.

**Grade 2:** Write opinion pieces in which they...provide a **concluding statement or section**.

**Grade 3:** Provide a concluding statement or section.

**Grades 4 and 5:** Provide a concluding statement or section **related to the opinion presented**.

- *Common Core Standards*

A conclusion should...

- Stress the importance of the stated opinion.
- Give the opinion support a sense of completeness.
- Leave a final impression on the reader.

A writer may use a number of strategies for a conclusion:

- Include the strongest reasons and support.
- Pose questions.
- Mention/return to ideas in the introduction.
- Challenge the reader.

<http://leo.stcloudstate.edu/acadwrite/conclude.html>

## Introduction

**Kindergarten:** 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 . . .*).

**Grade 1:** Write opinion pieces in which they **introduce** the topic or name the book they are writing about, state an opinion. . . .

**Grade 2:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion. . . .

**Grade 3:** Introduce the topic or text they are writing about, state an opinion. . . .

**Grades 4 and 5:** Introduce a topic or text **clearly**, state an opinion. . . .

- *Common Core Standards*

An introduction is the best chance for a writer to make a good impression on the reader. The introductory paragraph:

1. Grabs the reader's attention with one of the following that leads to the writer's statement of opinion:

- A surprising statement/statistic.
- A direct or rhetorical question.
- A relevant quote.
- Historical background.
- An anecdote.

2. Narrows the subject.

3. States the opinion.

<http://www.youtube.com/watch?v=cIPtbFT23Bs>

## Student Samples

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

My fabit book is do you want to be my friend. the mos as the hos if you want to be my friend the hos said No. the mos fid a friend the mos as the lutl mos if you will be my friend the lutl mos said Yes they dig a hol in the gan my fait one is the hos

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

### Owl Moon

When you go owling you don't need words, or worm or anything, but hope. (quote from book) This is the book of Owl Moon. This book is written by Jane Yolen. I like that phrase Because the boy was happy because the boy got to go owling and hes been wanted 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 hav't to have hope to see an owl.

- *Common Core Standards, Appendix C*

## Organization

- Grade 3:** Create an organizational structure that lists reasons.
- Grade 4:** Create an organizational structure **in which related ideas are grouped to support the writer's purpose.**
- Grade 5:** Create an organizational structure in which ideas are **logically** grouped to support the writer's purpose.

- *Common Core Standards*

<b>Introduction</b> Statement of Opinion
<b>Body</b> Support with Reasons and Details
<b>Conclusion</b> Full Circle Back to Opinion Summary Strongest Point

### Why is organization important in writing an opinion paper?

- Good organization helps readers follow the writer's reasoning processes.
- Good organization offers a clear explanation of each point the writer makes in support of his/her opinion.
- Good organization shows that the writer knows what s/he is talking about.

## Transitions

- Grade 2:** Write opinion pieces in which they...**use linking words (e.g., *because, and, also*) to connect opinion and reasons.**
- Grade 3:** Use linking words **and phrases** (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Grade 4:** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- Grade 5:** Link opinion and reasons using words, phrases, and **clauses** (e.g., *consequently, specifically*).

- *Common Core Standards*

<b>Words that connect opinions and reasons</b>	<i>because, and, also, therefore, since, for example, for instance, in order to, in addition, consequentially, specifically</i>
<b>Words and phrases that signal support</b>	<i>for example, to illustrate, in this case, specifically, once, for instance, such as, to demonstrate, take the case of</i>
<b>Words and phrases that signal conclusion</b>	<i>to summarize, in short, in brief, in sum, in summary, to sum up, in conclusion, to conclude, finally</i>