**Expressing an Opinion in Writing: Opinion Essay**

**Your Task**: Write a series of five paragraphs expressing an opinion on a

topic of your choice.

**Why am I doing this?**

**How do I do this?**

* Brainstorm a list of 6 possible topics (Brainstorm Sheet)
* Select one topic/issue and brainstorm connections related to your topic (Brainstorm Sheet)
* Create a thesis statement (Exit Pass)
* Create arguments, think of examples and discussion points
* Fill in Digital Essay Outline
* Type, and print, a rough copy in 5 paragraph essay structure
* Edit your rough work (Checklist)
* Make corrections and print your final draft in MLA Formatting

**What do I need to do to get a good mark? (“Success criteria”)**

* Your thesis statement is insightful and states a clear opinion on your topic
* There are THREE (3) unique, thoughtful reasons used to support your opinion
* A minimum of TWO (2) thoughtful and detailed examples are given per reason
* Your discussion fully convinces the reader to agree with your perspective
* Your writing is organized using FIVE (5)- paragraph essay structure
* Transitions are used between paragraphs
* There is a major focus on opinion, not just facts
* You have completed the brainstorming sheet
* You have completed the thesis exit pass
* You have completed the digital essay outline
* Your writing is free of spelling, grammar and punctuation errors
* You have written using a formal language and 3rd person narrative
* You have written using formal paragraph structure
* Final copy is typed in MLA Formatting
* You handed in the rubric, all rough work and a typed good copy!

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Curric. | Criteria | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Level R** |
| **W 1.2** | **Knowledge**  Examples | Examples generated to support arguments are highly advanced | Examples generated to support arguments are strong | Examples generated to support arguments are adequate | Examples generated to support arguments are limited | Examples are not used, or do not support the thesis. |
| **W 1.2**  **W 2.1**  **W**  **2.6**  **2.7** | **Thinking**  Thesis and Arguments  Discussion  Editing Checklist and revisions  Rough Draft/digital outline | My thesis is sophisticated and clearly worded. My arguments are advanced and well-chosen.  Discussion of arguments and examples thoroughly convinces the reader to agree with your thesis  Editing checklist is fully completed and significant proof of revisions are evident on rough draft  Digital outline and typed rough draft are fully completed | My thesis is intelligent and clearly worded. My arguments are well-chosen.  Discussion of arguments and examples thoroughly convinces the reader to agree with your thesis  Editing checklist is fully completed and significant proof of revisions are evident on rough draft  Digital outline and typed rough draft are fully completed | My thesis is adequately focused and somewhat clearly worded. My arguments are adequately chosen.  Discussion of arguments and examples thoroughly convinces the reader to agree with your thesis  Editing checklist is fully completed and significant proof of revisions are evident on rough draft  Digital outline and typed rough draft are fully completed | My thesis is limited in focus and wording. My arguments are limited.  Discussion of arguments and examples thoroughly convinces the reader to agree with your thesis  Editing checklist is fully completed and significant proof of revisions are evident on rough draft  Digital outline and typed rough draft are fully completed | Thesis and arguments are unclear or unfocused.  Discussion of arguments and examples thoroughly convinces the reader to agree with your thesis  Editing checklist is fully completed and significant proof of revisions are evident on rough draft  Digital outline and typed rough draft are fully completed |
| **W**  **3.1**  **2.4**  **2.2** | **Communication**  Spelling  Sentence structure, transitions  Tone | Spelling is impeccable  Sentence structure and transitions are advanced  Tone is formal and in 3rd person | Spelling is nearly error free  Sentence structure is nearly error free and good transitions are used most of the time.  Tone retains formality and 3rd person the majority of the time. | Spelling is adequate  Sentence structure and transitions are adequate and good transitions are used some of the time.  Tone retains some formality and 3rd person some of the time. | Spelling is limited.  Sentence structure and transitions are limited  Tone is often informal and 3rd person limited | Spelling errors detract from comprehension  Sentence structure errors detract from comprehension and transitions are not used  Tone is informal and 3rd person is not used |
| **W 3.7**  **W 1.4** | **Application**  Use of 5-paragraph essay structure  Formal Paragraph Structure | Introduction, body paragraphs, and conclusion are all present, detailed and sophisticated.  Paragraphs are structured with an advanced understanding of point-proof-explanation format | Introduction, body paragraphs, and conclusion are accurate and detailed.  Paragraphs are well formatted with point-proof-explanation format | My essay structure is somewhat accurate. An error or two.  Paragraphs are adequately formatted with point-proof-explanation format | I made several errors with my essay structure. I need to review!  Understanding of point-proof-explanation format is inadequate | My paper is not organized like an essay. I need to review!  Point-proof-explanation format is not used |