(Passage should be read aloud by the teacher)

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.

The Best Pet

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?

PART 1   To help you think about the question before writing:
- Listen to the text carefully as your teacher reads aloud.
- Listen to the question again. **Which kind of pet is best, a cat or a dog?**
- THINK! Decide which is the best pet.
- Tell a partner which pet you chose. Then, tell your partner WHY you are picking that pet with evidence from the text.

The Best Pet

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

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

PART 2   Now that you have finished Part 1, you will write your piece.

- Listen to the text again.

- What pet is best for you, a cat or a dog? Why?

- Write your answer. Be sure to **pick either a cat or a dog** and **explain <u>why</u>** this kind of pet is best with evidence from the text. You may look back in the text for your reason. Use as many examples as you can to support your reason. Use as much paper as you need.

A good opinion piece:

> *has a clear statement of your opinion, reasons and a closing sentence.*
> *uses capitals, periods and question marks, spaces and spells words correctly.*

When you are finished, check your paper over and make any edits you see. If you have time, you may add a picture at the bottom or on the back to show why this pet is the best. Have fun!
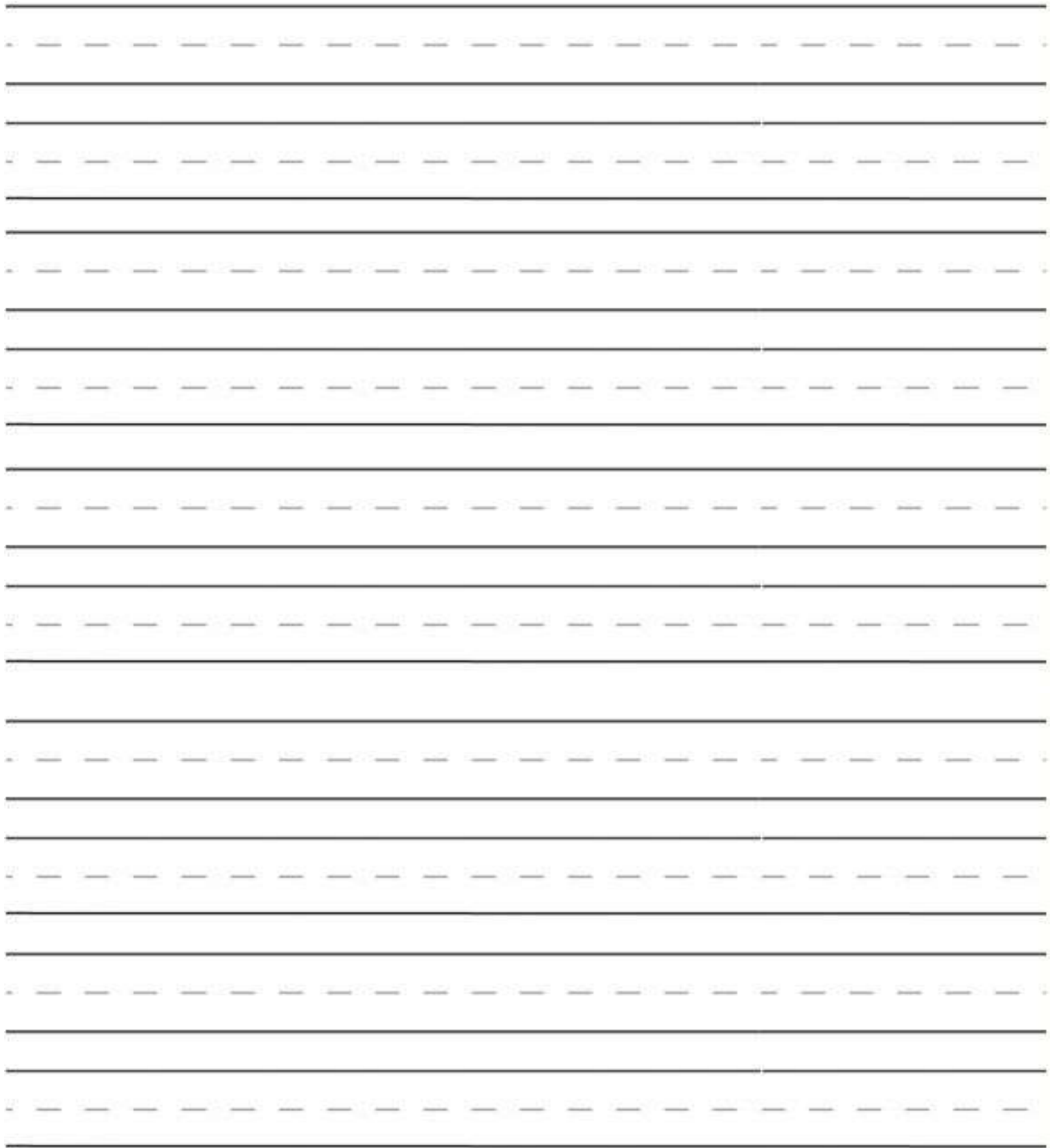
Grade 1   Opinion Prompt
Teacher Directions

- Use the student prompt as directions for the session. Provide each student with a copy of the prompt and the text. Both should be read aloud while students read along silently (if they are able). The teacher should feel comfortable re-reading, explaining, or clarifying directions as needed.

- The text provides information that may be used to address the prompt. The text should be read aloud at least twice before writing. If students choose to refer back to the text while writing, the teacher may provide help with reading words or phrases.

- The prompt may be given in one or two sessions. Students should take the time they need to write and proofread.

- The writing must be done without help, but students may have access to personal dictionaries, word walls or any other resources to support spelling and mechanics that they are accustomed to using while writing. Provide lined paper from your classroom for writing. If desired, unlined paper may be provided for drawing.

- This will be first draft writing, but be sure to encourage students to proofread and correct any errors they find.

- Option: A great read aloud as closure after writing is complete is Dog vs Cat by Chris Gall.

Name: _____

1st Grade Opinion Writing

GUSD – Opinion/Argument Rubric, Grade ___1__

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➢ W – 1	• Responds skillfully with all statements related to the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds with all statements related to the prompt • States an opinion that demonstrates an understanding of the topic/text	• Responds with most statements related to the prompt • States an opinion that demonstrates limited understanding of the topic/text	• Responds with little or no statements related to the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1	• Introduces the topic and states a strong opinion • Supplies multiple reasons to support the opinion • Provides a concluding statement • Uses linking word(s) to connect opinion and reasons	• Introduces the topic and states a clear opinion • Supplies a reason to support the opinion • Provides some sense of closure	• Introduces the topic and states an unclear opinion • Supplies a reason that does not support the opinion • Attempts some sense of closure	• Does not introduce the topic and/or opinion is missing • Does not supply a reason • Does not provide a sense of closure
Evidence/ Elaboration CCSS: ➢ W – 1	• Supports opinion(s) with two or more relevant facts and details	• Supports opinion with a relevant reason	• Supports opinion with minimal and/or irrelevant reasons	• Does not support opinion
Language-Conventions of Grammar and Usage CCSS: ➢ L – 1c, j	• Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and/or compound sentences	• Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and/or compound sentences
Language – Conventions of Capitalization Punctuation, and Spelling CCSS: ➢ L – 2 a-e	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional sound/ spelling for words with common spelling patterns and irregular sight words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses apostrophes and end punctuation correctly • Applies conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional sound/spelling for most consonant and short-vowel sounds	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (1st) as well as the previous and subsequent grades. Since the rubric score of "4" represents "above grade level" work, the 2nd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   RIT= Reading – Informational Text   L=Language

Strand (Domain)	Kindergarten	1st	2nd
Writing	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preferences about the topic or book (e.g., My favorite book is…).	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.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.
Language- Conventions of Grammar and Usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

File Name: O1P A Dog is Best

Opinion/Argument

Grade 1

On-Demand Writing- Uniform Prompt

A Dog is Best

Introduces the topic he or she is writing about

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

States an opinion

I used to have a dog and <u>I thinck a dog is best</u>.

A dog becas its cute and it likes to Play and its snuggly and it likes to choo bones.

Supplies a reason for the opinion

A dog is best because of theese reasons.

Provides some sense of closure

This first-grade opinion piece offers a brief introduction *("I used to have a dog")* and then tates an opinion *("I thinck a dog is best").* The writer supplies several reasons for the opinion. However, at this grade level, one reason would have been sufficient. A simple concluding statement provides a sense of closure.

File Name: O1P A Dog is Best

Opinion/Argument

Grade 1

Revised and Edited for Student Use

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

I used to have a dog, and I think a dog is best. A dog is best because it is cute, it likes to play, it is snuggly, and it likes to chew bones. A dog is best because of these reasons.

File Name: O1P A Dog is Best

Opinion/Argument

Grade 1

On Demand Writing- Uniform Prompt

The Best Pet

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

I used to have a dog and I thinck a dog is best.

A dog becas its cute and it likes to Play and its snuggly and it likes to choo bones.

A dog is best because of theese reasons.