





# OPINION Writing



## LESSON #8: Body Paragraphs: Topic Sentences

- When writing your body paragraphs (three "reason" paragraphs), always start with a topic sentence.
- Topic sentences should be clear and concise, and each should state a reason to support your opinion.
- Use transitions to start each paragraph and state your reason:

### Transitions for Providing Reasons:

- |                    |                     |                       |
|--------------------|---------------------|-----------------------|
| • First...         | • Next...           | • Lastly...           |
| • To start...      | • Another reason... | • Most importantly... |
| • To begin with... | • Finally...        | • One last reason...  |

Write a topic sentence for each of your reasons. Be sure to start with a transition and clearly state your reason for each.

**Reason #1:** \_\_\_\_\_

TOPIC SENTENCE:

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**Reason #2:** \_\_\_\_\_

TOPIC SENTENCE:

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**Reason #3:** \_\_\_\_\_

TOPIC SENTENCE:

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## LESSON #9: *Body Paragraph #1 - Rough Draft*

- Following your topic sentence, provide examples to support your reason.
- Also be sure to provide further explanation for each example or detail.
- Start with a transition when providing examples to support your reasons:

### *Transitions for Examples or Details:*

- |                   |                      |              |
|-------------------|----------------------|--------------|
| • For example...  | • Additionally...    | • In fact... |
| • An example...   | • Specifically...    | • Also...    |
| • For instance... | • Another example... |              |

*Topic Sentence #1 (From Lesson 8):*

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*Example or Detail:*

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↳ *Explanation:*

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*Example or Detail :*

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---

↳ *Explanation:*

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*Closing Sentence:*

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## LESSON #9: *Body Paragraph #2 - Rough Draft*

- Following your topic sentence, provide examples to support your reason.
- Also be sure to provide further explanation for each example or detail.
- Start with a transition when providing examples to support your reasons:

### *Transitions for Examples or Details:*

- |                   |                      |              |
|-------------------|----------------------|--------------|
| • For example...  | • Additionally...    | • In fact... |
| • An example...   | • Specifically...    | • Also...    |
| • For instance... | • Another example... |              |

*Topic sentence #2 (From Lesson 8):*

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*Example or Detail:*

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↳ *Explanation:*

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*Example or Detail :*

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---

↳ *Explanation:*

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*Closing sentence:*

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## LESSON #9: *Body Paragraph #3 - Rough Draft*

- Following your topic sentence, provide examples to support your reason.
- Also be sure to provide further explanation for each example or detail.
- Start with a transition when providing examples to support your reasons:

### *Transitions for Examples or Details:*

- |                   |                      |              |
|-------------------|----------------------|--------------|
| • For example...  | • Additionally...    | • In fact... |
| • An example...   | • Specifically...    | • Also...    |
| • For instance... | • Another example... |              |

*Topic Sentence #3 (From Lesson 8):*

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*Example or Detail:*

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↳ *Explanation:*

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*Example or Detail :*

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---

↳ *Explanation:*

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*Closing Sentence:*

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## LESSON 11: *Revision Checklist*

Now that you have completed your rough draft, it is now time to revise and make improvements in your writing style. Refer back to lessons 7, 9, and 10, to review and revise your paragraph rough drafts. Read through each several times, and use the checklists below to make changes as needed.

### *Introduction:*

- I included a strong opening sentence to grab the attention of my readers.
- I clearly stated my opinion on the topic
- I used a transition or sentence frame when stating my opinion.
- I referred to my reasons.

### *Body Paragraphs:*

- I started each paragraph with a topic sentence to state my reasons.
- I used supporting details and examples to support my reasons.
- I provided an explanation for each example or supporting detail.
- I used transitions when providing reasons and examples.

### *Conclusion:*

- I started with a transition.
- I restated my opinion and reasons.
- I ended with a final thought or "Call to Action".

### *Overall Writing Style:*

- Do my sentences and paragraphs flow and make sense?
- Do I need to add or delete any words?
- Do I need to move or change the placement of any words or sentences?
- Can I substitute any words to vary my word choice and add meaning?
- Did I vary my sentence style?
- Did I use transitions to connect ideas?

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## LESSON 12: *Editing*

Before writing your final draft, use the following editing checklist independently and then with a classmate.

<i>Editing Criteria</i>	<i>Self Edit</i>	<i>Peer Edit</i>
All paragraphs are indented.		
Each sentence begins with a capital letter.		
Each sentence ends with an appropriate end mark.		
All proper nouns are capitalized.		
Commas are used correctly and as needed.		
Apostrophes are used correctly and as needed.		
Quotation marks are used correctly and as needed.		
All words are spelled correctly.		
Sentences are clear and complete.		
Sentences show subject-verb agreement.		

# Revising and Editing Checklist

## Common Mistakes Made by 4th Graders

- The word “I” is **not** lower case. *It must be capitalized anywhere in a sentence.*
- All **numbers** must be written as a **word**. (example: three, twelve) unless it is the time.
- There is a **space** after punctuation marks.
  - a. For example: *My favorite colors are red, white and blue.*
- **Do not begin** your sentences with **or**, **and** or **but**.
- **Do not overuse** sound words in your story.
- **Do not end** your story with “**The End**”. Please delete.
- **Do not share your google doc** with another student. In the past, students have had their whole essay ruined or tampered with. Only share with a teacher.
- Long lists of people, places, or things. Try to shorten to three.
- **Capitalize ALL the words in a title** except some small words.
  - a. Examples:
    - *The Time of the Fireflies*
    - *The Bad Case of Stripes*
- **Over using dialogue:** Some writers are using so much dialogue, they are not telling the internal story. You must include the *thoughts, feelings, and actions*. Describe using sensory details.
- Some stories sound like a news report. If you are just telling, you need to start showing.
  - a. **Don’t do a news report sentence:** *Jane was angry and started to yell.*
  - b. **Instead, write a storytelling sentence:** *Jane pursed her lips and clenched her fists into a tight ball. She tried to contain herself, but she could not. Within seconds, she erupted like a volcano.*
- **Don't repeat words over and over again. Write more interesting sentences.**
  - a. For example: *I felt tired and hungry after swimming. I felt happy that I had a good practice.*  
Change “I felt”. *Swimming practice was really challenging but I really enjoy this activity.*
- **Common Comma Rules:**
  1. **After a transition word** like however, clearly, well, or for example.
  2. **Connecting two sentences.** *I love to eat pizza, but tacos are my favorite food.*
  3. **Separate a city/state or city, country.** *Arlington, Virginia London, England*
  4. **Dates/Days:** *Thursday, October 31, 2019*
  5. **Separate words in a series:** *My favorite colors are blue, green, and purple.*
  6. **Before/After name:** *My friend, Lori, loves to dance.*
  7. **Quotation Mark:** *Douglas said, “Don’t forget your coat,” before going outside.*
- **Quotation Mark Rules:**
  1. A new line for every new speaker.
  2. Capitalize the first letter of spoken dialogue.
  3. Use commas to separate the speaker from the dialogue. (Unless a question mark or exclamation mark is used.)
  4. Put commas and periods inside the question mark.

*Examples-*

  - *“Let’s go to the store to pick up some milk,” said my mom.*
  - *“Where is the library?” asked the man.*
  - *Paula exclaimed, “I hope it is sunny tomorrow!”*

