



Arkansas Opinion/ Argumentative Writing Review Teacher's Manual

Preparing for Timed Writing Assessments



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opinion writing apart from the more objective, straight-forward genre of expository or informative writing. The most effective argument writing will also include information and testimonials that make the argument credible to the reader (“ethos”) and will be backed up with relevant facts and data. (“logos”)

Scheduling Your Review

We’ve designed the review so that it can be undertaken in consideration of your schedule and the needs of your students. If time is at a premium, the review can be completed in as little as seven consecutive days, with each daily session minimally an hour in length. This seven-day intensive pace may be too rigorous for some groups, and/or your schedule may not allow for this daily hour-plus block of time. Because of these considerations, the first five reviews (Days 1-5) can each be subdivided over two sessions. Both daily sessions can be completed on a given day, back-to-back, or the second half of each can be carried over to the subsequent day. This allows you the flexibility to take more time, should it be needed. (The review on days 6 and 7 must each be undertaken in a single session.)

So, depending on your schedule and the experience of your students, this review will take between seven to twelve days to complete. The lessons on days 1-5 are clearly marked should you decide to split them over two days. ***It is recommended that, regardless of the number of days you decide to take, these review days are scheduled consecutively.*** In this way students can build on the foundation laid the day before and receive a cumulative benefit. It is also beneficial to schedule the review as close as possible to the testing date.

How the Review Works

The Review Kit comes with:

- **Teacher’s Manual**
- **Set of 25 Student Test Practice Booklets**
- **Access to Direct-to-student Video** to initiate each lesson.

On each of the seven days you’ll find a simple procedural lesson plan with clear, specific, measurable objectives. Included in the plans are **video cues** indicating when to play the direct-to-student video. These cues are indicated with the following **video icon**. 

After each video segment, the EW on-screen expert will then “throw the ball” to you so you can lead the class through the **GUIDED PRACTICE** activities found in the **Student Test Practice Booklets**. Simple, clear procedures for this in-class practice are located in your **Teacher’s Manual**.

Also included are optional **Prescriptive Lessons** and **Reference Materials** to use at your discretion to meet the needs of the range of students in your class.



The following sequence of lessons is included:

- | | |
|-------------------|---|
| DAY ONE: | <ul style="list-style-type: none">• Analyze, annotate, and discuss a successful argument/opinion piece of writing.• Identify all key skill areas on the opinion/argument pillar. |
| DAY TWO: | Introduce a student scoring rubric and anchor set for argument essays. |
| DAY THREE: | <ul style="list-style-type: none">• Analyze prompts, identifying given and variable prompt elements for prewriting.• Review the “Pick, List, and Choose” procedure for generating broad yet distinct main reasons. |
| DAY FOUR: | Use the language of opinion and detail-generating questions to fully elaborate and support main reasons. |
| DAY FIVE: | Use “Golden Bricks” for powerful elaboration. |
| DAY SIX: | Administer timed, teacher directed prompt. |
| DAY SEVEN: | Administer a timed prompt done independently. |

Remember, if timing is an issue, you may choose to split lessons for days 1-5 into 2 separate sessions.



Review Day 1

DAY 1:

Objective: Students recall and review the salient characteristics of an argument text based on the sections of The Opinion/Argument Pillar. They understand the organizational structure and salient features of an effective argument/opinion text.

Teacher Background:

Our goal on Day 1 is to actively engage students in reviewing the parts of the Opinion/Argument Pillar and recognizing the skills related to this. We encourage you to approach this in as enthusiastic and upbeat a manner as possible. For so many children, the prospect of a timed writing test causes great anxiety. Instead of increasing the pressure, we want to review and reinforce by guiding them to feel confident about what they do know and what they still can learn.

Procedure:

- 1.) Before you begin, refer to p. 9 Opinion/Argument Pillar Defined to inform your discussion.
- 2.) Explain to students that they'll be watching a video that will provide a review for them of the graphic organizer used for opinion/argument writing. Tell them to pay close attention to see how much of this they remember. Ask them to be "Argument Writing Detectives," trying to remember, as best they can, all of this review material. Then, play the video. 
- 3.) After the video, tell them, "Let's see how much we recall!" Project the blank Opinion Pillar for Argument Writing, p. 7. Explain that now they're going to help you fill this in (using the guiding questions, boxed, next page.) You may need to lead them a bit, which is fine. The end result should look like the completed Opinion/Argument Pillar, p. 8. (Do NOT have students fill in the blank pillar in their student booklets at this time. See HOMEWORK at the end of DAY 1.)



Ask the class the following:

- Who remembers what we call this graphic organizer that helps structure argument/opinion writing? (*opinion pillar*)
- (Pointing to the top section.) What is the very first part of an argument text called? (*introduction*)
- What are the parts of the introduction paragraph? (*Lead – to grab reader’s attention, followed by the opinion statement to introduce the main reasons the reader will consider*)
- (Pointing to body or middle section.) What is this entire middle section called? (*body of the piece*)
- (Pointing to main reason boxes.) What does each paragraph in the body of the piece begin with? (*a main reason sentence that tells what the entire paragraph is about.*)
- (Pointing to detail boxes.) What do we call the information in these boxes? (*Details – each detail supports, illustrates, or explains the main reason. Each main reason needs to be broad enough to umbrella a variety of details, while being distinct from the other main reasons.*)
- (Pointing to the conclusion.) What do we call this last section of an argument text? (*Conclusion – creatively restates each main reason to wrap up the text and remind the reader of the most important points.*)

*** If you decide to split this lesson over 2 days, close the lesson here. If not, go on to step 4.**

- 4.) Explain that they will watch a video presenting an argument text called Camping – the Best Family Fun. The text will be read and discussed in relation to the parts of the Opinion/Argument Pillar. The students’ job will be to track along as the text is being read and analyzed, keeping in mind what they know about the organizational framework (pillar) used to shape effective opinion/argument texts. As they watch and listen, circulate and redirect their attention as necessary. Our EW expert will guide students in *annotating* the text, marking each section and the salient features.

Review Day 1

- 5.) After the video, photocopy and distribute copies of p. 8 in the Teacher's Manual (Opinion/Argument Pillar). Have students take out the following crayons: blue, orange, red, green. Write the following on the board:

Introduction - blue

Main Reasons - orange

Details - red

Conclusion - green

Have the class outline each section of the Pillar in the designated color. Check for accuracy as they work.

- 6.) Project a clean copy of Camping – the Best Family Fun, and using the annotated Teacher's Version, pp. 12-13 in this manual as a guide, read the text again, and using the designated colors (above), have the class prompt you to draw a color-coded ring around each section of the text. The goal is to identify how the sections of the pillar are represented in text – in other words, what does an introduction look like, can they identify the main reason sentences, details, and conclusion? Have them color code in the same way on their copies.
- 7.) Close the lesson by having students open their booklets to the Summarizing Framework for Camping – the Best Family Fun and have them fill it in. Have them share and discuss their responses. Explain that not only is this framework a tool for summarizing what they've read, but that ***it is the tool they'll use to plan their own argument writing***. Discuss how this simple summarizing framework refers to all of the basic textural elements – the introduction and main reasons. This “skeleton” of the piece as depicted in the summarizing framework is what the author fully elaborates on when writing.

HOMEWORK: Have students bring home their practice booklets and, independently, fill in the sections of the blank Opinion Pillar for Argument Writing, p. 1. (If you're worried about them forgetting to bring back the booklets, photocopy p. 7 and send that home with them. Collect these the next day – this will give you a good indication of who still needs more review on this basic organizational understanding.)



lead
descriptive
statement

Camping – the Best Family Fun

Intro

1. Imagine sitting with your family around a campfire in a small clearing in the woods, marshmallows toasting, a graham cracker layered with a piece of chocolate waiting to be topped with the sweet white gooey marshmallow. The stars twinkle above, the river gurgles nearby behind a grove of tall fragrant pines. The tent is set up and your cozy sleeping bags await you. There's nothing like a camping trip to get to know your family^① better, play some simple^② games, and develop a greater appreciation for nature.^③

opinion
statement

2. Setting up camp and sleeping out in the wilderness is a terrific way to get to know your family better. At home we all have our faces in our phones, our thumbs ready to text. We get so tied up in our own little electronic worlds that we forget about the people right there in the same house with us! They become invisible! It takes a lot of hands to clear a campsite, set up the tent, and build a fire. There are supplies to lug from the car. Cooperating in setting up camp allows us to talk to one another more than we do at home. When my family goes camping there's a "No Cell Phone Rule." Everyone has to lock their phones in a box Mom brings. At first we're all anxious about not having our phones, but after awhile we relax and begin to fill the time with one another. The dense woods can seem spooky at night when I hear a coyote howl or an owl hoot. "Did you hear that?" I whisper. My brother squeezes my hand and says, "Don't worry." Knowing the people I love best are right there in the camp beside me makes me feel safe and happy. I feel closer to them there than I ever do at home. By the time we leave for home it's like I see each person in my family in a new way.

get to know
family

body

3. I'm crazy about the simple games we play while camping. Of course we bring two sets of cards to play double solitaire or rummy. Mom brings a big pack of trivia cards and quizzes us while we're sitting around relaxing at the campsite. Not only is it fun, but I always learn a lot of interesting facts about the world. My Dad and brother bring their magic kit and practice their tricks. I love to try to catch each sleight of hand. I really enjoy playing charades around the campfire. In between all the laughter and smiles it can be spooky when the fire creates long scary shadows. In my opinion, playing the same games at home is only half the fun!

games



Review Day 1 – Teacher Reference Sheet

appreciate nature

4. I think camping out in the woods is the absolute best way to appreciate nature!

You can read nature books or watch wilderness programs, but seeing, hearing, and feeling all that the out-of-doors has to offer, first hand, is amazing and unforgettable. My big sister, mom, and I saw a mother black bear with two cubs raiding a bee hive, the honey running down their faces and the bees surrounding them in an angry swarm. How I wish I'd had my phone to take a video of that! But I wrote it down in my journal and will never forget that awesome moment. We fish in the river and get a good sense of not only what's living in the water, but what lives alongside the river. Our appreciation is rewarded with a nice big trout that we clean and roast on the campfire. We hear the high-pitched call of hawks and watch deer move silently through the woods. I look up everything I see in my Field Guide and learn how full of life the woods really are!

5. In my lifetime I haven't experienced anyplace more exciting, entertaining, and interesting than camping in the forest with my family. I cherish this time to get to know them ² better, and I'll never forget the simple but fun ³ games we play together at the campsite. Being outside ⁴ observing the landscape and the creatures in it is a gift I'll always treasure. If you want to share in the joy of camping, head for the woods with your family and I predict you'll love the experience, too! *concl.*

Camping - the Best Family Fun

- 1.) Circle the introduction paragraph. Underline the lead in BLUE, topic sentence in RED.
- 2.) Draw a box around the conclusion paragraph.
- 3.) NUMBER each paragraph.
- 4.) Underline the main reason sentences in the body of the text (paragraphs 2, 3, and 4) and write a word or two in the margin beside each paragraph that explains what the entire paragraph is about.
- 5.) If you were to add the following detail sentences to this piece, in which paragraph would you place them? Use paragraph numbers to indicate where these details belong.
 - *There are beautiful mountains to climb and nature trails to enjoy.* par. # _____
 - *My family brings a portable chess set.* par. # _____
 - *We gather wood for our campfire.* par. # _____
 - *Mom and Dad seem so different than they do at home.* par. # _____
 - *It's possible to spot a coyote or a bobcat.* par. # _____
- 6.) What kind of “golden brick” is found in paragraph 4? _____
- 7.) List the opinion language in this text. _____
- 8.) Read the conclusion paragraph. Write in paragraph numbers next to the words that show how the author refers back to each main reason.

9.) Fill in this summarizing framework with the TOPIC and MAIN IDEAS.

TOPIC: _____

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____

Student Anchor Set - Argument/Opinion Essay

These pieces represent student writing which has been scored holistically by two scorers. There is an example of a 2, 3, 4, and 5 paper. (These are single scores, and would be doubled to represent the combined score.)

The prompt was:

Many people believe that fifth graders should receive a weekly allowance. The question is should kids be required to do chores in order to earn their allowance? Write about your opinions on this issue. Support your argument with reasons explaining and defending your view.

DO NOT read the prompt to your class. Part of the lesson will involve having them “reconstruct” the prompt from the following anchor set pieces.

(Here is a brief critique of each piece for your use during class discussion.)

SCORE POINT 2: Untitled

This piece is short and disjointed. It has some paragraphing but main reason sentences are unclear and unsupported. Opinions are simply listed without explanation or reasons. There is no discernible introduction beyond the opinion statement: *I don't think kids should have to do stuff to get allowance*. The conclusion is equally weak: *No chores for allowance*. Neither the “introduction” nor the “conclusion” are set apart in their own paragraphs. Word choice is weak. (*stuff, other things, kids, etc.*)

SCORE POINT 3: Getting Allowance

In this piece there is evidence of an adequate organizational strategy with an introduction, three paragraphs in the body of the piece and a conclusion. The introduction includes an opinion statement that lists the three main reasons (*learn about work, get responsible, buy stuff*) but lacks an attention-grabbing lead. Main idea sentences all include broad yet distinct reasons but the sentence structure (*My first reason...The second reason...The last reason*) is redundant and boring. Details are mostly general (*cool, fun, bad, bunch, funny, and much more, etc*) and some details are just listed (*I bought a fidget spinner, candy, a funny wool hat, a cool pencil...*) The conclusion redundantly restates the main reasons.

SCORE POINT 4: Chores for Allowance

This essay includes a clear organizational plan with a satisfactory introduction, straightforward conclusion, and three paragraphs in the body of the piece. The introduction uses a question as the lead, including some specific details about chores, and a clear opinion statement that includes the main reasons. Each body paragraph begins with a well-worded main reason sentence and is supported by a variety of details and specific examples. The author includes a range of clear opinion language (*I don't really like...I don't mind, It feels good, I think, I like...*) There is a mix of general and specific detail throughout. The author reiterates main reasons in the conclusion. Word choice is stronger than in the score point 3 piece, and sentence structure is more interesting and varied.

SCORE POINT 5: Work for Pay

Of all the pieces, this has the strongest organizational plan: The introduction begins with a lead (*anecdote: I know kids my age who get allowance every week for doing absolutely nothing!*) includes strong opinion language (*From my point of view...I believe, I feel, In my view...*) includes a definitive word (*Clearly*) that emphasizes the strength of the author's opinion, and states each main reason in a way that isn't listy or boring. Each paragraph in the body of the piece begins with a well-constructed main reason sentence followed by many specific examples, sensory details, anecdotes, quotes. There is evidence of the detail generating questions, What does it look like? Why is it important? (*putting away the dishes, etc. – could set up the kitchen like a professional, shopping carefully resulting in a bigger bank account, etc.*) The conclusion makes a compelling case for the author's position, giving advice to others, reiterating the main reasons, and ending with a statement that emphasizes the strength of the author's belief. (*If I ever have kids of my own they'll have chores to do and will earn allowance for doing them.*)

GRADE 5 SAMPLE PRE-WRITING PLANS

Prompt #5

TOPIC/ISSUE: \$100 for New Outfit

MAIN REASONS:

- | | |
|--------------------------|---|
| 1.) <u>Fashion</u> | <u>I absolutely adore fashion!</u> |
| 2.) <u>Hand-me-downs</u> | <u>I'd love to buy a new outfit because most of my clothes are my sister's hand-me-downs.</u> |
| 3.) <u>Reminder</u> | <u>Wearing my outfit would be a reminder of winning the contest.</u> |

Prompt #6

TOPIC/ISSUE: Year-round or Traditional School Schedules?

Position: Year-round Schedule

MAIN REASONS:

- | | |
|--|--|
| 1.) <u>Learn More</u> | <u>If I was in school year round I wouldn't forget as much over the summer.</u> |
| 2.) <u>Summer Boredom</u> | <u>It's easy to get bored over the long summer vacation.</u> |
| 3.) <u>Appreciate All Seasons More</u> | <u>Having time off in each of the seasons allows you free time to enjoy all of them.</u> |

PROMPT ANALYSIS - p. 15 *Student Practice Book*

1.) Most people hold strong opinions about issues that matter to them. Imagine your town is thinking about building an outdoor town swimming pool. Some people think this isn't a good way to spend money. Others believe a large outdoor town pool will benefit residents. Take a position on this issue and write an essay explaining your viewpoint and the reasons why you hold this opinion.

TOPIC/ISSUE: _____

POSITION: _____

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____

(Add as many main reasons as necessary.)

2.) There are many interesting and entertaining places to go for a day trip. A day trip could mean a day at an out-of-doors location, or it might be to a destination where some special indoor activity would take place. Imagine you're planning a day trip. Write an essay explaining where you'd go and what you'd do there. Be sure to include the reasons that influenced your decision.

TOPIC/ISSUE: _____

POSITION: _____

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____

(Add as many main reasons as necessary.)

ANALYZING INTRODUCTIONS AND CONCLUSIONS

p. 24 Student Practice Book

Read the introduction and conclusion paragraphs below. They are BORING!

INTRODUCTION: *Do you like to ski? Skiing is fun. It's great because you get to enjoy nature, take lessons, and get physically fit.*

CONCLUSION: *So that is the end of my essay about skiing. I like to be out in nature, take lessons, and get physically fit. I love skiing.*

Now read the **REVISED** introduction and conclusion below.

In the Introduction:

- Underline the LEAD in red, the OPINION STATEMENT in blue. What kind of lead was used?
- Number the main reasons, 1, 2, 3.

In the Conclusion:

- Underline the questions that reflect main reasons in black - number each one.
- Circle the DEFINITIVE WORD OR PHRASE.
- Underline the general restatement of the OPINION STATEMENT in green.
- Underline HYPOTHETICAL ANECDOTE in red.

INTRODUCTION: *The beautiful glittering winter landscape, the exhilaration of gliding along a snow-covered slope with speed and grace, the feel of the sun on your face and the blood pumping through your veins - this is what skiing is all about! Of course, respecting and appreciating the mountainside, taking some preliminary lessons, and working on physical fitness will contribute to your skiing success!*

CONCLUSION: *So, when the winter doldrums strike, why not head for the slopes and invigorate yourself with a little skiing? Enjoy the pristine beauty of the slopes, spring for a quick lesson before heading out, and you'll hardly realize how physically fit you're becoming. You can definitely count on a terrific break from the January BLAHS or a February FUNK! Without a doubt, skiing is a terrific sport!*

PRACTICE PROMPT (p. 26 Student Book)

People everywhere celebrate holidays. Each holiday has special traditions and activities. Write about your favorite holiday. Explain why it is your favorite.

YOU WILL HAVE 5 MINUTES TO PLAN:

Think about the givens and variables - what decisions do you need to make?

Decide what your 3 (or more) broad yet distinct main reasons will be:

Use the simple framework below to plan your piece:

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____

MAIN REASON #3: _____

(You may add main reasons as needed.)

REPRODUCIBLE PRESCRIPTIVE LESSONS

(Rx Activities for Specific Writing Weaknesses)

These activities may be used with the entire class, with a small group for a mini-lesson, or assigned to individual students based on your assessment. Photocopy the student activity and distribute as needed. Each activity is a revision exercise. Always begin the activity with a review of the designated skill. You may wish to refer back to the corresponding section of this manual as well as your Empowering Writers Expository and Opinion Writing Guide for background information and additional student activities. You may also choose to use these before and after exercises individually or collectively as homework or as independent classwork.

The key is to provide children with feedback as quickly as possible on their revisions. Keep the critique in a positive light, and provide concrete suggestions.

For example, *“This was an excellent attempt, and so much closer to what we’re looking for. I enjoyed your use of the quote. What I’d love to see you focus on now is word choice. Let’s come up with some stronger words or phrases for the general ones I’ve circled here.”*

Here is a list of each prescriptive skill activity:

- **Revising Ineffective Introduction Paragraphs - p. 64**
- **Identifying Broad Yet Distinct Main Reasons - p. 65**
- **Using the Detail-Generating Questions - p. 66**
- **Using the “Golden Bricks” - p. 67**
- **Revising Weak Conclusion Paragraphs - p. 68**

Prescriptive Lessons

Name _____

Prescriptive Lesson - Revising Ineffective Introduction Paragraphs

Directions: Read each introduction paragraph below. Revise the **LEAD** using one of the following options:

- Amazing Fact
- Descriptive Segment
- A Quote
- A Question
- Anecdote
- A Statistic

Then, write a clear, concise **TOPIC SENTENCE** that tells what the entire piece will be about.

BEFORE: Vroom! I will tell you all the reasons sports cars are awesome. They are fast, stylish, and comfortable. I love sports cars, don't you?

AFTER: _____

Now, revise the same introduction again using a **DIFFERENT** kind of **LEAD**. You may keep the **TOPIC SENTENCE** the same, or reword it.

BEFORE: Vroom! I will tell you all the reasons sports cars are awesome. They are fast, stylish, and comfortable. I love sports cars, don't you?

AFTER: _____

