

Opinion Writing to Text Unit 5th

Grade Established Goal: Students will be able to argue for or against claims or inferences in the texts that we encounter. (Schmoker, 2006)

Students Will Understand:

- How to read a text or texts carefully and use digital resources in research
- How based on the reading and media resources to make a claim- and make the claim very clear to your reader.
- How to make one point at a time, supporting the claim and addressing the objections.
- How to write clearly enough so that virtually anyone can understand what was written.

(Schmoker, 2011)

- How we use digital resources to find, organize, and evaluate information to make an informed decision

CITW/Best Practice Strategies:

Cues, Questions, and Advance Organizers

Nonlinguistic Representations

Summarizing and Notetaking

Essential Questions:

- How does a writer effectively design an essay to persuade an audience?
- Why do opinions in writing need to have supporting facts and information?
- How do transition words and phrases strengthen an opinion essay?
 - How do you determine if an online source is accurate?
 - How and why do you cite different types of sources?

Common Core ELA Standards:

W.5.1. 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 ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented. W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

METS

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METs

3-5.CC.3 Use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

3-5.RI.2 Use digital tools to find, organize, analyze, synthesize, and evaluate information

3-5.CT.1 Use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)

3-5.CT.2 Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems

3-5.TC.5 Know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

Resources:

[Common Core Standards Document](#)

See appendix for supplemental materials including graphic organizers and links to videos for students.

[My Drive folder](#) has all resources that may be duplicated and adjusted with many optional resources available.

Students will need access to Google Drive and Google Classroom

Graff, G., & Birkenstein, C. (2006) They say/I say the moves that matter in academic writing.

W. W. Norton & Company. Schmoker, M. J (2006). Results Now: How we can achieve unprecedented results in teaching and learning.

This rubric supports classroom discussion of text.

Discussion Rubric (Schmoker, 2011)

1. Always cite the text when making an argument
2. When disagreeing with another's conclusions, argument, or solutions, briefly restate what they said, don't interrupt, and be civil and respectful
3. Be concise and stay on point
4. Avoid distracting verbal tics (such as the overuse of "like" or "you know")

Supports (UDL) Compatible with Chromebooks:

Voice to text- Chrome Vox ([shortcuts](#))- for use with students with challenges in writing

Pros and Cons Chart- to help simplify and organize research details

[Read and Write for Google Chrome](#)- supports reading and writing

[EdPuzzle](#)- site to create annotated video to use as an alternative to written text

[Google Translate](#)- for support with ESL students

Students may access some of the videos [here](#) or post in Classroom

Supplemental material located in the appendix to increase difficulty level of writing

Lessons Outlined

Lesson 1:

Objective: Students will

- Understand the health impact of eating too much sugar
- Use digital resources to find, organize, and evaluate information to make an informed decision

Explain that they are beginning a new project that will span a couple of months. Students will be asked to answer the question, "Should the government tax pop?". Explain that although the question seems very simple to answer, there are many different issues to consider before making an informed decision. They will first answer these questions prior to writing:

- Why is sugar so bad for my health?
- Why did the "Big Food Industry" or "Sugar industry" fight changing the nutrition labels to include added sugar? They will learn how to read a nutrition label, and identify how the label is changing in 2018 to show added sugar. Finally, how this might impact the profits of the big sugar industry?
- Review resources on attempts to tax pop in other states.

Once all of this information is gathered and organized, they will then write a 5 paragraph essay on the question.

Whole group- review the video [The Sugary Truth](#). Note: if you put the letters ss in front of the "youtube" in the url, it will direct you to a site where you can download the video without the ads. The video is in the Nutrition folder shared on Drive.

Explain how to use the graphic organizer prior to watching the video as a group. Please see the "Template Sugar Research Notes" that students will use for a graphic organizer (located in the Nutrition folder on Drive and in the resource section of this document). As a class, watch a portion of the video, discuss and fill in the graphic organizer. Continue until the video is complete. You can use the site [edpuzzle.com](#) to annotate the video for breaks to correspond to the questions.

Lesson 2:

Objective: Students will

- Understand the health impact of eating too much sugar
- Use digital resources to find, organize, and evaluate information to make an informed decision

Whole group or individually if the video is posted in Classroom for students to access. Watch the video “Sugar is Killing Us”. Complete the graphic organizer, discuss as a class. This time, have students determine where to stop the video to write down the information, and look for information that might not be included in the graphic organizer that might be useful. Discuss what information was the same in the other video, and discuss why it is important to confirm your information in multiple sources. Note that it is entirely possible you can move on to the next lesson in the same class period. Keep a brisk pace without sacrificing understanding.

Lesson 3: Possibly multiple sessions

Objective: Students will

- Understand the health impact of eating too much sugar
- Use digital resources to find, organize, and evaluate information to make an informed decision

Students will do a close reading on the Time for Kids article “Sugar Shock” and continue filling out the graphic organizer. This might take multiple sessions if you choose to do a close reading on the entire article compared to skimming informational text seeking out the desired information. Compare and contrast using digital resources to an article in print. Discuss how Time for Kids is a reliable source versus finding somebody's opinion online and taking that as factual or accurate. Discuss why opinions need to be supported with accurate facts and evidence.

Lesson 4:

Students will now add rows to the table in the graphic organizer, and learn to format them. Students fill in the yellow color if the row holds the title of a resource. Color coding subsequent rows for that resource is optional.

Objective: Students will

- Understand the importance of being able to determine how much “added sugar” is in a food product, and understand what added sugar is.
- Explain why the sugar industry was against changing the nutrition label
- Compare and contrast the current nutrition label to the new one that will be used in 2018
- Explain how sugar is digested
- Use digital resources to find, organize, and evaluate information to make an informed decision

You may elect to have students work on this independently first (make the video available on Google Classroom) or as a whole group. Use the video “FDA Nutrition Battle Over Added Sugar”. Students watch the video, then complete the graphic organizer. Discuss the questions to ensure understanding, and allow students to add additional details or information on the organizer if desired during the discussion. Students should first attempt to answer questions prior to a whole group discussion. This is the next step towards students independently consuming media resources independently to find, organize, and evaluate information.

Watch the Documentary clip from [‘Fed Up’](#) and complete the graphic organizer. The goal of this is for students to think about how a media resource might be slanted to support a position. How can they tell if what they were “lied” to about is actually true? Discuss this in depth, and determine why it was so convincing. Option: watch the entire documentary in order to discern opinion versus fact, bias of the documentary, etc.

Students then watch the clip Digestion of Sugar Clip and complete the graphic organizer. Use this as a way to refocus them on why sugar is so bad for you, and explain that they might want to use this in their paper to make the case for why sugar is so bad for you. It is critical that you point out that if they use it as a source, it is not to be copied/pasted and appropriately cited. (The citation is a very simplified version, “In class my teacher Mrs. X explained the process of how we digest sugar... using quotes if exact wording is lifted.)

Lesson 5:

Objective: Students will

- Use digital resources to find, organize, and evaluate information to make an informed decision

Post on Google Classroom multiple resources for students to review. They are to select two (or more) that they find useful information that might help them write their paper. Ensure that some resources are video and some are articles. Students must now determine what is important enough to write down, and how to ensure they can cite the resource. Point out that in the yellow row they must put the name of the resource, and below that write down their information. They should use quotes if they are using exact wording. At this point their organizers should be complete- record and note progress for the report card. It is easiest to quickly review them looking over their shoulder while the class is working on keyboarding. Students who have incomplete work should stay in for recess if it is not finished by the next session. If still not finished, a note should go home alerting parents.

Lesson 6:

Objective: Students will

- Use digital resources to find, organize, and evaluate information to make an informed decision

Review resources with the class on other states' attempts at putting a tax on pop. Show examples of how both sides argued this question. Decide if students should collect information in a graphic organizer or other form of note taking.

Lesson 7

Objective: Students will

- Use digital resources to find, organize, and evaluate information to make an informed decision

Students now complete the graphic organizer outlining their paper. As a class review the first paragraph row by row. Model how to write an effective position statement. Let them know that the sentences after that can be filled in after the rest of the organizer is filled out, but do explain that they will capture the main ideas (central themes) of the supporting paragraphs. This will be difficult for some. Model how to review the details collected in the research, and locate details that share something in common. Then color code these details, and explain how what they have in common might be a good choice for the central idea/topic sentence with the details being the evidence that is cited and explained for the paragraph.

Lesson 8

Objective: Students will

- Use digital resources to find, organize, and evaluate information to make an informed decision

Model how to fill out paragraphs 2 and 3. Discuss how the opening sentence should reflect the main idea (central theme) of the paragraph and model for the class. (Do not allow them to copy your model!) Show students how to use the other graphic organizers with their research to help fill in very detailed supporting evidence. Students might have trouble identifying the themes in the research graphic organizer and in turn have difficulty figuring out what the central themes are for the supporting paragraphs. It will take a few sessions to complete the organizer.

Lesson 9:

Objective: Students will write a persuasive piece for or against placing a tax on pop.

Begin writing the paper. First review the writing rubric that will be used to score the paper (it should be the same one the 5th grade staff uses, with the tech skills added on). Briefly review how to create the document, and expectations on size of the font, font used, spellcheck, etc. Teach how to put in a header at this time. Model how to use the organizer to write the paper. Students begin to write the paper. This should take no more than 3 sessions. Students who finish early should peer review with other students and improve their writing. Submit via Classroom.

Appendix

Graphic Organizer Resources:

Sugar Research Notes

1	The Sugary Truth (Video) Click here for the video.
1A	How many grams of sugar does the average person eat each day?
1B	What is the daily recommended amounts of sugar in grams for: Men: Women: Children:
1C	What percentage of packaged food has added sugar?
1D	What is one thing that insulin does?
1E	List three health problems caused by too much sugar: 1. 2. 3.
1F	What are five simple things you can do to eat less sugar and be healthy? 1. 2. 3. 4. 5.
1G	Who wrote the quote "The food you eat can either be the safest and most powerful form of medicine or the slowest form of poison?" Author's name:
2	Sugar is Killing Us (Video) Click here for the video
2A	How many adults today are obese or very overweight?
2B	What does leptin do?
2C	What happens to leptin when you eat sugar?

2D	If sugar is blocking the leptin what two things happen?
2E	What does the pancreas produce?
2F	What does insulin do?
2G	What three health problems can an overworked pancreas lead to? 1. 2. 3.
2H	List 5 examples of food that has added sugar: 1. 2. 3. 4. 5.
2i	What can we do to encourage food companies to stop adding sugar to our food?
3	Sugar Shock- Time For Kids Article located in Google Classroom
3A	How does the brain respond to sugar?
3B	What health problem might your dentist notice from eating sugar?
3C	What are the top five sugar culprits? 1. 2. 3. 4. 5.

Sugar Research Notes Continued
Videos found [here](#)

4	FDA Nutrition Label Battle Over Added Sugar
4A	What is the biggest change to the new nutrition label and why is it important?
4B	What is “added sugar”?
4C	What is the difference between “natural sugar” and “added sugar”?
4D	Why does “Big Sugar” want to fight the new label?
4E	Check out how the old nutrition label compares to the new one required by food makers in 2018. How will it help you decide if you should eat it? How will it hurt or change the food industry, if at all?
5	Fed Up Trailer
	The trailer states, “Kids are being told the biggest lie they will ever hear in their lives.” What is the lie, and why do you think kids are being told this?
	What do you think the opinion of this documentary is regarding sugar and the food industry? Cite evidence to support your claim.

6	Digestion of Sugar Clip from the Documentary “Fed Up”
Take notes	How we digest sugar: 1. Fructose can only be processed in the _____. 2. When the liver is pushed to the max, the pancreas helps by producing _____. 3. Insulin turns sugar into _____ for storage and helps regulate blood sugar levels. 4. Insulin blocks your brain’s signal from leptin saying you are full. 5. Your brain thinks you are hungry, and you are at risk of overeating.
7	**Put in extra resource title here
8	**Put in extra resource title here

Pros and Cons

Issue: Should the government tax pop to discourage people from drinking supersized servings?

Pros (reasons for the tax)	Cons (reasons against tax)

Persuasive Writing Organizer (Sugar)

Issue: Should the government tax pop to discourage people from drinking supersized servings?

R- restate the question

A- answer the question

C- cite evidence

E- explain evidence

R- restate your position/summarize

Paragraph 1 Introduction:

Restate the question:	
Answer the question *do not use the word because in this sentence!	
Central Idea (main idea) from Paragraph 2	
Central Idea (main idea) from Paragraph 3	
Central Idea from (main idea) Paragraph 4	

Paragraph 2 (Evidence that supports/explains your position)

Topic Sentence	
Cite Explain	Evidence #1: Explain #1:
Cite Explain	Evidence #2: Explain #2:
Cite Explain	Evidence #3: Explain #3:

Paragraph 3 (Evidence that supports/explains your position)

Topic Sentence	
Cite Explain	Evidence #1: Explain #1:
Cite Explain	Evidence #2: Explain #2:
Cite Explain	Evidence #3: Explain #3:

Paragraph 4 (Evidence that supports your position)

Topic Sentence: Core Democratic Value that supports your position	
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Cite Explain	Evidence #1: Explain #1:
Cite Explain	Evidence #2: Explain #2:
Cite Explain	Evidence #3: Explain #3:

Paragraph 5 Conclusion

Topic Sentence	
Central idea from paragraph 2	
central idea from paragraph 3	
central idea from paragraph 4	
Restate your position	

Issue: Should the government tax pop?

Use RACER. R- restate the question A- answer the question C- cite evidence E-explain your evidence R-restate your position (summarize)

	4 Advanced	3 Proficient	2 Partially Proficient	1 Not Proficient
Content and Organization	<p><input type="checkbox"/> I have strongly introduced a topic and stated an opinion or point of view.</p> <p><input type="checkbox"/> I have strongly provided logical reasons that are supported by facts and details</p> <p><input type="checkbox"/> I have shown strong organization by logically ordering related ideas to support my purpose.</p> <p><input type="checkbox"/> I have used a variety of strong transitional words and phrases to link opinions and reasons (e.g., consequently, specifically).</p> <p><input type="checkbox"/> I have a strong concluding statement or section related to my opinion.</p> <p><input type="checkbox"/> I have cited a core democratic value and explain how it supports my position</p>	<p><input type="checkbox"/> I have introduced a topic and stated an opinion or point of view.</p> <p><input type="checkbox"/> I have provided logical reasons that are mostly supported by facts and details</p> <p><input type="checkbox"/> I have shown organization by logically grouping related ideas to support my purpose.</p> <p><input type="checkbox"/> I have used transitional words and phrases to link opinions and reasons (e.g., consequently, specifically).</p> <p><input type="checkbox"/> I have a concluding statement or section related to my opinion.</p> <p><input type="checkbox"/> I have cited a core democratic value and somewhat explained how it supports my position</p>	<p><input type="checkbox"/> I have partially introduced a topic and/or stated an opinion or point of view.</p> <p><input type="checkbox"/> I have partially provided logical reasons that are supported by facts and details</p> <p><input type="checkbox"/> I have shown limited organization by logically grouping related ideas to support my purpose.</p> <p><input type="checkbox"/> I have used few transitional words and phrases to link opinions and reasons (e.g., consequently, specifically).</p> <p><input type="checkbox"/> I have a partially developed concluding statement or section related to my opinion.</p> <p><input type="checkbox"/> I have cited a core democratic value</p>	<p><input type="checkbox"/> I have not introduced a topic and/or stated an opinion or point of view.</p> <p><input type="checkbox"/> I have not provided logical reasons that are supported by facts and details</p> <p><input type="checkbox"/> I have not shown organization by logically grouping related ideas to support my purpose.</p> <p><input type="checkbox"/> I have not used a variety of transitional words and phrases to link opinions and reasons (e.g., consequently, specifically).</p> <p><input type="checkbox"/> I do not have a concluding statement or section related to my opinion.</p> <p>- No core democratic value</p>
Style	<p><input type="checkbox"/> I have strongly used concrete words, phrases, and sensory details to show my opinion or point of view.</p> <p><input type="checkbox"/> I have strongly used my own voice and personal style to make my argument clear.</p> <p><input type="checkbox"/> I have strongly used figurative language like similes and metaphors, strong verbs and sensory images to make my point of view clear.</p>	<p><input type="checkbox"/> I have used concrete words, phrases, and sensory details to show my opinion or point of view.</p> <p><input type="checkbox"/> I have used my own voice and personal style to support my argument.</p> <p><input type="checkbox"/> I have used figurative language like similes and metaphors, strong verbs and sensory images to make my point of view clear.</p>	<p><input type="checkbox"/> I have used a few concrete words, phrases, or sensory details to show my opinion or point of view.</p> <p><input type="checkbox"/> I have partially used my own voice and/or personal style to make my argument clear.</p> <p><input type="checkbox"/> I have used some figurative language like similes and metaphors, strong verbs and sensory images to support my point of view.</p>	<p><input type="checkbox"/> I have not used concrete words, phrases, or sensory details to show my opinion or point of view.</p> <p><input type="checkbox"/> I have not used my own voice or personal style to make my argument clear.</p> <p><input type="checkbox"/> I have not used figurative language like similes and metaphors, strong verbs and sensory images to make my point of view clear.</p>

	<p>__ My sentences have a strong variety of word choice including sentence beginnings and lengths.</p>	<p>__ My sentences have a variety of word choice including sentence beginnings and lengths.</p>	<p>__ My sentences have some variety of word choice including sentence beginnings and lengths.</p>	<p>__ My sentences do not have a variety of word choice including sentence beginnings and lengths.</p>
Conventions and Grammar	<p>__ I have strongly improved my writing as needed by planning, revising, editing, rewriting or typing something new.</p> <p>__ I have used correct capitalization, punctuation, and spelling with writing.</p> <p>__ I have strongly used correct verb tense in all of my sentences.</p> <p>__ Tech: I have proper spacing between words, punctuation, sentences, and paragraphs.</p> <p>__ Tech: I indented each paragraph using the Tab key.</p> <p>__ Tech: I used spellcheck and have no spelling errors (names not included)</p> <p>__ Tech: I have a title centered with proper capitalization</p> <p>__ Tech: I have my name centered underneath the title</p> <p>__ Tech: my paragraphs are left aligned</p> <p>__ Tech: My font used is Times New Roman, size 14 or 18, and black.</p> <p>__ Tech: I had a friend edit. I put in a comment the name of my friend who did this.</p> <p>__ Tech: I have a header with my name and teacher code</p>	<p>__ I have improved my writing as needed by planning, revising, editing, rewriting or typing something new.</p> <p>__ I have mostly used correct capitalization, punctuation, and spelling with writing.</p> <p>__ I have mostly used correct verb tense in all of my sentences.</p> <p>__ Tech: I have proper spacing between words, punctuation, sentences, and paragraphs. I have a few mistakes.</p> <p>__ Tech: I indented each paragraph using the Tab key for some paragraphs</p> <p>__ Tech: I used spellcheck and have 2-3 spelling errors (names not included)</p> <p>__ Tech: I have a title centered with proper capitalization, but missed a capital</p> <p>__ Tech: I have my name centered underneath the title, but forgot to use capitals</p> <p>__ Tech: some of my paragraphs are left aligned</p> <p>__ Tech: My font used is Times New Roman, size 14 or 18, and black with one of these incorrect</p> <p>__ Tech: I had a friend edit. I forgot to put in a comment the name of my friend who did this.</p> <p>__ Tech: I have a header, but forgot either my name or teacher code</p>	<p>__ I have partially improved my writing as needed by planning, revising, editing, rewriting or typing something new.</p> <p>__ I have sometimes used correct capitalization, punctuation, and spelling with writing.</p> <p>__ I have limited use of correct verb tense in all of my sentences.</p> <p>__ Tech: I have proper spacing between words, punctuation, sentences, and paragraphs. I have persistent spacing issues, but no major extra areas of white space.</p> <p>__ Tech: I indented 1-2 paragraphs using the Tab key.</p> <p>__ Tech: I used spellcheck and have 4-5 spelling errors (names not included)</p> <p>__ Tech: I have a title centered with missing capitals or it is not centered</p> <p>__ Tech: I have my name underneath the title, but it is missing capitals or is not centered</p> <p>__ Tech: 1 or 2 of my paragraphs are left aligned</p> <p>__ Tech: My font used is Times New Roman, size 14 or 18, and black, but two or more areas are incorrect</p> <p>__ Tech: I had a friend edit, but there are still significant editing issues.</p> <p>__ Tech: I have a header, but it is not formatted correctly</p>	<p>__ I need to improve my writing as needed by planning, revising, editing, rewriting or typing something new.</p> <p>__ I have not used correct capitalization, punctuation, and spelling with writing.</p> <p>__ I have not used correct verb tense in all of my sentences.</p> <p>__ Tech: I have incorrect spacing between words, punctuation, sentences, and paragraphs. I have persistent spacing issues, and major extra areas of white space.</p> <p>__ Tech: I did not indent paragraphs using the Tab key.</p> <p>__ Tech: I used spellcheck and have 6 or more spelling errors (names not included)</p> <p>__ Tech: I have no title</p> <p>__ Tech: I forgot my name underneath the title</p> <p>__ Tech: my paragraphs are not left aligned</p> <p>__ Tech: My font used is Times New Roman, size 14 or 18, and black, but three or more areas are incorrect</p> <p>__ Tech: I did not have a friend edit, and there are still significant editing issues.</p> <p>__ Tech: I forgot the header</p>

General Resources:

Transition words as specified by the common core language, but not limited to this list:

3rd: because, therefore, since

4th: for instance, in addition to, in order to

5th: consequently, specifically

Additional transitions (Graff, 2006)

Addition

also in fact and indeed besides moreover furthermore
in addition so too

Concession

Admittedly of course although it is true that naturally granted to be sure
I concede that

Example

after all for instance as an illustration to take a case in point consider for example

Elaboration

Actually to put in another way by extension to put it bluntly in short
to put it succinctly that is ultimately in other word

Adding meta commentary

In other words, _____

What _____ really means by this is _____

My point is _____

Essentially, I am arguing that _____

My point is not that we should _____, but that we should _____

What _____ really means is _____

In other words, _____

To put it another way, _____

In sum, then, _____

My conclusion, then, is that _____

In short, _____ -

What is more important, _____

Incidentally, _____

By the way, _____.

Introducing Standard Views:

Americans today tend to believe that...

Conventional wisdom has it that...

Common sense seems to dictate that...

You would think that...

Many people assumed that...

Making what "they say" something "you say"

I've always believed that...

When I was a child, I used to think that...

Although I should know better by now, I cannot help thinking that....

At the same time that I believe _____, I also believe _____

Capturing Authorial Action

x acknowledges that...

x agrees that...

x argues that

x believes that...

x denies/does not deny that...

x claims that...

x complains that...

x demonstrates that...

x concedes that...

x celebrates the fact that...

x emphasizes that...

x insists that...

x observes that...

x questions whether...

x refutes the claim that...

x reminds us that...

x reports that ...

x suggests that ...

x urges us to...

Introducing Quotations

x states, "_____"

According to x, "_____"

x himself writes, "_____"

In her book, _____, x maintains that "_____"

Writing in the article _____, x complains that "_____"

In x's view, "_____ " x agrees when she writes "_____ "

x disagrees when he writes "_____ "

x complicates matters further when he writes "_____ "

Explaining Quotations

Basically x is saying...

In other words, x believes...

In making this comment, x argues that...

x is insisting that...

X's point is that

The essence of x's argument is that...

Disagreeing, with Reasons

I think x is mistaken because she overlooks...

x contradicts herself/cant' have it both ways.

On the one hand, she argues_____.

But on the other hand, she also says _____?

Agreeing and disagreeing simultaneously

Although I agree with x up to a point, I cannot accept his overall conclusion that _____

Although I disagree with much that x says, I fully endorse his final conclusion that _____

Though I concede that _____, I still insist that _____

On the one hand I agree that _____.

On the other hand, I'm not sure if _____.

Signaling Who is Saying What

x argues

According to both x and y

Most ____ will tell you that But x is wrong that _____

However, it is simply not true that...

Indeed, it is highly likely that x overlooks what I consider an important point about _____

Making concessions while still standing your ground

On the one hand I agree with x that _____. But on the other hand, I still insist that_____

Establishing why your claim matters:

x matters/is important because_____

How to Write an Argument Essay

There are five main steps.

Step 1: Read the essay Read the question. Decide what kind of essay it is - opinion, compare/contrast, problem and solution, cause and effect, or a mixture. The type of question will decide the layout and your ideas.

Step 2: Underline Underline key vocabulary in the question and write words with the same or related meaning. This will really save you a lot of time later on. It will also help to avoid repetition of words, and will show that you understand the question.

Step 3: Get Ideas Decide if you are for or against the idea. Usually it is best to give both sides (for and against - one paragraph each) and then to give your opinion in the conclusion. However there are other ways of laying out your essay.

Step 4: Decide Layout You should decide on a layout. The easiest is 3773. That means four paragraphs: introduction (3 sentences) one side (7 sentences), the other side (7 sentences) and the conclusion (3 sentences). This will give you 20 sentences. An average of about 12 words each, that is 240 words. Perfect!

Step 5: Write After you have written your plan, write your essay. Follow the steps in this website for writing the introduction, body, and conclusion. Check for fragments, run-ons and comma splices.

Above text retrieved from <http://www.writefix.com/argument/fivesteps.htm> on June 20th, 2011

Note: the above framework is advanced for our students, but is available for students working above grade level.