

Argument/Opinion

Grade 4

Which is Better?

Many people have a dog for a pet. Some people have cats. Which is better? I say dog. Maybe you say cat. I just might be able to persuade you in the following.

Introduces a topic clearly

States an opinion

Dogs are great companions for lonely people. They can go for a rousing walk in the park, or a good long nap. Playing games of catch or fetch every day makes good fun. Even a jog on the hottest day could even be enjoyable too. Dogs don't just provide fun though. They can also provide protection.

Provides reasons that are supported by facts and details

Links opinion and reasons using words and phrases

Dogs are very intelligent. They can be trained to find people or save them. Some don't even need to be trained. For instance, if someone is trying to break in, your dog might bark and scare them off. Dogs are great for many different reasons.

Creates an organizational structure in which related ideas are grouped to support the writer's purpose

Overall, dogs are awesome pets to have. Have I convinced you though? If you are, then great! If your not then thats okay. It's really up to you. So which one is it going to be?

Provides a concluding section

Spelling problems are in yellow.

Missing or incorrect apostrophes in blue

This fourth-grade opinion piece has a well-developed introduction that establishes some context (“*Many people have a dog for a pet. Some people have cats.*”) and states an opinion (“*Which is better? I say dog.*”). The purpose of the piece, to convince the reader that dogs are better as pets than cats, is clearly stated in the last line of the introduction. Although the paragraphs are incorrectly indented, related ideas are grouped together; the writer presents two main reasons that dogs are better: they are great companions, and they can provide protection. Each reason is well-elaborated using supporting facts and details drawn from the source included in the prompt. Transitional sentences (“*Dogs don’t just provide fun though.*”) and linking words and phrases (“*even*”, “*also*”, “*for instance*”) connect ideas in the piece and provide cohesion. The last paragraph shows the writer’s confidence in her reasoning by acknowledging that readers must form their own opinions after considering the opinion she presents.

As kids learn to write, many times they will make errors because they are

learning new words, phrases and writing skills.

Encourage and praise their creativity and exploration!

This sample of student writing, aligned to the Common Core and annotated to show its strengths, is drawn from the **In Common** project. You can find more writing samples and learn more here:

<http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>