

Grade 2, Prompt for Opinion Writing
Common Core Standard W.CCR.1

(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.

Cat or Dog?

Should you get that cute little puppy or a cuddly kitten? Deciding between a cat and a dog can be hard. Here are some things to think about.

Company

Dogs make great listeners. Many people tell dogs things they can't tell anyone else. Dogs are great for someone who lives alone or needs company. On the other hand, most cats enjoy being alone. You can leave them home alone for the day while your family is at school or work.

Exercise

Cats and dogs both need exercise. Dogs need to be walked every day. This can be healthy for both of you. Exercise gives you energy. It also strengthens your muscles and bones. Walking and playing with your dog can make you both healthier! A cat needs much less exercise than a dog, but this makes a cat much easier to take care of. Your cat will probably be happy to chase a ball in your living room.

Training

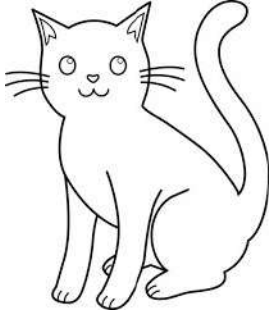
Dogs need training to live with people. This can take a lot of time, but you can teach your dog great tricks. Your dog can learn to sit, fetch and lie down. Cats need less training. Cats can be trained to fetch a ball or walk on a leash, but these lessons are just for fun. You don't need to train your cat to have a good pet.

Both cats and dogs can be wonderful family pets. Which pet is the right one for you?

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?



A good opinion piece will:

1. Introduce the topic you are writing about.
2. Clearly answer the question.
3. Give lots of reasons and explanations.
4. "Wrap up" the piece with a concluding sentence.
5. Use capitals, periods and question marks, and spell words correctly.



[illegible]

When you have finished, check your work and fix any mistakes.

Grade 2 Opinion Prompt

Teacher Directions

Grade 2 Opinion Prompt Teacher Directions

Day 1

- Provide each student with a copy of the prompt, the article, and the story. These should be read aloud while the students read along silently (if they are able.) The teacher should feel comfortable re-reading, explaining, or clarifying directions as needed.
- Both texts provide information that may be used to address the prompt. They 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.
- After reading, have students tell a partner which pet they would choose and why. Ask them to explain their thinking to their partner. Instruct them to be sure to use facts and reasons when explaining their opinion.
- Have students create a T Chart on which they state their opinion and create a list of pros and cons for the pet they chose. They will use these ideas to write their final piece the following day. Collect these at the end of the period.

Day 2

- Read the story and article to/with the students again.
- Pass back T Charts and have students partner share their opinion and lists.
- Give students the student page with directions and writing space. Tell them they are now going to write their opinion piece using their T Chart, the story, and the article for ideas and support.
- The writing must be done without help, but students may have access to personal dictionaries, word walls, or any other resource to support spelling and mechanics that they are accustomed to using while writing.
- Tell students they will have time the following day to finish their writing and proofread.
- Collect student work.

Day 3

- If needed, allow students time to finish writing, proofread, and edit their work.

GUSD – Opinion/Argument Rubric, Grade 2

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➤ W - 1	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➤ W - 1 ➤ W - 4	<ul style="list-style-type: none"> • Introduces the topic, states the opinion, and creates an organizational structure • Supplies insightful reasons that support the opinion • Uses linking words and phrases to connect opinion to reasons • Provides a skillful concluding statement or section 	<ul style="list-style-type: none"> • Introduces the topic and states a clear opinion • Supplies reasons that support the opinion • Uses linking words to connect opinion to reasons • Provides a concluding statement or section 	<ul style="list-style-type: none"> • Introduces the topic and states an unclear opinion • Supplies reasons that may not all support the opinion • Uses at least one linking word but it may be incorrect or ineffective • Provides an unclear concluding statement 	<ul style="list-style-type: none"> • Does not introduce the topic and/or does not state an opinion • Does not supply reasons to support the opinion • Uses no linking words • Provides no conclusion
Evidence/Elaboration CCSS: ➤ RIT -1	<ul style="list-style-type: none"> • Supports opinion with substantial and relevant reasons 	<ul style="list-style-type: none"> • Supports opinion with relevant reasons 	<ul style="list-style-type: none"> • Supports opinion with minimal and/or irrelevant reasons 	<ul style="list-style-type: none"> • Does not support opinion with relevant reasons
Language-Conventions of Grammar and Usage CCSS: ➤ L - 1b ➤ L - 1e ➤ L - 1g	<ul style="list-style-type: none"> • Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences 	<ul style="list-style-type: none"> • Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences 	<ul style="list-style-type: none"> • Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences 	<ul style="list-style-type: none"> • Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➤ L - 2	<ul style="list-style-type: none"> • 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 above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors 	<ul style="list-style-type: none"> • Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly most of the time • Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors 	<ul style="list-style-type: none"> • 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 some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability 	<ul style="list-style-type: none"> • Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

*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 (2nd) as well as the previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the 3rd 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)	1 st	2 nd	3 rd
Writing	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. 4. Begins in grade 2.	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. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Reading – Inform. Text	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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. <ol style="list-style-type: none"> Use collective nouns (e.g., group). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Produce, expand, and rearrange complete simple and compound sentences. 	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, & Spelling	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

File Name: O2P Dogs Rule

Opinion/Argument

Grade 2

On-Demand Writing- Uniform Prompt

Introduces
the topic he
or she is
writing about

States an
opinion
Dogs rule
_____g_____

Uses linking
words to
connect opinion
and reason

What pet is best for you cat or dog? I like dogs beacause they exercise a lot. Al
play fetch with you. They are fun to play with. Thats why I like dogs best.

Supplies reasons
that support the
opinion

Provides a concluding statement

This second-grade opinion piece introduces the topic with a question (*"What pet is best for you cat or dog?"*) and states an opinion (*"I like dogs"*). Linking words (*"beacause", "Also"*) connect the opinion with several reasons. A concluding statement restates the main idea of the piece (*"Thats why I like dogs best"*).

File Name: O2P Dogs Rule

Opinion/Argument

Grade 2

Revised and Edited for Student Use

Dogs Rule

What pet is best for you, a cat or dog? I like dogs because they exercise a lot. Also they play fetch with you. They are fun to play with. That's why I like dogs best.

File Name: O2P Dogs Rule

Opinion/Argument

Grade 2

On-Demand Writing- Uniform Prompt

Dogs rule

What pet is best for you cat or dog? I like dogs beacause they exercise a lot. Also they play fetch with you. They are fun to play with. Thats why I like dogs best.