

Op-Ed Article – Chunk and Chart the Text - Group

Andy Rosenthal, editor of the editorial column at *The New York Times*, says, “A good editorial consists of a clear position that is strongly and persuasively argued. It is based on principal, but it is also based in fact.”

Analyze the structure of “Why We Stayed Up Until Midnight Finishing This Editorial”. Rely on your Cornell notes on “How to write an editorial” to chunk and chart the text. Mark up your text first, and then jot down key examples of each “chunk” on this graphic organizer. Note: The chunks may not flow in order of the article!

Article Title: _____

Chunk #1: Hook
Hook: How does the author grab the reader’s attention?
Chunk #2: Viewpoint
Viewpoint: The editorial states a clear opinion and issues a call to action through argument based on evidence. <u>What is the opinion or claim presented in this editorial?</u>
Chunk #3: Evidence (Facts)
Evidence: The editorial uses compelling evidence to support the opinion, and cites reliable sources. <u>What evidence is presented in this editorial?</u>

Chunk #4: Analysis and Persuasion

Analysis and Persuasion: The editorial convincingly argues point of view by providing relevant background information, using valid examples, acknowledging counter-claims, and developing claims – all in a clear and organized fashion. What relevant background information and counter-claims are offered in this editorial?

Relevant Background Information:

Counter-Claim(s): (may or may not be presented)

Chunk #5: Call to action or solution to problem?

What is the call to action or suggested solution to the problem?

Art of Persuasion: Loaded Words

“Loaded words elicit an emotional response—positive or negative—beyond their literal meaning and can significantly contribute to persuading others to adopt our point of view.” (from ReadWriteThink.org)

List the “loaded words” you encountered in this op-ed article. Note why you think they are “loaded” (positively or negatively).

Loaded Word	I think this because...