

Opinion Essay Outline

Introduction	Hook: (<i>Famous quote, Thought-provoking question, or Interesting statistic</i>) Background: (<i>For decades <u>essay topic</u> has been... / Traditionally, <u>essay topic</u> has been...</i>) Opinion (topic + opinion + reasons): (<i>Essay topic should/should not _____ because <u>reason #1</u>, <u>reason #2</u>, and <u>reason #3</u>...</i>)
Body Paragraph #1	Topic Sentence (Reason #1) Evidence (<i>According to source _____, the author states...</i>) Elaboration (<i>This <u>quote, example, etc.</u> shows that...</i>) Evidence (<i>The quote states...</i>) Elaboration (<i>This illustrates...</i>) Concluding Sentence
Body Paragraph #2	Topic Sentence (Reason #2) Evidence (<i>One example from the passage is...</i>) Elaboration (<i>This is important because...</i>) Evidence (<i>The text states...</i>) Elaboration (<i>The author states this because...</i>) Concluding Sentence
Body Paragraph #3	Topic Sentence (Reason #3) Evidence (<i>According to the article...</i>) Elaboration (<i>As a result...</i>) Evidence (<i>The author describes...</i>) Elaboration (<i>In this example...</i>) Concluding Sentence
Conclusion	Reword/restate your opinion Summarize the Opinion (providing your reasons) Call to Action/make recommendation

The Opinion Essay

- **Opinion Statement** – statement where the writer states his/her opinion
- **Evidence** – proof from a credible source; facts, examples, statistics, quotations, anecdotes from the text; COMES FROM THE SOURCES
 - According to the article...
 - The author stated...
 - For example...
 - As illustrated by...
 - The text states...
 - The author describes...
- **Elaboration** – explains what the evidence proves; connects your claim to the evidence; no matter how good your evidence is, it will not help your argument much if your reader does not know why it is important. Ask yourself: *how does this evidence prove the point I am trying to make in this paragraph?*; COMES FROM YOU
 - The evidence shows...
 - As a result...
 - For this reason...
 - To clarify...
 - In this example...
 - This illustrates...
 - "If... then" statement
 - In other words...
- **Conclusion** – restate claim, summarize arguments, counterclaim, rebuttal, make recommendation

FINAL ELA Text-based Writing Rubrics, Grades 4–5: Opinion
Florida Standards Assessments

Grades 4-5 Opinion Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)		
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric) Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following: - Strongly maintained opinion with little or no loosely related material - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas - Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following: - Relevant evidence integrated smoothly and thoroughly with references to sources - Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text - Clear and effective expression of ideas, using precise language - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose - Varied sentence structure, demonstrating language facility
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following: - A maintained opinion, though some loosely related material may be present - Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion	The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following: - Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent - Adequate use of some elaborative techniques - Adequate expression of ideas, employing a mix of precise and general language - Domain-specific vocabulary generally appropriate for the audience and purpose - Some variation in sentence structure

Continued on the following page

FINAL ELA Text-based Writing Rubrics, Grades 4–5: Opinion
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Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following: - Partially focused opinion but insufficiently sustained or unclear - Inconsistent use of transitional strategies with little variety - Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following: - Weakly integrated evidence from sources and erratic or irrelevant references - Repetitive or ineffective use of elaborative techniques - Imprecise or simplistic expression of ideas - Inappropriate or ineffective domain-specific vocabulary - Sentences possibly limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: - Some minor errors in usage but no patterns of errors - Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following: - Absent, confusing, or ambiguous opinion - Frequent extraneous ideas impeding understanding - Few or no transitional strategies - Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following: - Minimal, absent, erroneous, or irrelevant evidence from the source material - Expression of ideas that is vague, unclear, or confusing - Limited or inappropriate language or domain-specific vocabulary - Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: - Various errors in usage - Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.