PUSD

Opinion

Writing Prompt, Rubric, and Resources

Grade 1

2014-2015
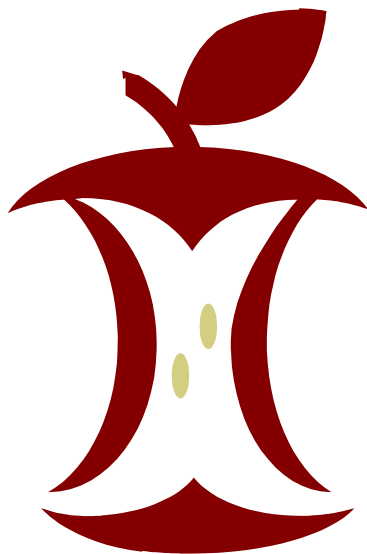
Opinion Writing

W1.1   Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

General Information About Writing Assessments

1. Schedule uninterrupted time blocks in the morning when students are most fresh.
2. Refer to the script provided with your assessment so that administration can be as uniform as is reasonably possible between rooms.
3. Student assessment materials are limited to what is provided in their packets. Students may have:
   a. Red/blue pens
   b. Access to dictionary/thesaurus
   c. As much blank/lined paper as needed
   d. Walls do not need to be covered up for this assessment.
4. Students will receive a graphic organizer for the opinion genre only. Students will have to create their own for the remaining genres.
5. ***Do not*** run off other materials for your students.
   a. ***No templates***
   b. ***No lists***
   c. ***No graphic organizers***
6. A rubric for assessing student work has been provided for you. If you need more, please run them off.

Sample <u>Opinion</u> Writing Assessment #1
(Related to a separate idea)

Part 1 (Suggested time: 15 minutes)*

Today, you are going to get ready to write an opinion piece that answers this question:

Which kind of pet is best, a cat or a dog?

To help you think about the question before writing:

- Listen to the story carefully as your teacher reads aloud (Story is attached).
- Listen to the question again: **Which kind of pet is best, a cat or a dog?**
- THINK! Decide which is the best pet. REMEMBER, there is not a right or a wrong answer.
- Tell a partner which pet you chose. Then, tell your partner WHY you are picking that pet.

Part 2 (Suggested time: 30 minutes)*

Now you are going to write an opinion piece that answers this question:

Which kind of pet is best, a cat or a dog?

Now that you have finished part 1, you will write your piece.
- Listen to the story again.
- Listen to the prompt. Analyze the prompt. Use the writing process to help organize your ideas.
- **Remember, a good opinion piece will:**
  1. **Introduce the topic you are writing about**
  2. **Give your opinion**
  3. **Give a reason for your opinion**
  4. **Provide some closure to your writing**
- When you are finished check your paper over and fix any mistakes you see.

PROMPT: Which kind of pet is best, a cat or a dog? Why?

* Part 1 and 2 can be done on the same day or can be separated into two days.
There is no time limit for the writing assessment. A student may take as long as he/she needs to complete the task.

The Best Pet

My friend Ann says her pet is better than mine! I have a brown cat named Fluffy.   Ann has a black and white dog named Spot. We each think our pet is the best.

I told Ann that cats are better pets because they are clean, quiet and very cute. Cats wash themselves with their tongues. You don't have to walk them. They use a litter box. Also cats are sweet and quiet. I think dogs are too noisy! They bark a lot. They don't clean themselves or use a litter box. Dogs need someone to give them baths, train them and walk them. Dogs are more work.

Ann says that cats are no fun! She says that dogs are better to play with. Spot always wags his tail when he sees her. He can even do tricks. He barks when she says, "Speak". He knows how to roll over! Ann says dogs are also better because they protect their owners. Spot always barks when there is someone at the door. It makes Ann feel safe. So, Ann thinks dogs are best.

I guess Ann's dog is pretty cool, but so is Fluffy. Maybe different kinds of pets are good for different people.

Sample <u>Opinion</u> Writing Assessment #2
(Related to a *Treasure's* Story)

Read *Flip* by Ezra R. Tanaka (Unit, 1 Week 4, pp. 84-98). Be sure to give students multiple exposures to this selection, with appropriate comprehension components, before having them write this opinion piece.

Part 1 (Suggested time 15 minutes)*:
Today, you are going to get ready to write an opinion piece that answers this question:

Do you think it was a good idea or a bad idea to bring Flip to school?

To help you think about the question before writing:

- Listen to the story carefully as your teacher reads aloud.
- Listen to the question again: **Do you think it was a good idea to bring Flip to school?**
- THINK! Decide if it was a good or a bad idea. REMEMBER, there is not a right or a wrong answer.
- Tell a partner your answer. Then, tell your partner WHY you think it was a good or a bad idea.

Part 2 (Suggested time: 30 minutes)*
Now you are going to write an opinion piece that answers this question:

Do you think it was a good idea or a bad idea to bring Flip to school?

Now that you have finished part 1, you will write your piece.
- Listen to the story again. Listen to the prompt. Analyze the prompt. Use the writing process to help organize your ideas.
- **Remember, a good opinion piece will:**
    5. **Introduce the topic you are writing about**
    6. **Give your opinion**
    7. **Give a reason for your opinion**
    8. **Provide some closure to your writing**
- When you are finished check your paper over and fix any mistakes you see.

PROMPT: Do you think it was a good idea or a bad idea to bring Flip to school? Why?

---

*There is no time limit for the writing assessment. A student may take as long as he/she needs to complete the task.
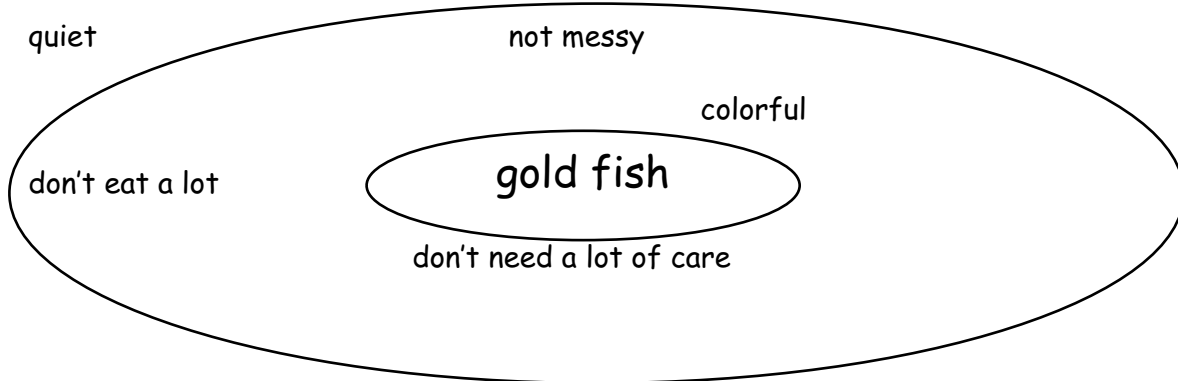
Additional Practice Prompts

Unit 1:

- Which is the best class pet, a rabbit or a gold fish?
- Which is the best sport, soccer or baseball?
- Which is the best recess activity, playing tag or jumping rope?

Unit 2:

- Do you think Red Hen should have asked for help with baking her bread, or should not have asked for help?
- Which is best, baking alone or with others?
- Which is the best place to go on a fieldtrip, the fire station or the library?
- Think about the characters in "The Pigs, the Wolf, and the Mud". Which was your favorite, the pigs or the wolf?

Example Opinion: Best class pet, a rabbit or a gold fish?

quiet   not messy

                                        colorful

don't eat a lot   gold fish

                     don't need a lot of care

_____ gold fish _____

quiet		not messy		don't eat a lot

live in a tank   when they eat   don't have to buy
                                                        a lot of food

_____   _____   _____

_____ gold fish _____

       topic   opinion   reasons

4-   The best class pet is a gold fish. It is quiet in its tank. It does
not make a mess when it eats. It does not eat a lot. A gold fish is the
best.

                                                        sense of closure

3-   Gold fish are the best. They are quiet. They do not eat a lot. I
like them.

2-   I like gold fish. Gold fish are not messy. Fish are good.

Opinion <u>Quick Writes</u>
(Purpose is for writing fluency. It is not tied to a graphic organizer)

W1.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.

(Experience based)
- You just got back from PE. Did you like PE today? Why or why not?
- You just had lunch. Did you like your lunch today? Why or why not?
- Is it fun to have recess? Why or why not?

(Resource based)
- We just read _____. Did you like the story? Why or why not?
- Did you like the character _____? Why or why not?
- Did you like when the Red Hen ate the bread by herself? Why or why not?
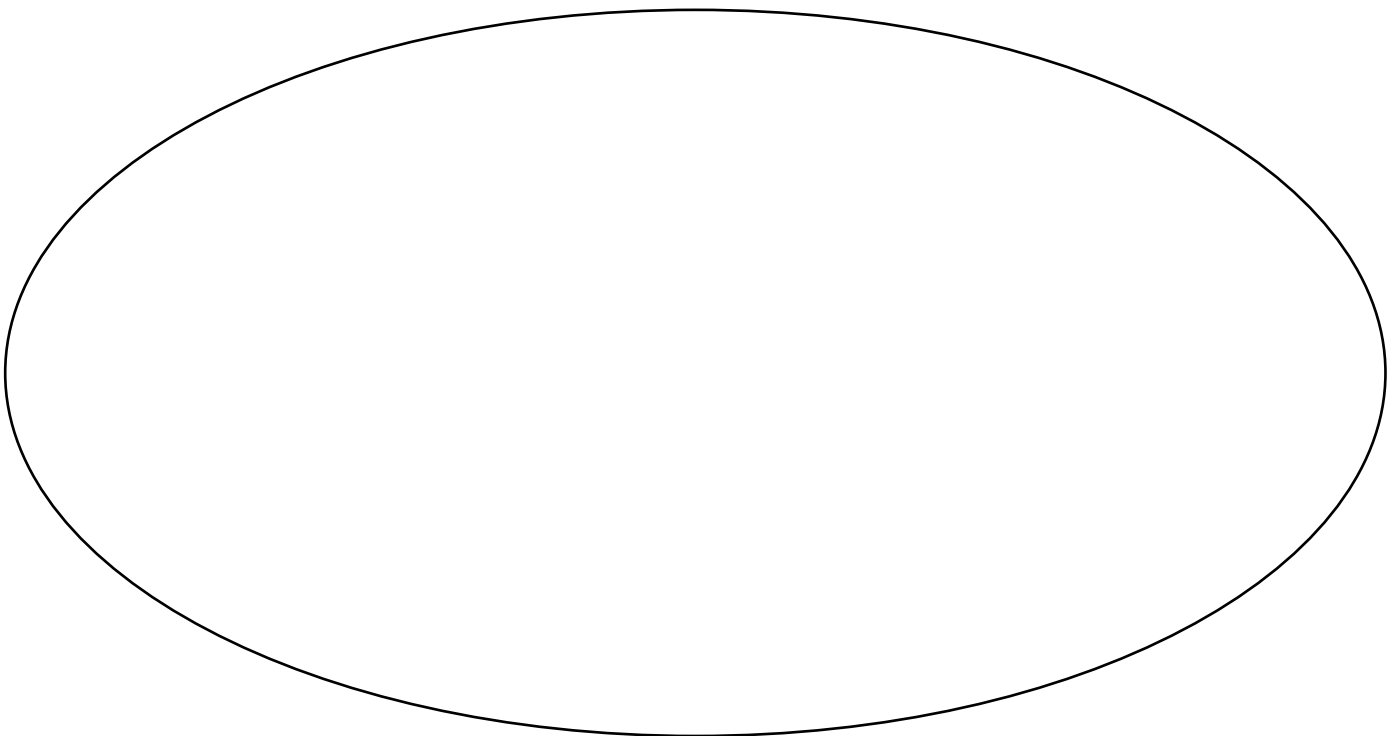
Topic/opinion/event

Topic/opinion/event:

_____

Some sense of closure:

_____

1ˢᵗ Grade Opinion Writing

Revising Topics:

_____ Introduce/name the topic

_____ State an opinion

_____ Give reasons

_____ Provide a sense of closure

Editing Topics:

_____ Capitalization
    _____Beginning of a Sentence
    _____Names of People, dates, and I

_____ Punctuation
    _____Correct end mark at the end of a sentence
    _____Commas in a series (when appropriate)

_____ Complete/Incomplete Sentences (who/what)

_____ Does it make sense? (Correct use of prepositions, conjunctions, possessives, determiners etc. when appropriate)

_____ Spelling

_____ Neat penmanship (including correct spacing)

Opinion Rubric   Grade 1

	Content SCORE:_____	Organization SCORE:_____	Conventions SCORE:_____

4-Grade Level	Writing **completely** responds to the prompt. **Clearly** states opinion Supplies **many reasons** for opinion	**Introduces** the topic Writing **completely** maintains a focus. **Provides** a sense of closure	**All** sentences are complete. Uses **all grammar rules correctly** (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate) **Has correct end punctuation** and/or use of commas (when appropriate) **All capitalization** is correct (first word of a sentence, names of people, and the word "I"). **Printing is completely** legible (spaces and penmanship) **All grade leve**l words spelled **correctly.**
3-Approaching Grade	Writing **mainly** responds to the prompt. **States** opinion Supplies **more than one reason** for opinion	**Somewhat** introduces the topic Writing **mainly** maintains a focus. Provides **some** sense of closure	**Most** sentences are complete. **Mostly** uses grammar rules correctly (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate) correctly. **Most end punctuation** and/or use of commas (when appropriate), is correct. **Most capitalization** is correct (first word of a sentence, names of people, and the word "I"). **Printing is mostly legible** (spaces and penmanship) **Most grade level** words spelled correctly.
2-Making	Writing **attempts to** respond to the prompt but is mostly about something other than the prompt itself. **Attempts to** state opinion Supplies **a reason** for opinion	**Attempts to** introduce the topic Focus of writing **drifts** **Attempts to** provide some sense of closure	**Some sentences** are complete. Uses **some** grammar rules correctly (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate) correctly some of the time. **Some** end punctuation and/or use of commas (when appropriate) is correct. **Some** capitalization is correct (first word of a sentence, names of people, and the word "I"). **Some** printing is legible (spaces and penmanship) **Some** grade level words spelled correctly.
1-Insufficient Progress towards	Writing **does not** respond to the prompt. **Does not** state opinion **Does not** supply a reason for opinion	**Does not** name the topic Writing **does not have a focus** **Does not** have a sense of closure	**Few or no** sentences complete. **Does not use** grammar rules correctly (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate) correctly. **Little or no** end punctuation and/or commas (when appropriate) is correct. **Little or no** capitalization is correct. Printing is **not legible** (spaces and penmanship) **Few if any** grade level words spelled correctly.