

4th Grade Opinion Writing

In all, playing kick-ball is the best activity to do at recess because it teaches team skills, gives you exercise, and teaches you to take turns.
Now, create a strong concluding statement.

Opinion Writing
[Sample paragraph structure]

Paragraph 1	Introduction/Lead Claim/Opinion
Paragraph 2	Reason 1 with Evidence
Paragraph 3	Reason 2 with Evidence
Paragraph 4	Reason 3 with Evidence
Paragraph 5	Conclusion

Opinion Writing
Name: _____
Complete the opinion writing graphic organizer.

Should kids be allowed to play video games?

What is the best activity to do on a rainy day?

Common Core Aligned

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



How It's Structured

Lessons	<p>There are 10 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing.</p> <p>I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time.</p>
Writing Prompts	<p>These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.</p>
Graphic Organizers	<p>These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.</p>
Writing Papers	<p>There is a rough draft set of papers, plus regular lined paper. There are THREE options: one with a large picture, one with a small picture, and one with no picture option.</p>
Assessments	<p>There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.</p>

What Teachers Say...

4th Grade Writing Lesson

W.4.1

I can state an opinion and make a claim.

...Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
...Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Focus:
Making a Claim and Stating an Opinion

LESSON 2

Materials:

Step 1: Teacher will introduce opinion writing stems. These can be made with a class-made anchor chart on butcher or anchor chart paper or you can display the mini poster given below with sample sentence stems.

Step 2: Students will stand up around the room and focus on the teacher. Teacher will show one topic card at a time on the board or under the document camera. They will Mix-Par-Share around the room to share their opinion on each picture. They must use one of the sentence stems from the poster.

Step 3: Teacher will read about a mentor text from the list given in Lesson 2. During this read aloud, she will stop and ask students to discuss the narrator's opinion throughout. Discuss in the end how some opinions are stated at the beginning of a longer text, while others are hinted at throughout the text, whichever text the teacher chooses, the students must be able to discuss with a partner how the character feels and what their opinion is.

Writing Words and Transitions

...ons and linking words are very important to help a reader understand your text.

...ansitions at the beginning or end of sentences.
...king words to connect your opinion to your reasons.

Use them to:
introduce your topic
introduce your text
state your opinion
your reasons in order
conclude your story

Examples:

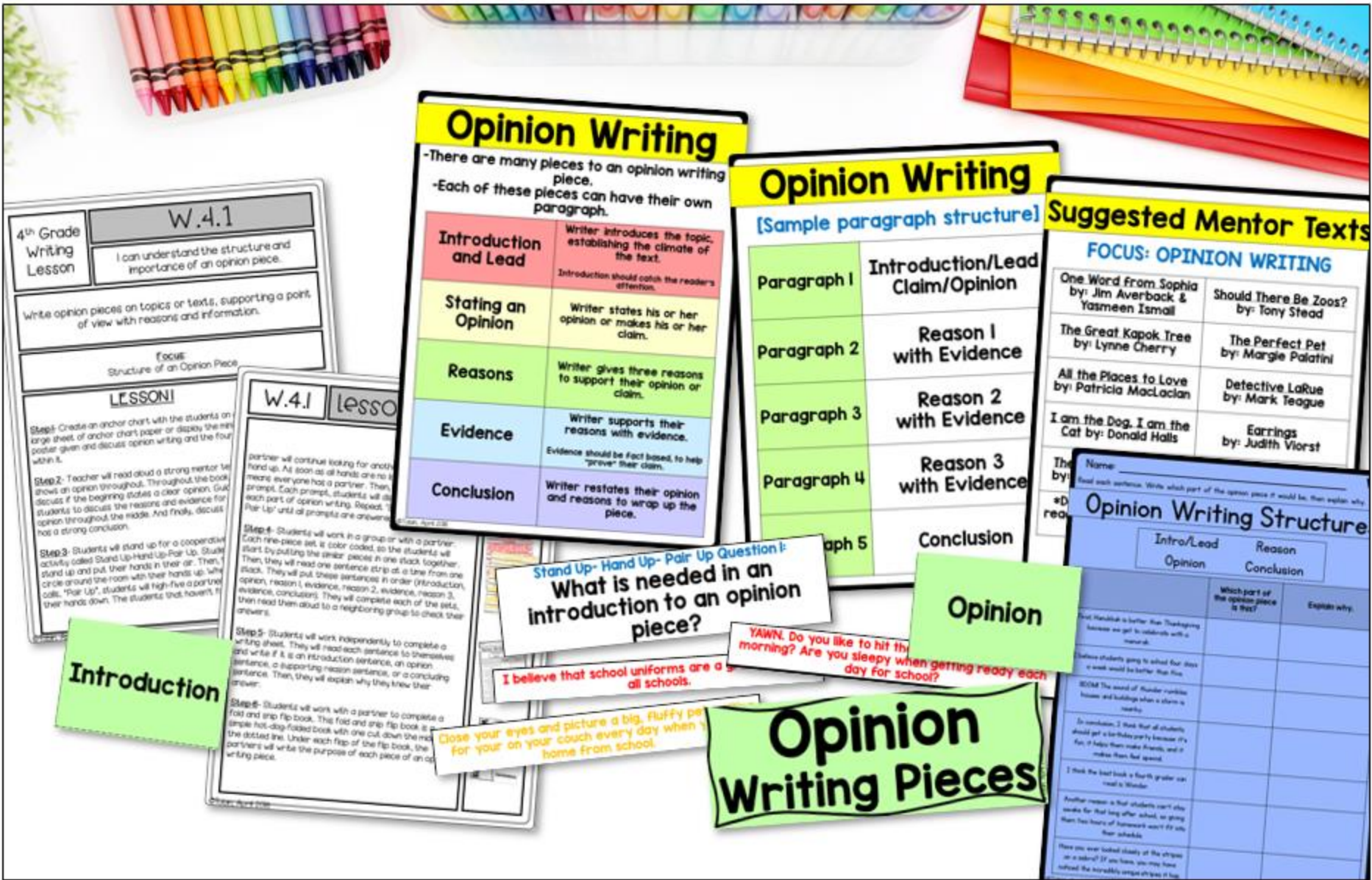
- "For example..."
- "because..."
- "Specifically..."
- "In fact..."

"I have used many different writing curriculums in the past. This resource is my favorite! The students were engaged in all aspects of literacy during this unit. Students that were reluctant writers found this format to be enjoyable!"

"This resource is perfect to introduce opinion writing. My students were very engaged, and this made them excited to do writing."

"My students struggle with writing. This product helped me break down the writing process step by step and gave many resources for them to practice with each step before writing their own Opinion essays. Definitely will continue to use and purchase other writing resources for next year."

Lesson #1: Structure



4th Grade Writing Lesson

W.4.1

I can understand the structure and importance of an opinion piece.

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

Focus: Structure of an Opinion Piece

LESSON!

W.4.1 Lesson

Step 1: Create an anchor chart with the students on a large sheet of anchor chart paper or display the mini poster given and discuss opinion writing and the four within it.

Step 2: Teacher will read aloud a strong mentor text about an opinion throughout. Throughout the book discuss if the beginning states a clear opinion. Give students to discuss the reasons and evidence for opinion throughout the reader. And finally, discuss how a strong conclusion.

Step 3: Students will stand up for a cooperative activity called Stand Up-Hand Up-Pair Up. Students stand up and put their hands in their air. Then, I circle around the room with their hands up. Why call it "Pair Up", students will high-five a partner their hands down. The students that haven't...

Introduction

Step 4: Students will work independently to complete a writing sheet. They will read each sentence to themselves and write if it is an introduction sentence, an opinion sentence, a supporting reason sentence, or a concluding sentence. Then, they will explain why they knew their answer.

Step 5: Students will work with a partner to complete a flip and snap flip book. The flip and snap flip book is a simple hot-dog-rolled book with one cut down the middle dotted line. Under each flap of the flip book, the partners will write the purpose of each piece of an opinion writing piece.

Opinion Writing

-There are many pieces to an opinion writing piece.
-Each of these pieces can have their own paragraph.

Introduction and Lead	Writer introduces the topic, establishing the climate of the text. <i>Introduction should catch the reader's attention.</i>
Stating an Opinion	Writer states his or her opinion or makes his or her claim.
Reasons	Writer gives three reasons to support their opinion or claim.
Evidence	Writer supports their reasons with evidence. <i>Evidence should be fact based, to help "prove" their claim.</i>
Conclusion	Writer restates their opinion and reasons to wrap up the piece.

Opinion Writing

[Sample paragraph structure]

Paragraph 1	Introduction/Lead Claim/Opinion
Paragraph 2	Reason 1 with Evidence
Paragraph 3	Reason 2 with Evidence
Paragraph 4	Reason 3 with Evidence
Paragraph 5	Conclusion

Suggested Mentor Texts

FOCUS: OPINION WRITING

One Word from Sophia by: Jim Averback & Yasmeen Ismail	Should There Be Zoos? by: Tony Stead
The Great Kapok Tree by: Lynne Cherry	The Perfect Pet by: Margie Palatini
All the Places to Love by: Patricia MacLacelan	Defective LaRue by: Mark Teague
I am the Dog, I am the Cat by: Donald Hall	Earrings by: Judith Viorst

Stand Up- Hand Up- Pair Up Question!

What is needed in an introduction to an opinion piece?

I believe that school uniforms are a good idea for all schools.

YAWN. Do you like to hit the snooze button in the morning? Are you sleepy when getting ready each day for school?

Opinion

Close your eyes and picture a big, fluffy pig for your on your couch every day when you come home from school.

Opinion Writing Pieces

Opinion Writing Structure

Intro/Lead Opinion	Reason Conclusion	Which part of the opinion piece is this?	Explain why.
Fast food is better than Thanksgiving because we get to celebrate with a meal.			
Students going to school four days a week would be better than five.			
ROOM The sound of thunder rumbles houses and buildings when a storm is nearby.			
In conclusion, I think that all students should get a birthday party because it's fun, it helps them make friends, and it makes them feel special.			
I think the best book is fourth grade can read is Wonder.			
Another reason is that students can't give thanks for that long after school, or giving them two hours of homework won't fit into their schedule.			
Have you ever looked closely at the wings on a caterpillar? If you have, you may have noticed the incredibly unique stripes it has.			

Lesson #2: Stating Opinion

W.4.1
I can state an opinion and make a claim.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

FOCUS
Making a Claim and Stating an Opinion

LESSON 2

Step 1: Teacher will introduce opinion writing stems. These can be made with a dot-matrix anchor chart on butcher or anchor chart paper or you can display the ms poster given below with sample sentence stems.

Step 2: Students will stand up around the room and focus on the teacher. Teacher will show one topic card at a time on the board or under the document camera. They will Pair-Share around the room to share their opinion on each picture. They must use one of the sentence stems from the poster.

Step 3: Teacher will read aloud a mentor text from the list given in Lesson 2. During this read-aloud, she will stop and ask students to discuss the narrator's opinion throughout. Discuss in the end how some opinions are stated at the beginning of the text, while others are hinted at throughout. The teacher chooses, through discussion with the students, the character how

W.4.1 lesson 2 Continued

Materials:

Step 4: Students will work with a group of three or four classmates to create strong opinions. They will draw an opinion stem and a topic. They will put the two together to create a strong opinion using that opinion stem about the topic. They will repeat this activity until all opinion stems are used. The topic cards will be reused a few times, but with different opinion stems.

Step 5: Students will independently complete the fold and flip book. They will simply fold the flip book in half and cut along the dotted lines. Then they will fill each flap up one at a time to write their opinion about each topic underneath. Students will need to use correct sentence stems to write their personal opinions.

Step 6: Students will work independently to complete a printable about stating opinions. They will use the sentence stems given in the word bank to write an opinion on how they feel about each topic shown. Then, they will find a partner and compare opinions and sentence stems.

Opinion Stems
Ways to start an opinion statement.

I think...
I feel that...
I believe...
In my opinion, ...
I would have to say...
You should read...
I must say...
I prefer...
You should try...
The best thing about...
... is better than ...
The best part of...

Suggested Mentor Texts
FOCUS: OPINION WRITING

One Word from Sophia by: Jim Averback & Yasmeen Ismail	Should There Be Zoos by: Tony Stead
The Great Kapok Tree by: Lynne Cherry	The Perfect Pet by: Margie Palatini
All the Places to Love by: Patricia MacLachlan	Detective LaRue by: Mark Teague
I am the Dog, I am the Cat by: Donald Hall	
The Reluctant Dragon by: Kenneth Grahame	

*Don't Forget: Your classroom readers usually have great volume!

Writing Opinions

Name _____

Use the sentence stems from the word bank to

I believe... I don't like... My favorite...
I think... You should try... I like...
In my opinion... I prefer... ... is better than...

no homework
extended recess
yummy snacks
I believe...
I think...

Lesson #3: Reasons

I believe that a kitten would be the easiest pet to take care of.

Reasons & Evidence

Always support your opinion with three reasons and evidence. Think of the word 'WHY' when trying to support your opinion.

Why?

Your opinion writing paper should be supported by reasons and evidence.

Suggested Mentor Text

FOCUS: OPINION WRITING

One Word From Sophia by: Jim Averback & Yasmeen Ismail	Should There Be Zoos? by: Tony Stead
The Great Kapok Tree by: Lynne Cherry	The Perfect Pet by: Margie Palatini
All the Places to Love by: Patricia MacLachlan	Detective LaRue by: Mark Teague
I am the Dog, I am the Cat by: Donald Hall	Earrings

Creating Evidence

Name: _____

Pick an opinion, write your reasons, and then support with two pieces of evidence.

Reason #1	Evidence For Reason #1	Evidence For Reason #1
Reason #2	Evidence For Reason #2	Evidence For Reason #2
Reason #3	Evidence For Reason #3	Evidence For Reason #3

Supplying Reasons

Name: _____

Write your opinion in the middle. Then write as many reasons as you can surrounding it.

extended recess

Supplying Reasons

Name: _____

Write your opinion in the middle. Then write as many reasons as you can surrounding it.

required screen-time

W.4.1 lesson 3

W.4.1

Grade Writing Lesson

I can provide reasons and evidence claims.

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

Provide reasons that are supported by facts and details.

FOCUS: Providing Reasons with Facts and Details

LESSON 3

Step 1: Introduce what reasons are to students. Remind them of the opinions they just learned about and ask them how they can convince someone of these opinions. Create an anchor chart with your class about supplying reasons or displaying poster given and discuss.

Step 2: Teacher will read aloud a strong mentor text from the list given in Lesson 2. During the story, stop and ask students to identify the character's opinion at the beginning. Then, throughout the story, ask them to discuss with a partner any reasons they can find that support the opinion.

Step 3: Students will stand up throughout the lesson and get ready for 15-Par-Share. The teacher will give a reason for an opinion. The students will create a fact, detail, example, or piece of evidence when writing about the opinion. Give students time for each step.

One reason I think schools should start at 9:00 a.m. instead of 8:00 a.m. is because students need the extra sleep.

Now give one example piece of evidence.

One reason I think we should recycle is that it will help reduce waste.

Creating Evidence for Reasons

Lesson #4: Linking Words

4th Grade Writing Lesson **W.4.1**
I can link my opinion and my reasons with transition words and phrases.

-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
-Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Focus:
Transition Words

LESSON 4

Step 1: Create a class anchor chart to introduce transition words and linking words, or simply display the mini posters and discuss transition words and linking words with the class.

Step 2: Teachers will show a picture card under the document camera one at a time. For each picture, students will file-Pair-Share around the room. They will supply an opinion about the picture card, plus give a reason for this opinion. However, students must make sure to practice their linking words between opinion and reason.

Step 3: Students will work with a partner to each complete a fold and grip flip book. This fold and grip flip book is a simple hot-dog-folded book with one cut down the middle on the dotted line. Under each flap of the flip book, the partners will write an example opinion/reason set using that linking word.

Materials:

Linking Words and Transitions
Transitions and linking words are very important to help a reader understand your text.

- Use transitions at the beginning or end of sentences.
- Use linking words to connect your opinion to your reasons.

Use them to:

- introduce your topic
- introduce your text
- state your opinion
- list your reasons in order
- conclude your story

Examples:

- "For example..."
- "because..."
- "Specifically..."
- "In fact..."

Linking Words and Transitions

Examples:

- for instance
- in order to
- in addition
- because
- since
- in fact
- for example
- specifically
- in particular
- on example
- in

Using Linking Words

for example
specifically
in particular

Lesson #5: Introductions

4th Grade Writing Lesson

W.4.1

I can write a strong introductory opinion piece.

...write opinion pieces on topics or texts, supporting a point with reasons and information.

...introduce a topic or text clearly, state an opinion, and organize ideas and groups in which related ideas are grouped in a way that relates to the writer's purpose.

FOCUS:
introductions

LESSON 5

Step 1: Teacher will create an anchor chart with the students about strong introductions or display the one another given and discuss.

Step 2: Gather a collection of opinion mentor texts from the local library or your classroom library. Teacher reads the first three pages from each of the stories aloud to the class. Students will turn and talk to the partner's nearest to them about how the author or narrator introduces the topic that they're going to talk about. Teacher will facilitate the discussion about how the topic is introduced to the reader.

Step 3: Students will participate in his/her partner-share around the classroom. Teacher will display one type of lead or introductory sentence at a time on the board. Students will sit up around the room, pair up with a partner, and share a sample introductory lead. They can create their own lead for any topic they choose. The teacher will print new cards on the board and students will find a new partner.

W.4.1 **Lesson 5 Co**

Opinion Introductions

Two purposes:
-grab the readers attention
-state your opinion clearly

Ways to grab attention:
-ask a question
-set up the scene
-use a quote
-exaggerate
-use emotions

Ways to state your opinion:
-I think
-I believe
-In my opinion
-I feel
-I prefer

Suggested Mentor Texts

FOCUS: OPINION WRITING

Hey Little Ant By: Phillip and Hannah Hoose	I Don't Want to Be A Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
I Wanna New Room By: Karen Kaufman Orioff	I Wanna Iguana By: Karen Kaufman Orioff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt
Red is Best By: Kathy Stinson	Earrings By: Judith Viorst
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cronin

Math
 $4 \times 2 = 8$

Candy Sold at School

Living in the Desert

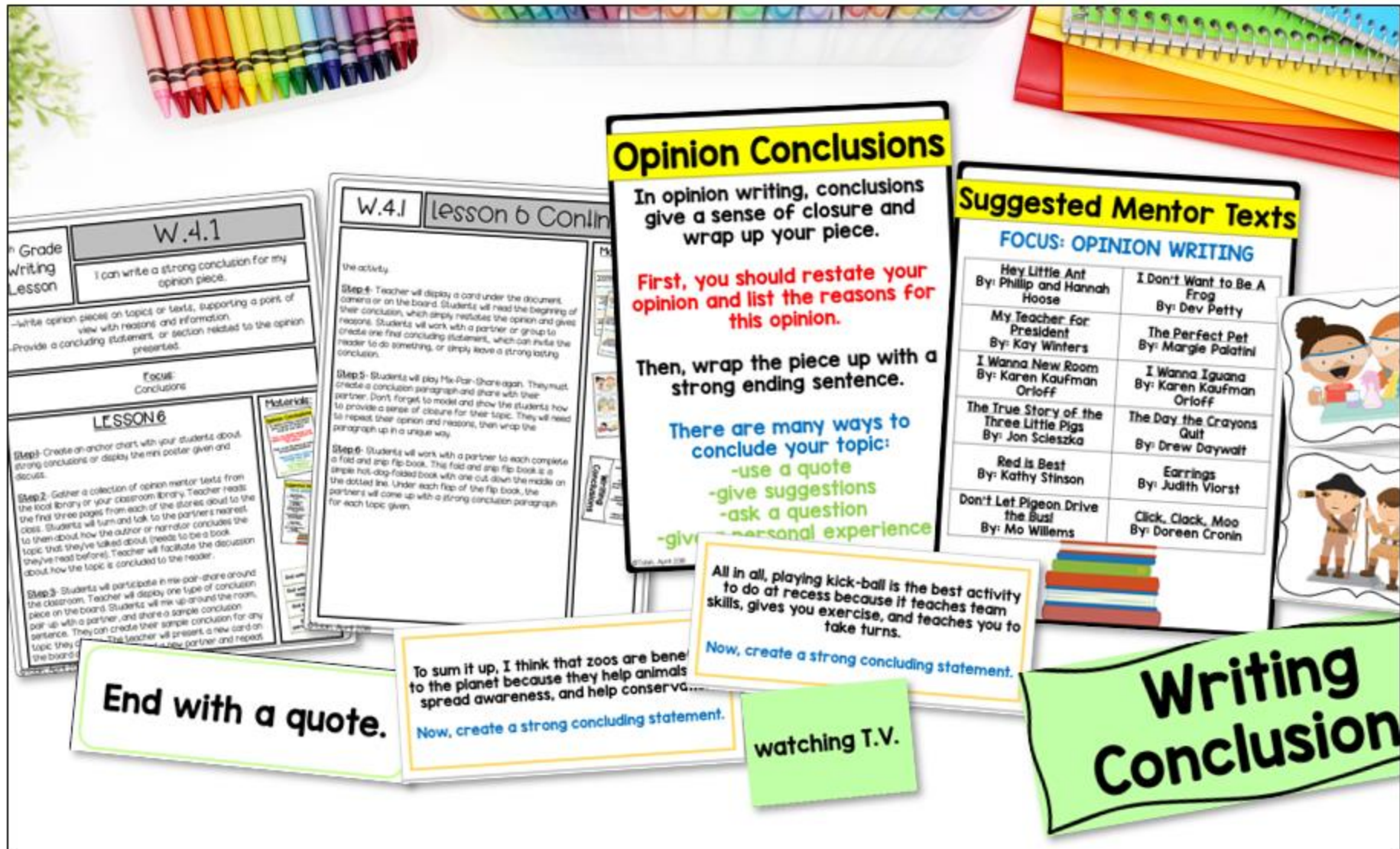
Writing Introductions

Lead use your emotions!

Opinion

I feel that dogs are easier to take care of than cats.

Lesson #6: Conclusions



The image displays a collection of educational materials for a lesson on writing conclusions. At the top, a yellow banner reads "Lesson #6: Conclusions". Below it, a worksheet titled "W.4.1 Lesson 6 Conclusions" is visible, featuring a writing prompt: "I can write a strong conclusion for my opinion piece." and a focus on "Conclusions". The worksheet includes several steps: Step 1 (writing opinion pieces), Step 2 (gathering mentor texts), Step 3 (participating in a think-pair-share), Step 4 (teacher displaying a card), Step 5 (students playing Mix-Pair-Share), and Step 6 (students working with a partner on a flip book). A central card titled "Opinion Conclusions" explains that conclusions give a sense of closure and wrap up the piece, and provides a formula: "First, you should restate your opinion and list the reasons for this opinion. Then, wrap the piece up with a strong ending sentence." It lists ways to conclude a topic: using a quote, giving suggestions, asking a question, and giving a personal experience. To the right, a "Suggested Mentor Texts" card lists books such as "Hey Little Ant", "I Don't Want to Be a Frog", "My Teacher For President", "The Perfect Pet", "I Wanna New Room", "I Wanna Iguana", "The True Story of the Three Little Pigs", "The Day the Crayons Quit", "Red is Best", "Earrings", "Don't Let Pigeon Drive the Bus!", "Click, Clack, Moo", and "The Day the Crayons Quit". At the bottom, several cards provide examples of strong concluding statements, such as "End with a quote.", "To sum it up, I think that zoos are benevolent to the planet because they help animals spread awareness, and help conservation.", "All in all, playing kick-ball is the best activity to do at recess because it teaches team skills, gives you exercise, and teaches you to take turns.", and "watching T.V.". A large green banner at the bottom right reads "Writing Conclusion".

Opinion Conclusions
In opinion writing, conclusions give a sense of closure and wrap up your piece.

First, you should restate your opinion and list the reasons for this opinion.

Then, wrap the piece up with a strong ending sentence.

There are many ways to conclude your topic:

- use a quote
- give suggestions
- ask a question
- give a personal experience

All in all, playing kick-ball is the best activity to do at recess because it teaches team skills, gives you exercise, and teaches you to take turns.

Now, create a strong concluding statement.

End with a quote.

To sum it up, I think that zoos are benevolent to the planet because they help animals spread awareness, and help conservation.

watching T.V.

Writing Conclusion

Suggested Mentor Texts
FOCUS: OPINION WRITING


Hey Little Ant By: Phillip and Hannah Hoese	I Don't Want to Be a Frog By: Dev Petty
My Teacher For President By: Kay Winters	The Perfect Pet By: Margie Palatini
I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt
Red is Best By: Kathy Stinson	Earrings By: Judith Viorst
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cronin

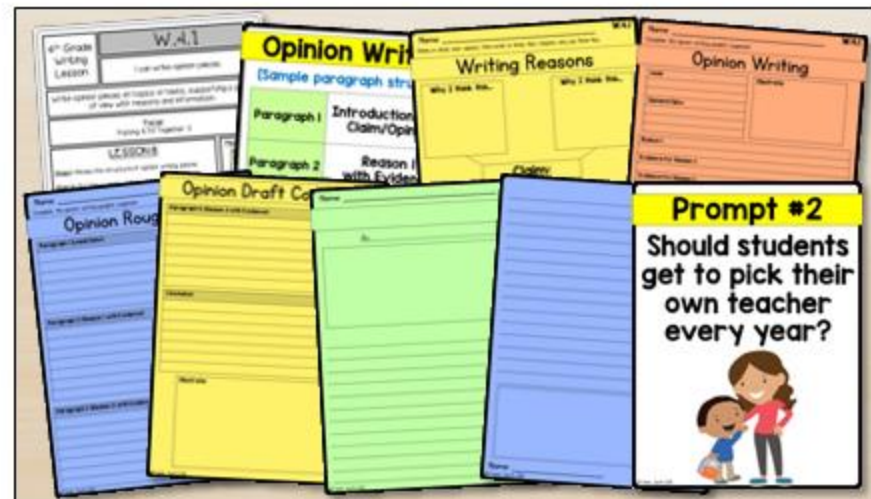
Practice Writing Lessons

After the scaffolded lesson plans, there are extra lessons that gives students a guided practice through their writing. The teacher will guide them through a prewrite and drafting.




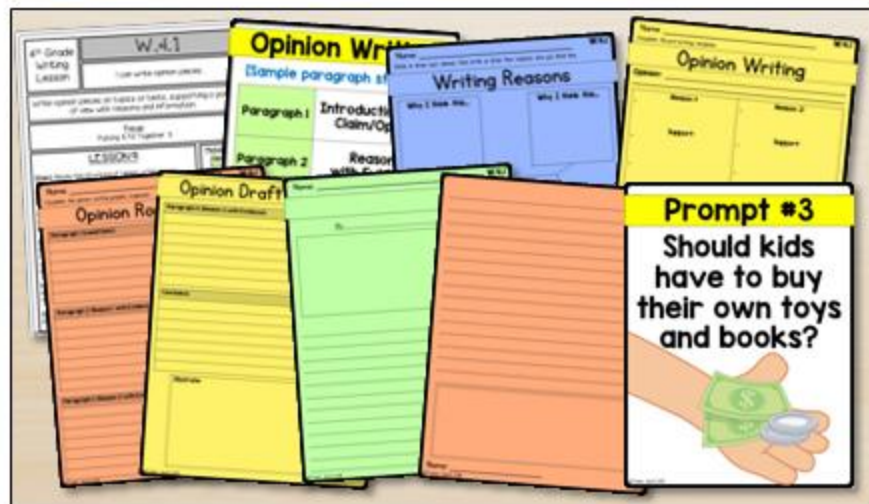
This set of materials includes a 4th Grade Writing Lesson plan, a sample paragraph structure, writing reasons, and opinion writing templates. The prompt is: "Would you like to be the President when you grow up? Why or why not?" with an illustration of the White House.

4th Grade Writing Lesson
W.4.1
Opinion Writing
Writing Reasons
Opinion Writing
Paragraph 1 Introduction/Claim/Opinion
Paragraph 2 Reason 1 with Evidence
Opinion Draft Copy
Opinion Rough Draft
Prompt #1
Would you like to be the President when you grow up? Why or why not?





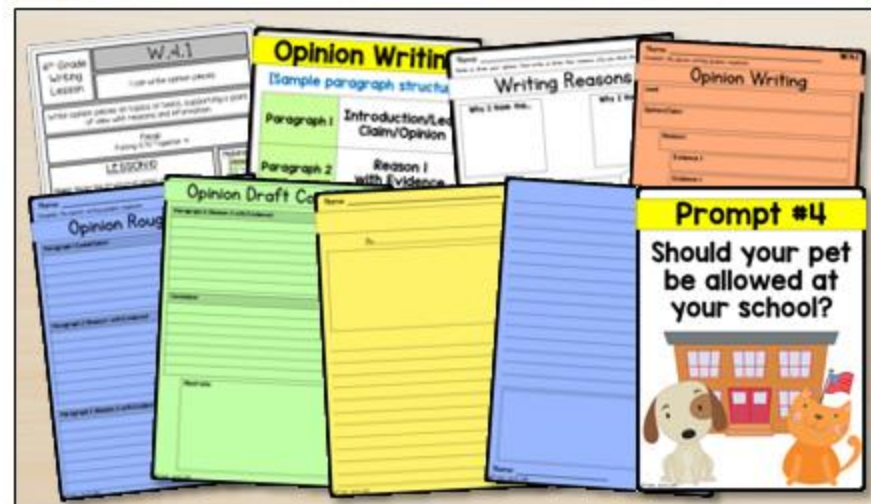
This set of materials includes a 4th Grade Writing Lesson plan, a sample paragraph structure, writing reasons, and opinion writing templates. The prompt is: "Should students get to pick their own teacher every year?" with an illustration of a teacher and a student.

4th Grade Writing Lesson
W.4.1
Opinion Writing
Writing Reasons
Opinion Writing
Paragraph 1 Introduction/Claim/Opinion
Paragraph 2 Reason 1 with Evidence
Opinion Draft Copy
Opinion Rough Draft
Prompt #2
Should students get to pick their own teacher every year?





This set of materials includes a 4th Grade Writing Lesson plan, a sample paragraph structure, writing reasons, and opinion writing templates. The prompt is: "Should kids have to buy their own toys and books?" with an illustration of a hand holding a coin.

4th Grade Writing Lesson
W.4.1
Opinion Writing
Writing Reasons
Opinion Writing
Paragraph 1 Introduction/Claim/Opinion
Paragraph 2 Reason 1 with Evidence
Opinion Draft Copy
Opinion Rough Draft
Prompt #3
Should kids have to buy their own toys and books?


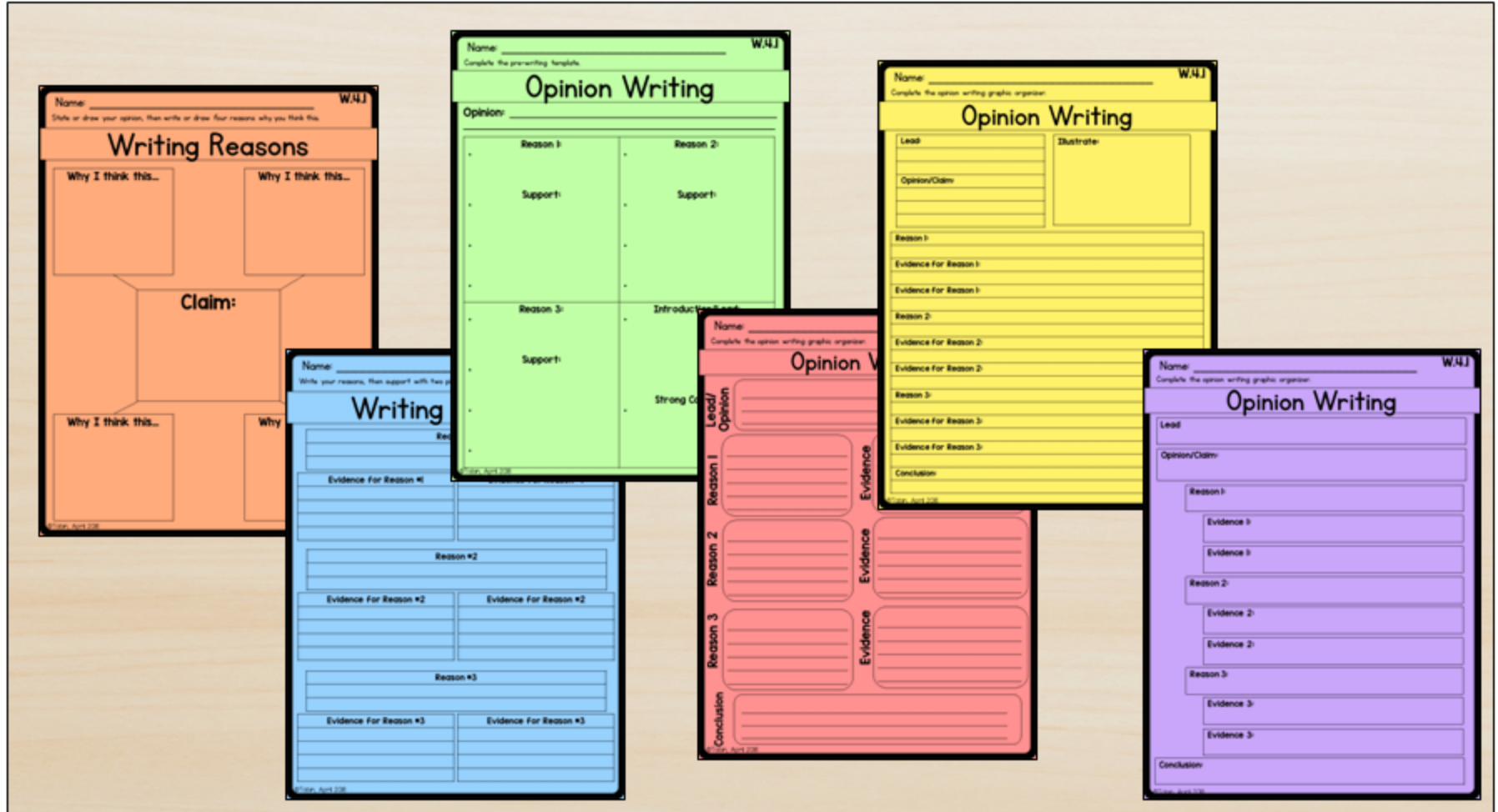


This set of materials includes a 4th Grade Writing Lesson plan, a sample paragraph structure, writing reasons, and opinion writing templates. The prompt is: "Should your pet be allowed at your school?" with an illustration of a dog and a cat.

4th Grade Writing Lesson
W.4.1
Opinion Writing
Writing Reasons
Opinion Writing
Paragraph 1 Introduction/Claim/Opinion
Paragraph 2 Reason 1 with Evidence
Opinion Draft Copy
Opinion Rough Draft
Prompt #4
Should your pet be allowed at your school?


Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.



Writing Prompts

You're also provided with **prompts** that will help give students practice.



Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary writing lines, plus three options of illustration box sizes.

The image displays seven writing paper templates for opinion writing, arranged in two rows. Each paper has a 'Name' field at the top right and '©2014, April 2016' at the bottom left.

Top Row:

- Opinion Draft I:** Features a title 'Opinion Draft I' and three sections: 'Paragraph 1 (Lead/Claim)', 'Paragraph 2 (Reason 1 with Evidence)', and 'Paragraph 3 (Reason 2 with Evidence)'. It includes primary writing lines and a large illustration box at the bottom.
- Blank Paper 1:** A blank writing paper with a large illustration box at the bottom.
- Blank Paper 2:** A blank writing paper with a smaller illustration box at the bottom.
- Blank Paper 3:** A blank writing paper with a large illustration box at the bottom.

Bottom Row:

- Opinion Draft Continued:** Features a title 'Opinion Draft Continued' and three sections: 'Paragraph 4 (Reason 3 with Evidence)', 'Conclusion', and 'Illustrate'. It includes primary writing lines and a large illustration box at the bottom.
- Blank Paper 4:** A blank writing paper with a large illustration box at the bottom.
- Blank Paper 5:** A blank writing paper with a smaller illustration box at the bottom.
- Blank Paper 6:** A blank writing paper with a large illustration box at the bottom.

Digital Conversions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers



The tablet displays a digital writing paper template titled "Opinion Writing". At the top right, it says "W.4.1". Below the title, there is a "Name:" field and the instruction "Complete the opinion writing graphic organizer". The form is divided into sections: "Lead", "Opinion/Claim", "Reason 1", "Evidence 1", "Evidence 1", "Reason 2", "Evidence 2", "Evidence 2", "Reason 3", "Evidence 3", "Evidence 3", and "Conclusion".

