

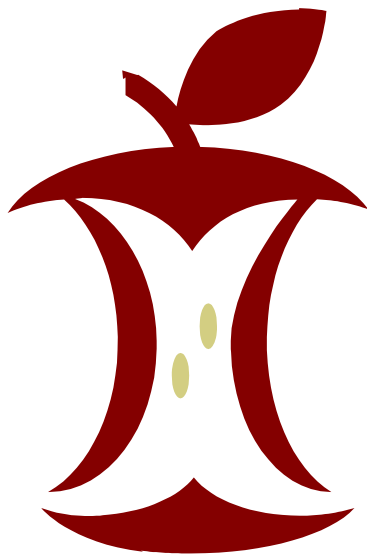
PUSD

Opinion

Writing Prompt, Rubric, and Resources

Grade 3

2014-2015



# Opinion Writing

Formative Assessment (Teacher Provides) Administration Dates: Oct. 13-17, 2014

Summative Assessment (District Provided) Administration Dates: December 1-5, 2014

Summative Data due in Illuminate: December 19, 2014

Grade level standard:

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a) Introduce a topic, state an opinion, and create an organizational structure that lists reasons.
- b) Provide reasons that support the opinion.
- c) Use linking words and phrases to connect opinion and reasons.
- d) Provide a concluding statement or section.

## 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 not receive a graphic organizer. They will need to create one on their own.
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.

# Student Writing Assessment

## Prompt for Opinion Writing

*Common Core Standard W3.1 Write opinion pieces on topics or text supporting a point of view with reasons.*

- a. Introduce a topic, state an opinion, and create an organizational structure that lists reasons.*
- b. Provide reasons that support the opinion.*
- c. Use linking words and phrases to connect opinion and reasons.*
- d. Provide a concluding statement or section.*

**(Directions should be read aloud and clarified by the teacher.)**

Name: \_\_\_\_\_

**Before you begin:** On a piece of lined paper, write your name and the date. You will use this paper for writing.

### **(Teacher Briefly Introduces the Topic)**

Your teacher is going to read \_\_\_\_\_ aloud. As you listen to the text, think about *Question:* \_\_\_\_\_? After you have had a chance to hear the article(s) a second time, you will write an opinion piece that states your opinion and explains your thinking.

**Prompt:** For the opinion writing, your focusing question will be:

\_\_\_\_\_?

You will explain your thinking with facts and reasons from the text.

**Remember, a good opinion writing will:**

- 1. Introduce the topic you are writing about.**
- 2. Clearly state your opinion.**
- 3. Gives reasons.**
- 4. Use linking words and phrases.**
- 5. Wrap up the writing with a concluding statement.**
- 6. Use capitals, punctuation, and spell words correctly.**

You will have two class periods to complete this reading/thinking/writing task. You may take notes right on the articles or on a separate sheet of paper. You may want to take some time to plan your writing before you begin work. When you have finished, be sure to proofread your work.

**GOOD LUCK! WE LOOK FORWARD TO READING YOUR GOOD WORK!**

## Teacher Directions

Day 1 (45 minutes) Prompt: \_\_\_\_\_?

- Give out the assignment sheet.
- Read the prompt sheet aloud together and use the writing process to analyze the prompt.
- Give each student a copy of (name of article). Explain that they may want to underline or take notes on the article as you read it aloud. Read the article aloud.
- Pose the question, "\_\_\_\_\_?" Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner about this question. Each student should have a chance to share.
- Explain that tomorrow you will be writing about \_\_\_\_\_. Collect the article(s) and prompt sheets. (Be sure names are on them.)

Day 2 (45 minutes) Prompt: \_\_\_\_\_?

- Return the article(s) and re-read (both) aloud.
- Ask students to think about (both) article(s). Question? Have students turn and talk to a partner about this. Each student should have a chance to share.
- Return the prompt sheet and re-read it aloud.
- Provide lined paper (or a computer if your students are accustomed to composing on a keyboard) and give students the remainder of the period to write. The writing should be completed individually, without help.
- When the period is over, explain that students may finish writing/revising/editing tomorrow. Collect student work and materials.

Day 3 (45 minutes) Prompt: \_\_\_\_\_?

- Return student work and materials. Students may be given access to a dictionary and thesaurus.
- Give students the remainder of the period to finish writing and proofreading.

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

## Sample Opinion Writing Prompt

Name: \_\_\_\_\_

**Before you begin:** On a piece of lined paper write your name and the date. You will use this paper for writing.

**Directions:** Your teacher is going to read "Why Cats Make Better Pets than dogs?" and "Why Dogs Make Good Pet?" aloud. As you listen to the text, think about how you feel about this question.

**Question:** *Which kind of pet is best, a cat or a dog?* After you have had a chance to hear the articles a second time, you will write your opinion and explain your thinking.

**PROMPT:** For the essay, your focusing question will be:

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

You will explain your thinking with facts and reasons from the articles.

**Remember, a good opinion piece will:**

1. Introduce the topic you are writing about.
2. Clearly state your opinion.
3. Gives reasons.
4. Use linking words and phrases.
5. Wrap up the writing with a concluding statement.
6. Use capitals, punctuation, and spell words correctly.

You will have two class periods to complete this reading/thinking/writing task. You may take notes right on the articles or on a separate sheet of paper. You may want to take some time to plan your writing before you begin work. The writing will have a single draft. When you have finished, check your paper over and fix any mistakes you see.

**GOOD LUCK! WE LOOK FORWARD TO READING YOUR GOOD Work!**

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## Prompt Ideas and Resources

### **Fiction Opinion Prompt Ideas:**

What character trait did Sarah demonstrate in *First Day Jitters*?

Should Grace have been chosen to play Peter Pan in *Amazing Grace*?

Were the duck, pig, and cow good friends to wolf in *Wolf!*?

What character trait did Amanda demonstrate in *Boom Town*?

### **Non-Fiction Opinion Prompt Ideas:**

Which kind of pet is best, a cat or a dog? (See attached articles #1 and #2)

Should we put cameras on animals? (See attached article #3)

Would you choose a dragonfly or a gecko for a class pet? (See attached articles #4 & #5)

Do you think Instant Messaging is the best way for friends to communicate? (See Treasures Anthology Real World Reading *Messaging Mania* pages 350-352)

Which region in California would you like to live in? (See Our Communities pages 4-7)

### **On-Demand Writings Prompt Ideas:**

(Intended to be written by students without the use of the complete writing process)

What is the most important school/classroom rule?

What is the best part of our school?

Would you rather have an extra recess or an extra period of PE each week?

Should P.E. be taught every day in school?

What is the best fall activity?

Is the first day of school exciting or scary?

Name:

## Why Cats Make Better Pets than Dogs

Should you get that cute little puppy or a cuddly kitten? Deciding between a cat and a dog can be difficult. However, cats as pets do have some advantages.

### Grooming

Cats bathe themselves. Most do not even need brushing. Dogs are more likely to need help from their owners in keeping clean.

### Companionship

Cats enjoy being alone. You can leave them home alone for the day while you go to school. Dogs, however, need company. A dog needs much more of your time.

### Exercise

Cats and dogs both need daily exercise. However, a cat needs much less exercise than a dog. Most dogs need to be taken for walk at least twice a day, even in the rain. Your cat will probably be happy to chase a ball in your living room.

### Noise

Dogs can bark at all hours of the day or night. Cats sleep most of the day and are much quieter. They are unlikely to disturb your neighbors.

### Training

Dogs need training to live with people. They need to be taught not to jump on people, how to sit and stay, and many other things. You may even need to teach your dog to lie down so you can have some quiet time. 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. Each can be affectionate and playful, but cats are much easier to care for. Maybe a cat is the right pet for you!

*This article was adapted for classroom use from "Reasons Why Cats Make Better Pets than Dogs" by Dee Em, eHow Contributor <http://www.ehow.com>*

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Name:

## Why Dogs Make Good Pets

Thinking about getting a new pet? One of the most popular pets is a dog. Dogs make great pets for many reasons.

### Companions

Dogs are patient and 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.

### Friends

Most dogs are curious. They want to meet other people and animals. Owners are likely to meet others while out walking their dogs. Dogs are good conversation starters. They make it easy to meet new people.

### Health

Dogs can make you healthier. Studies show that dog owners are less likely to get sick. When they do get sick, they get well quicker.

### Safety

Most dogs will bark if there is danger. Dogs can scare off intruders or warn their owners of fire. Specially trained dogs can also find missing people, sniff out bombs and drugs and help disabled people.

### Exercise

A dog needs daily exercise. The owner who walks his dog also benefits from this. Daily exercise can help keep you at a healthy weight. It gives you energy. It also strengthens your muscles and bones. Walking and playing with your dog can make you both healthier!

Is a dog the right pet for you? Owning a dog is a big responsibility, but there are many benefits. A dog might just be the perfect pet for you!

*This article was adapted for classroom use from "Why Dogs Make Good Pets" by Cecilia McCormick, eHow Contributor <http://www.ehow.com>*

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# Spying on Alligators



View a video of this alligator in action at [www.scholastic.com/SN3](http://www.scholastic.com/SN3).

Alligators are a familiar sight in many parts of Florida. Thousands of them live in the rivers and swamps there. But until recently, scientists didn't know much about the daily lives of the toothy beasts. They had no idea what the giant reptiles were up to when they disappeared below the surface of the water.

They now know a lot about that. And that's thanks to video cameras called Crittercams. Scientists strapped them onto 15 different alligators. The cameras recorded their every movement in the wild.

## Secrets of Survival

The video revealed surprising facts about the **cold-blooded** creatures. For example, it turns out they hunt a lot more often than scientists had thought.

"They're trying to capture something once every two hours," scientist James Nifong tells *Scholastic News*.

He also **observed** the alligators eating. They gobbled up twice as many meals at the bottom of the water as they did near the surface. Small animals that spend a lot of time on the bottom, like crayfish and turtles, are their main prey.

Nifong says it's important to learn as much as we can about the creatures we share the planet with. He also thinks we should try to understand the challenges they face.

"Seeing the world just as an animal does lets us know what its needs are," says Nifong. "That can help us better protect the species and its **habitat**."

## Words to Know

**cold-blooded:** having a body temperature that changes as the temperature of the surroundings changes

**observed:** closely watched

**habitat:** the place where a type of animal normally lives



## Caught on Camera

Alligators aren't the only animals that have worn video cameras in the wild. For example, in 2003, scientists got an up-close look as two lions in Africa worked as a team to hunt their prey. And last year, video from penguins in Antarctica showed just how deep into the ocean they can dive.

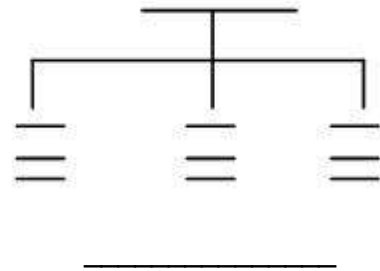
### Third Grade Expository Revising Topics:

- \_\_\_ Introduce the topic
- \_\_\_ Support the topic with:
  - \_\_\_ facts/details
- \_\_\_ Use linking words and phrases
- \_\_\_ Have a concluding sentence
- \_\_\_\_\_ Details to improve the meaning and focus
  - \_\_\_ add words, phrases, or sentences
  - \_\_\_ delete/omit words or sentences
  - \_\_\_ word choice
  - \_\_\_ word order

### Third Grade Expository Editing Topics:

- \_\_\_\_\_ Capitalization
  - \_\_\_ Titles
  - \_\_\_ Beginning of a Sentence
  - \_\_\_ Proper nouns (names of people, places, things)
- \_\_\_\_\_ Punctuation
  - \_\_\_ Correct end mark at the end of a sentence
  - \_\_\_ Commas in dates, locations, and addresses
  - \_\_\_ Commas in a series
- \_\_\_\_\_ Making Sense
  - \_\_\_ Complete/Incomplete Sentences

### Expository-Tree



\_\_\_\_ Subject/Verb agreement

\_\_\_\_ Correct use of verb tense

\_\_\_\_\_ Spelling

Name \_\_\_\_\_

Date \_\_\_\_\_

## Grade 3 Expository Writing

Topic:



Details:

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Details:

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Details:

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Closing:

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	<b>Content (Opinion)</b> SCORE: _____	<b>Organization (Revise)</b> SCORE: _____	<b>Language Conventions (Edit)</b> SCORE: _____
	<p>*Writing <b>addresses</b> all aspects of the <u>prompt</u> with a focused response.</p> <p>*<b>Effectively</b> states an opinion.</p> <p>*The writing has <u>facts and reasons</u> that <b>clearly</b> support the stated topic.</p> <p>*Writing <b>completely</b> <u>makes sense</u>.</p>	<p>*The writing <b>clearly</b> <u>introduces the topic</u>.</p> <p>*The writing <b>clearly</b> <u>stays on topic</u>.</p> <p>*The writing <b>includes clear, well-chosen</b> academic words and <u>phrases</u> that improve the meaning and focus.</p> <p>*The writing <b>effectively</b> uses <u>linking words and phrase to group related ideas</u>.</p> <p>*The writing provides an <b>effective</b> <u>concluding statement</u>.</p>	<p>*Writing uses <u>grammar rules</u> <b>consistently and correctly</b> (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing uses <u>compound and complex sentences with coordinating and subordinating conjunctions</u> <b>correctly and consistently</b>.</p> <p>*Writing <u>capitalizes</u> words <b>correctly and consistently</b>.</p> <p>*Writing <u>punctuates</u> (commas, apostrophes, end punctuation) <b>correctly and consistently</b>.</p> <p>*Writing applies <u>spelling rules and patterns</u> <b>correctly and consistently</b>.</p>
3-Approaching Grade Level Mastery	<p>*Writing addresses the <u>prompt</u> with an <b>inconsistent</b> focused response.</p> <p>*<b>Adequately</b> <u>states an opinion</u>.</p> <p>*The writing <b>has</b> <u>facts and reasons</u> that <b>mostly</b> support the stated opinion.</p> <p>*Writing <b>mostly</b> <u>makes sense</u>.</p>	<p>*Writing <u>introduces the topic</u>.</p> <p>*Writing <b>mostly</b> <u>stays on topic</u>.</p> <p>*Writing includes <b>some</b> words and phrases that <u>improve the meaning and focus</u>.</p> <p>*Writing uses <u>linking words</u> <b>correctly</b>.</p> <p>*Writing provides a <u>concluding statement</u>.</p>	<p>*Writing uses <u>grammar rules</u> with <b>few errors</b> (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing uses <u>compound and complex sentences with coordinating and subordinating conjunctions</u> with <b>few errors</b>.</p> <p>*Writing <u>capitalizes</u> words with <b>few errors</b>.</p> <p>*Writing <u>punctuates</u> (commas, apostrophes, end punctuation) with <b>few errors</b>.</p> <p>*Writing applies <u>spelling rules and patterns</u> (as referenced in pacing guide) <b>with few errors</b>.</p>
2- Making Progress toward	<p>*Writing <b>attempts</b> to address the <u>prompt</u> but lacks focus.</p> <p>*The writing <u>states an opinion</u> but is <b>unclear</b>.</p> <p>*The writing has <b>limited</b> <u>facts and reasons</u> to support the stated opinion.</p> <p>*Writing <u>makes some sense</u> but is not clear.</p>	<p>*Writing attempts to <u>introduce the topic</u> but is <b>unclear</b>.</p> <p>*Writing <b>somewhat</b> <u>stays on topic, yet, progression of ideas is lacking (rambling or repetition)</u>.</p> <p>*Writing includes <b>few</b> words and phrases that <u>improve the meaning and focus</u>.</p> <p>*Writing <b>inconsistently</b> uses <u>linking words</u> correctly.</p> <p>*Provides an <b>unclear</b> <u>concluding statement</u>.</p>	<p>*Writing uses <u>grammar rules</u> <b>inconsistently</b> (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing uses <u>compound and complex sentences with coordinating and subordinating conjunctions</u> with <b>many errors</b>.</p> <p>*Writing <u>capitalizes</u> words with <b>many errors</b>.</p> <p>*Writing <u>punctuates</u> (commas, apostrophes, end punctuation) with <b>many errors</b>.</p> <p>**Writing applies <u>spelling rules and patterns</u> (as referenced in pacing guide) <b>with many errors</b>.</p>
1-Insufficient Progress toward Grade Level	<p>*Writing <b>does not</b> address the <u>prompt</u>.</p> <p>*The writing <b>does not</b> <u>state an opinion</u>.</p> <p>*The writing <b>does not</b> support the opinion with <u>facts or reasons</u>.</p> <p>*The writing <u>makes no sense</u> or is not</p>	<p>*Writing <b>does not</b> <u>introduce the topic</u>.</p> <p>*Writing <b>does not</b> <u>stay on topic</u>.</p> <p>*Writing <b>does not</b> include words or phrases that <u>improve the meaning and focus</u>.</p> <p>*Writing <b>does not</b> use <u>linking words</u>.</p> <p>*Writing <b>does not</b> have a <u>concluding statement</u>.</p>	<p>*Writing <b>does not use</b> grammar rules (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing <b>does not</b> use <u>compound and complex sentences with coordinating and subordinating conjunctions</u>.</p> <p>*Writing <b>does not</b> <u>capitalizes</u> words.</p> <p>*Writing <b>does not</b> <u>punctuates</u> (commas, apostrophes, end punctuation).</p> <p>*Writing <b>does not</b> apply <u>spelling rules and patterns</u> (as referenced in pacing guide) <b>with excessive errors</b>.</p>