

**Rough Draft**  
Combine what you wrote into an essay  
Each square will become a paragraph  
Remember to include transition words

**Revise**  
IDEAS: What main ideas should I write about?  
ORGANIZATION: How should I organize my details?  
VOICE: How can I make my voice sound stronger?  
WORD CHOICE: What are the best words to use?  
SENTENCE FLUENCY: Are my sentences easy to read?

**Check for the 6 traits and make changes to the rough draft**  
All 6 traits are key to writing an excellent essay along with the 6 traits.

**1) Organization:** For focus and the full amount, use the focus questions, but be brief and to the point.

**2) Ideas:** Consider ideas that are new to the audience. Add the best ideas to your rough draft. Consider the audience's perspective and your own.

**3) Voice:** For color and style, use the focus questions and the focus questions. Consider the audience's perspective and your own.

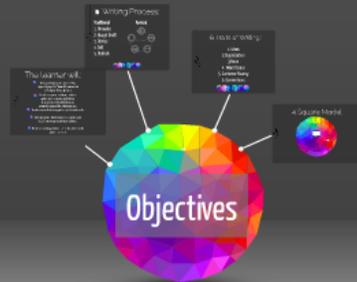
**4) Word Choice:** Consider words that are new to the audience. Add the best words to your rough draft. Consider the audience's perspective and your own.

**5) Sentence Fluency:** In sentences, the focus is on adding more words, phrases, and clauses to make the sentences flow better.

**6) Conventions:** Consider the focus questions and the focus questions. Consider the audience's perspective and your own.

**Edit**  
CONVENTIONS: Have I checked for errors?

**Publish**  
Final copy  
Does it follow the pattern?  
Have you addressed all of the 6 traits?  
Have you reread it to check for errors you may have missed?



**6 Traits of Writing**  
Assess the 6 traits  
Add the 6 traits (OTC) using the 6 traits

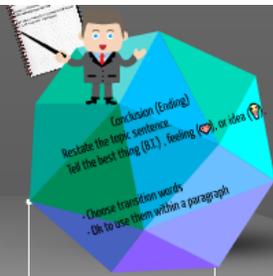
**Check for the 6 traits**  
Check for the 6 traits



# In My Opinion

By: Sherry A. Thompson and Brandan M. Trahan





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# Objectives

# The learner will:



Write opinion pieces on topics or texts, supporting a point of view with reasons and information W.4.1. & W.8.1



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.



Provide reasons that are supported by facts and details.



Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).



Provide a concluding statement or section related to the opinion presented.



# Writing Process:

## Traditional

1. Prewrite
2. Rough Draft
3. Revise
4. Edit
5. Publish



## Revised





Revised Writing Process

# 6 Traits of Writing:

1. Ideas

2. Organization

3. Voice

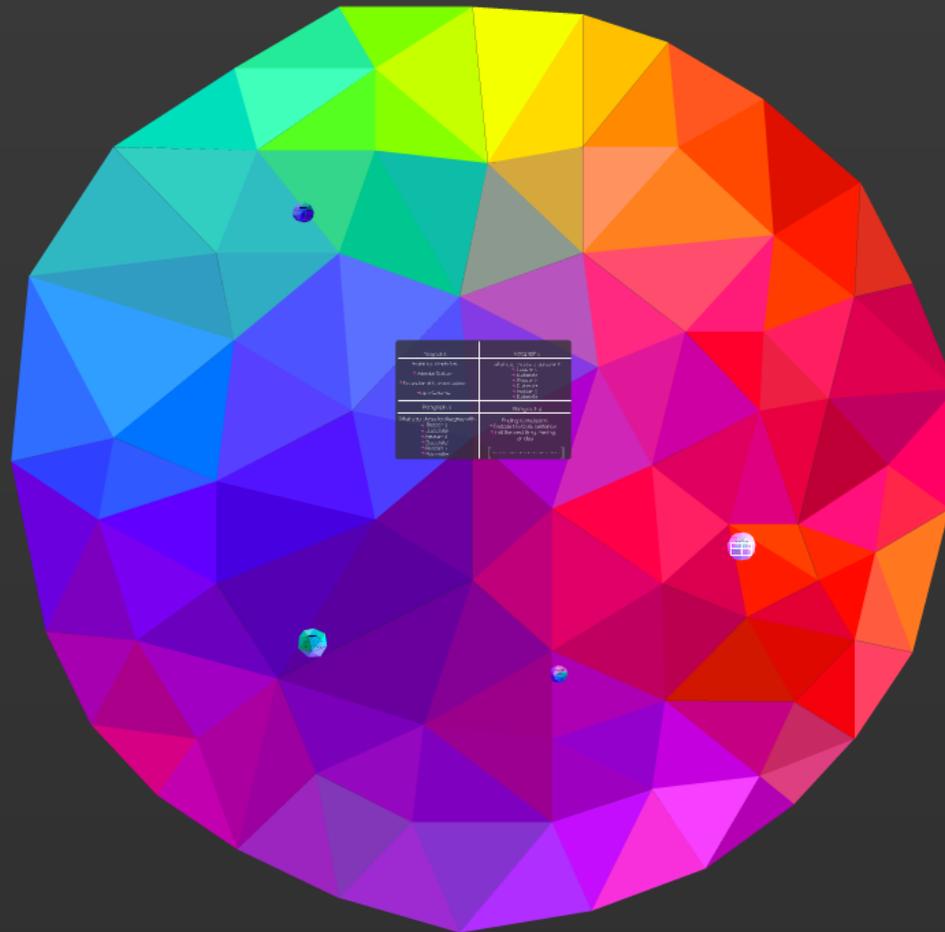
4. Word Choice

5. Sentence Fluency

6. Conventions



# 4 Square Model





## Paragraph 1

Beginning (Introduction)

- Attention Grabber
- Explanation of Attention Grabber
- Topic Sentence

## Paragraph 2

What you choose to agree with

- Reason 1
- Elaborate
- Reason 2
- Elaborate
- Reason 3
- Elaborate

## Paragraph 3

What you chose to disagree with

- Reason 1
- Elaborate
- Reason 2
- Elaborate
- Reason 3
- Elaborate

## Paragraph 4

Ending (Conclusion)

- Restate the topic sentence
- Tell the best thing, feeling, or idea

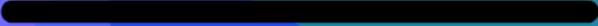
\*\* Reasons are text based evidence and the elaborations are your own ideas.\*\*

- Restate the topic sentence
- Tell the best thing, feeling, or idea

\*\* Reasons are text based evidence and the elaborations are your own ideas.\*\*

# Prewrite

1. Read writing prompt.
2. What is it asking you to do?
3. Look for clue words:  
convince, choose, opinion



 4. Choose the topic you agree with and underline or highlight all the positive details.

 5. Choose 3 details and place them in the upper right corner of the 4 square.

## 6. Rank details from the least important to most important.

A) Traffic jams will no longer be a problem.

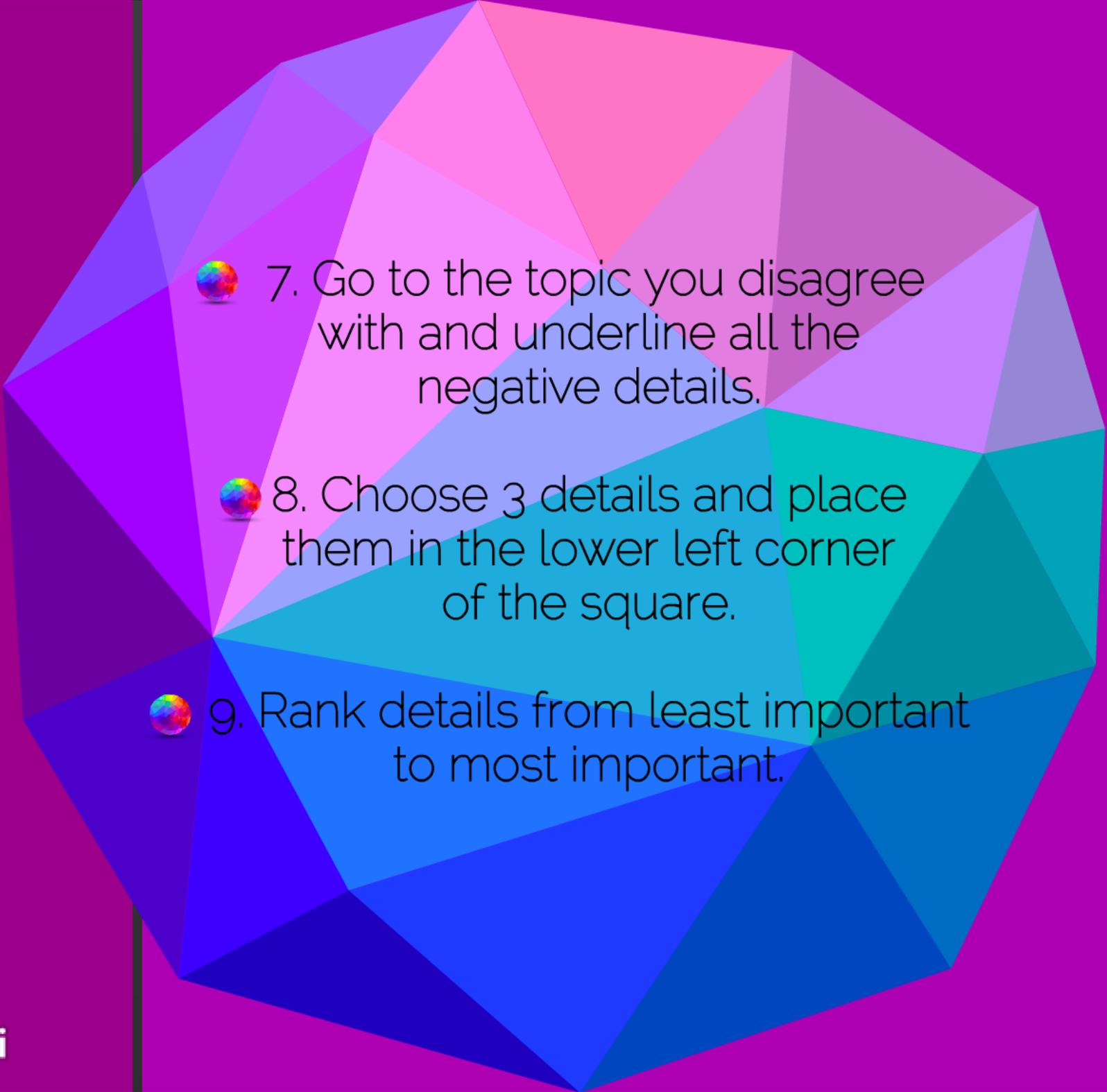
B) You will not have to spend hours riding in a car.

C) Military personnel can use it to rescue injured soldiers on the battlefield.

A) With the robot, children may never need to clean their rooms or make their own snack again.

B) Secondly, the helper robot can make food and bring it to a human.

C) Finally, it's operated by a remote control.



7. Go to the topic you disagree with and underline all the negative details.

8. Choose 3 details and place them in the lower left corner of the square.

9. Rank details from least important to most important.

Time to elaborate!  
Use figurative language: similes, metaphors, idioms, personification, onomatopoeia.  
\*\*Toughest part for students.\*\*

MODEL, MODEL,  
MODEL!!!!

A. Traffic jams will no longer be a problem.

1. Instead of being stuck on the road for 24 hours, you can simply be like an eagle and soar in the air.

B. You will not have to spend hours riding in a car.

1. In a flying car, stop signs and red lights are ghosts. They don't exist!

C. Military personnel can use it to rescue injured soldiers on the battlefield.

1. The flying car can pop up like a genie, and the soldiers will have a better chance of surviving.

A. With the robot, children may never need to clean their rooms or make their own snack again.

1. They would become very lazy! Their friends would snicker at them because they wouldn't know how to fix cereal or make a peanut butter and jelly sandwich.

B. Secondly, the helper robot can make food and bring it to a human.

1. Sniff, sniff... I think something is burning. It is possible that the robot left the oven on, and the house has a chance of catching on fire. Do you want this to be you?

C. Finally, it's operated by a remote control.

1. What if the remote is lost, stepped on (CRUNCH!), or has a malfunction? This would definitely be a tragedy!



**Beginning (Introduction)**

**Attention Grabber:** You want to grab the reader's attention without giving topic away.

**Explanation of Attention Grabber:** You will explain your attention grabber without giving your topic away.

**Topic Sentence:** Refer to the writing prompt and tell what your essay will be about in an interesting way.





## Conclusion (Ending)

Restate the topic sentence.

Tell the best thing (B.T.) , feeling (❤️), or idea (💡).

- Choose transition words
- Ok to use them within a paragraph

AG: Wow, who would have thought technology could be so amazing?

EAG: As the years go by, something new and exciting comes along each year.

TS: Two inventions, the flying car and the helper robot, are the newest inventions, but the flying car is more useful.

A. Traffic jams will no longer be a problem.

1. Instead of being stuck on the road for 24 hours, you can simply be like an eagle and soar in the air.

B. You will not have to spend hours riding in a car.

1. In a flying car, stop signs and red lights are ghosts. They don't exist!

C. Military personnel can use it to rescue injured soldiers on the battlefield.

1. The flying car can pop up like a genie, and the soldiers will have a better chance of surviving.

A. With the robot, children may never need to clean their rooms or make their own snack again.

1. They would become very lazy! Their friends would snicker at them because they wouldn't know how to fix cereal or make a peanut butter and jelly sandwich.

B. Secondly, the helper robot can make food and bring it to a human.

1. Sniff, sniff, I think something is burning. It is possible that the robot left the oven on, and the house has a chance of catching on fire. Do you want this to be you?

C. Finally, it's operated by a remote control.

1. What if the remote is lost, stepped on (CRUNCH!), or has a malfunction? This would definitely be a tragedy.

**Restate Topic Sentence:**

In conclusion, the flying car is definitely more useful than the helper robot.

**Best thing, feeling, or idea:**

I have a feeling that the flying car will be around for a long time. Who wouldn't want the luxury of getting to their destination in a flash?

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**SENTENCE FLUENCY:** Are my sentences easy to read?





## Review Writer's Checklist

Resources:

4 square

Write Source

6 Traits of Writing



AVAYA

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