OSSLT Preparation

Supported Opinion Paragraph
And
Supported Opinion Series of Paragraphs
Agenda

Part A:
• Supported opinion paragraph: structure
• OSSLT supported opinion paragraph format
• Practice question

Part B:
• Supported opinion series of paragraphs: structure
• OSSLT format and expectations for supported series of paragraphs
• Practice question
Supported Opinion Paragraph Structure

**Introductory Sentence**
(using part of the question in your answer, state your opinion)

**Support #1**
support your opinion using a real-life example: universally known fact, analogy or “what if” example

**Support #2**
support your opinion using an example from your own personal experience or a known story

**Concluding Sentence**
(create a sentence that summarizes your support and links with the introductory sentence)
The best invention in the world today is still the wheel. Firstly, the wheel allows things to be transported from one place to another: people, freight, and just about anything else. Secondly, without the wheel, even this test that I am writing could not have been printed on the photocopier nor transported to and from my school. Therefore, the wheel is the best invention in the world today because, without the wheel, transportation as we know it would not be possible.
<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) My partner has stayed focused on the assigned question.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2) My partner has written his/her paragraph in the suggested format. (Introductory statement of opinion, sentences with supporting detail, concluding sentence)</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3) My partner has used complete sentences with proper punctuation.</td>
<td>✔</td>
<td></td>
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<tr>
<td>4) My partner has used personal experience to support his/her answer, rather than made-up facts or information that he/she is unsure about.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>5) My partner’s writing is neat, for he/she knows that illegible responses will not be graded.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>6) All the lines provided have been filled.</td>
<td>✔</td>
<td></td>
</tr>
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</table>
Use the Rough Notes area to jot down your outline for your paragraph, including: Opinion, Support #1, Support #2, Conclusion.

You must fill the lines you are given; you may not write more. You are usually given 6-8 lines for your supported opinion paragraph, so you need to choose your words carefully.
Remember: FAME!

Fill in all lines
- but do NOT go over…this will = a Zero mark

Answer all stuff
- in complete sentences…guess if you have to!

Mark up the pages
- highlight and identify the 5WH in all reading selections

can't Edit enough!

(Credits: Candice Lande)
It’s Your Turn!

• On the template provided, answer the question given using everything that you’ve learned today
• Remember to use the Rough Notes section to organize your thoughts!

Short Writing Task

1. Identify an important environmental issue. Use specific details to explain why it is important.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.
Time to Share!

• Swap your paragraph with your elbow partner!
• Read your partner’s paragraph!
• Indicate whether your partner has met the following criteria:
<table>
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An opinion piece is a multi-paragraph response to a question which takes a specific stance on a topic.

DO NOT USE “I” OR “In my opinion”
Write in the THIRD PERSON VOICE
What to do before you write!

- Read the INSTRUCTIONS carefully
- Read the TOPIC carefully
- Form an OPINION
- BRAINSTORM ideas for your topic
- List REASONS (supports) for your topic and EXAMPLES and FACTS to back them up
1) Introduction Paragraph
- Write a topic sentence...explain the topic
- Include an opinion statement (thesis) ...state your opinion about the topic and list your 3 supports

2) Transition Word (e.g. “first”, “firstly”, or “to begin”)
Move the reader from your introduction to your first support

3) Body Paragraph #1
- Explain the weakest of your three supports
- Include examples and specific details to emphasize your explanation
- Explain how your support backs up your opinion
4) **Transition Word** (e.g. “secondly”, “also”, or “next”) 
Move the reader from the first body paragraph to the next support

5) **Body Paragraph #2**
- Explain the second strongest of your three supports
- Include examples and specific details to emphasize your opinion
- Explain how your support backs up your opinion

6) **Transition Word** (e.g. “thirdly”, “also”, or “finally”) 
Move the reader from the second body paragraph to the third support
7) Body Paragraph #3
- Explain the strongest of your three supports
- Include examples and specific details to emphasize your opinion
- Explain how your support backs up your opinion

8) Transition Word
(e.g. “in conclusion”, “to summarize” or “overall”)
Move the reader from your last body paragraph to the conclusion

9) Conclusion Paragraph
- Re-state or re-word your opinion statement (thesis)
- Summarize your supports
Group Work!

In groups of 3 or 4:
1. Deal the small cards labeled Code #, so that each person will have a code #: Code 10, 20, 30, 40, 50, 60.
2. With your elbow partner, review the criteria for each code.
3. There are 6 exemplars (A, B, C, D, E, F). With your elbow partner, read each exemplar at a time. After reading the exemplar, pull out the card that represents the mark that it deserves based on the success criteria outlined for each code. (Make sure that you place your card face down until your partner is done!)
4. Reveal the mark you have given to that exemplar, and have a discussion with your partner as to why you have given that mark. (Keep a record of the mark you and your partner have agreed to give the exemplar; your teacher will reveal the true mark later!)
5. Repeat steps 1-4 for all exemplars!
Answer Key!

- It’s time for your teacher to reveal the mark given for each exemplar!
Now It’s Your Turn!

• On the template provided, answer the question given using everything that you’ve learned today!

Section 6 Writing a Series of Paragraphs

Read the question in Question Booklet 2 before providing your answer here.

Is it a good idea for high school students to have a part-time job?
If There’s Time to Share

• Swap your opinion piece with your elbow partner!
• Read your partner’s opinion piece!
• Evaluate your partner’s work based on the criteria outlined for each code. *Don’t forget to explain to your partner why he/she has earned that mark!*
Credits:

-Dana Sheahan – Principal, Fletcher’s Meadow SS
-Siobohn Catalano - Fletcher’s Meadow SS
-Ailynne Sobec – Fletcher’s Meadow SS