

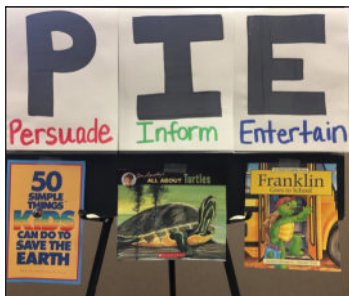


Target Opinion-Based Reading Responses in K-2

Differentiate between informative topics and debatable ones.

Think of options, sides, opinions, or perspectives.

Connect to P.I.E. and author's purpose.



Persuasive Essentials

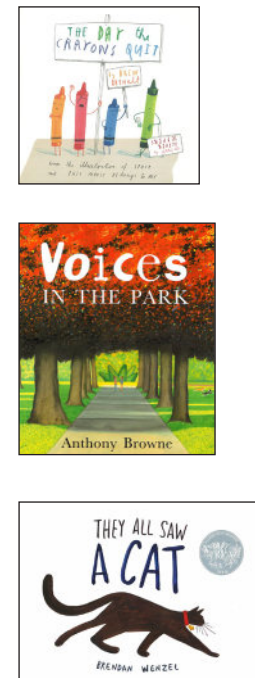
- Identify topic & position**
Explain what you want or what you believe
- List many good reasons**
Provide solid support for why you are right
- Organize key points**
Order your reasons to end with your best
- End with what you want**
Tell readers what you expect them to do
- Express your attitude**
Reveal your feelings & point of view
- Employ exact words**
Select precise words to convince the reader

Identify character perspectives.

- What does character A think, believe, want, feel? How do you know?
- What does character B think, believe, want, feel? How do you know?

	Spoon pros Spoon cons		Animals are right Farmer is right		Dog POV Cat POV
		Eat Arnie Don't eat Arnie		It's a duck It's a rabbit	

Anticipate more than two perspectives.



POSTER SKILL #1: Identify topic & position.

Choose the strongest side.

Stop asking students to choose a side before they have studied the evidence.

- What do you think?
- What's your opinion?
- What side are you going to write about?



Write the position in the introduction.



- Give an opinion.
- Take a stand.
- Convey a feeling.
- Make a claim.

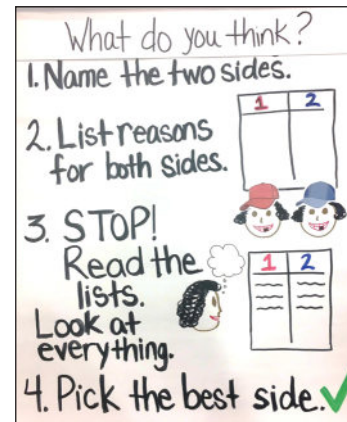
Introduce the 4-step process for choosing the strongest side.

- 1 Think of options, sides, opinions, or perspectives.
Identify details, facts, pros/cons, etc. for all sides.

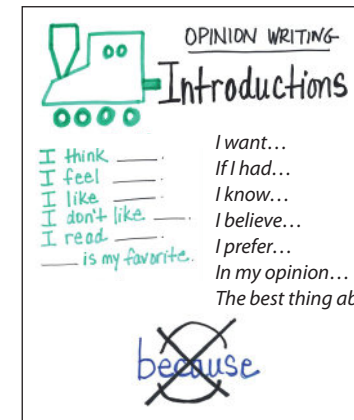


- 3 Study the lists and consider the strongest side.

- 4 Align with the strongest perspective; make a decision.



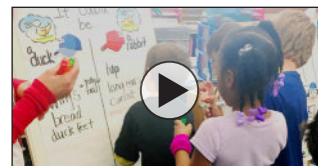
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Align with the strongest position.



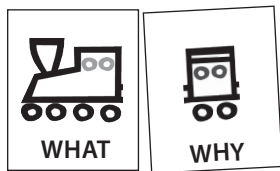
View entire kindergarten mini-lesson on choosing sides.

POSTER SKILL #2: List many *good* reasons.

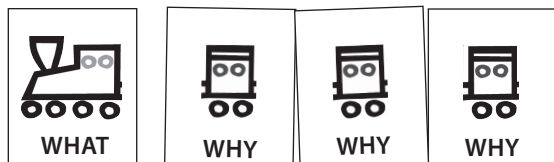
Introduce the two parts of opinion writing.

Name the *what* and *why* in opinion writing.

- WHAT the writer thinks or believes about a topic.
- WHY he thinks or feels what he does.



Advance beyond one reason.



SECRET SITE RESOURCES



Require *what* and *why* in primary opinion writing.

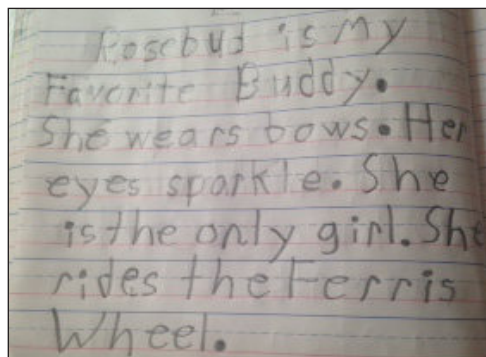
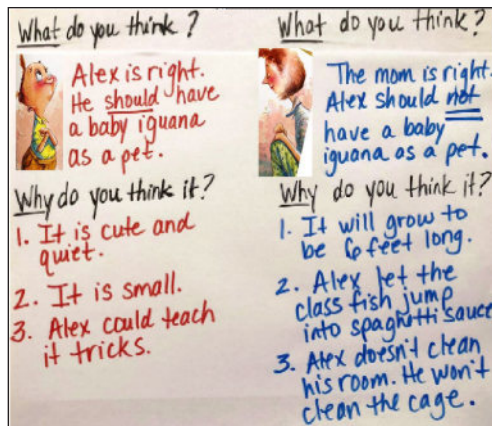
MY OPINION: **What & Why**

WHAT DO YOU THINK, FEEL, WANT, LIKE, WISH FOR?

WHY DO YOU THINK, FEEL, WANT, LIKE, WISH FOR IT? Write 3 reasons.

1. _____
2. _____
3. _____

Write opinion-based responses with evidence.



SPIN-OFF SESSIONS

PLAN & ORGANIZE | Session 2:
Teach developmentally-appropriate writing all year.

EVIDENCE-BASED WRITING |
Session 3: Troubleshoot the 4 common evidence errors.



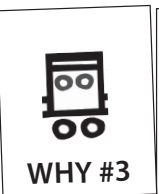
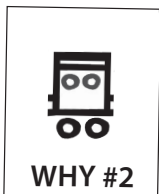
WRITE ABOUT THE TEXT

Target Opinion-Based Reading Responses in K-2

POSTER SKILL #3: Organize key points.

Rank the reasons.

Save the best for last.



The 2nd Best

Start with your second-best reason.



The 3rd Best

Bury the weakest reason.



The 1st Best

Always save the best reason for last.



SECRET SITE RESOURCES



Name _____ Date _____

BEGIN WITH YOUR OPINION
I think...I feel...I want...I like...

GIVE REASONS WHY

#2 #3 #1

END WITH YOUR OPINION
I think...I feel...I want...I like...

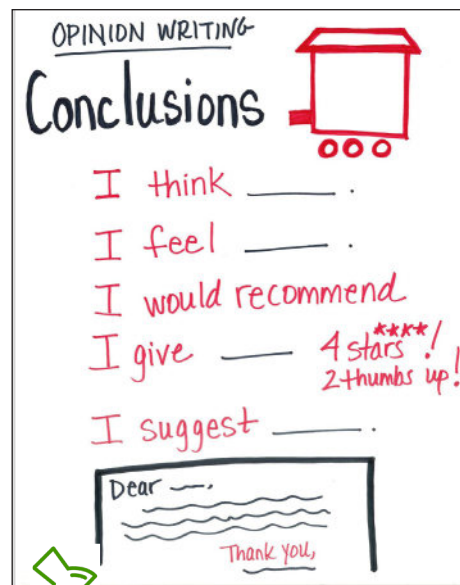
POSTER SKILL #4: End with what you want.

Provide a sense of closure.

Include the *because* in the final sentence.

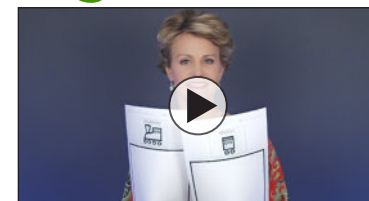


- WHAT— Restate your opinion.
- HOW— Share how you will feel when your opinion, suggestion, or request is granted.



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SECRET SITE RESOURCE



Identify the beginning, middle, end of PK-1 opinion writing.

SPIN-OFF SESSION

EVIDENCE-BASED WRITING | Session 4: Incorporate textual evidence in small-group guided writing.

Opinion Writing



BEGIN WITH YOUR OPINION

I think... I feel... I want... I like...

GIVE REASONS WHY

 #2

 #3

 #1



END WITH YOUR OPINION

I think... I feel... I want... I like...