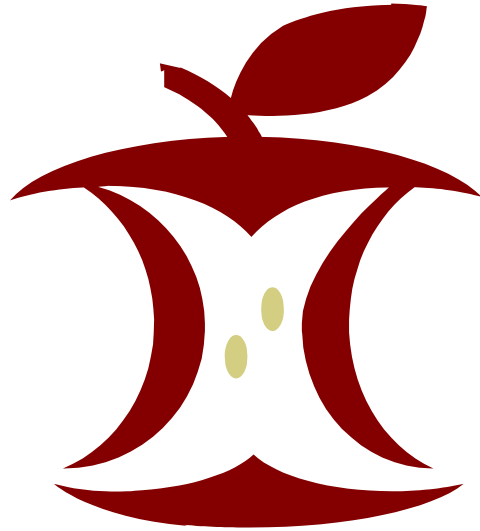


PUSD

Opinion

Writing Prompt, Rubric, and Resources

Kindergarten



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

WK.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name the book they are writing about and state an opinion or preference about the topic.

General Information About Writing Assessments

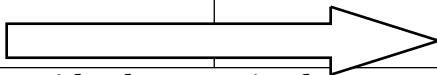
1. Schedule uninterrupted time blocks in the morning when students are most fresh.
2. Refer to the script provided with your assessment so that administration can be as uniform as is reasonably possible between rooms. **The writing assessment should be administered whole class, during a given block of time each day. Students will be given dividers or partitions during the writing assessment.**
3. Student assessment materials are limited to what is provided in their packets. Students may have the following materials made available to them:
 - a. As much blank/lined paper as needed
 - b. Walls do not need to be covered up for this assessment. However, sentence frames and sentence starters are not permissible.

Do not run off other materials for your students.

 - c. **No templates**
 - d. **No lists**
 - e. **No graphic organizers**
4. A rubric for assessing student work has been provided for you. If you need more, please run them off.

Suggested Pacing 25-30 minutes each day

Day 1	Day 2	Day 3	Day 4	Day5
Part 1 : -Introduce the prompt, whole group discussion. -Read story	Part 2: -Review prompt and story from Day 1 -Prewrite	Use pre-write to write ideas.	Students may continue working on their draft.	Students may continue working on their draft.



*You may not prompt/support students with what to write, but may give students the directions on what to do. Use this as a guide, but adapt the time slots to meet the needs of your students.

Sample Opinion Writing Assessment #1

Part 1 (Suggested time: 15-20 minutes)*

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

Prompt: **What is your opinion about _____? Do like _____? Why or Why not?**

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: **What do you think about _____? What is your opinion? Do like _____? Why or Why not?**
- THINK! REMEMBER, there is not a right or a wrong answer.
- Tell a partner about your opinion. Then, tell your partner a reason WHY.

Part 2 (Suggested time: 30 minutes)*

Now you are going to write an opinion piece that answers this question:
What is your opinion about _____? Do like _____? Why or Why not?

Now that you have finished part 1, you will write your piece.

- Listen to the story again. Listen and think about the prompt. Use the writing process to help organize your ideas.
- Now use the thinking map to brainstorm about your favorite/least favorite _____. Write about why you like or do not like _____
- *I will help you write words under your picture to tell more about why you like/don't like _____.
- *Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning. *There is no time limit for the writing assessment. A student may take as long as he/she needs to complete the task.

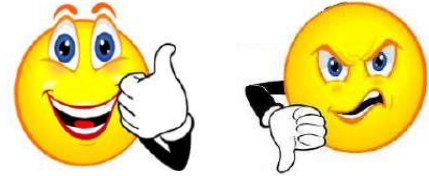
Kindergarten Opinion Practice Prompts



WK.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.

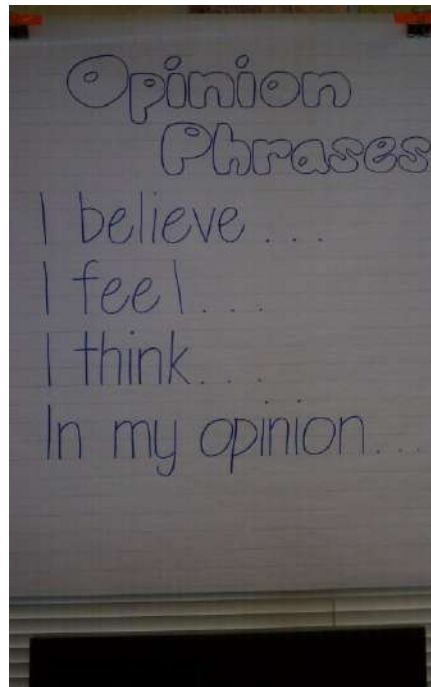
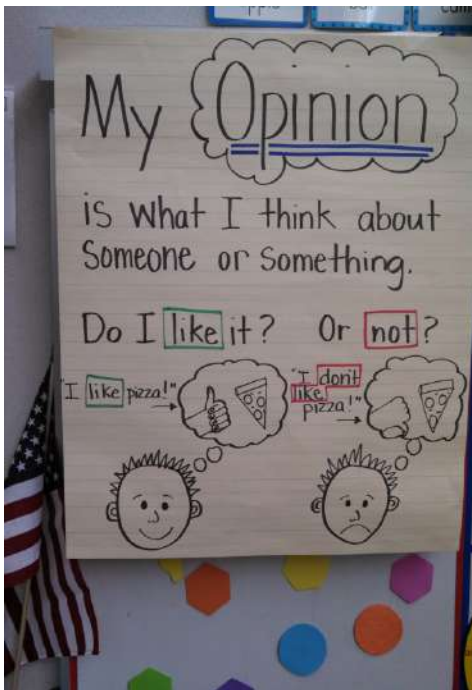
Academic Vocabulary to Define Throughout the Unit:

➤ Opinion: what I think or feel about someone or something



➤ Reasons: tell us WHY

Sample Anchor Charts:





Unit 1 Practice Prompts for Opinion Writing WK.1

Teacher Directions

Read *Peter's Chair* by Ezra Jack Keats (Unit 1 Week 3). Be sure to give students multiple exposures to the selection before you have them write this opinion piece.

Teacher Directions to Students (After Reading)

(Whole Group Discussion)

What is your opinion about *Peter's Chair*? Do you like this story? Why or why not?

Turn and talk to a partner about why you like this book, or why you do not like it.

Now use the thinking map to brainstorm about your favorite/least favorite part of the story. Write about why you like or do not like this book.

***I will help you write words under your picture to tell more about why you like/don't like this book.**

**Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.*



Unit 1 Practice Prompts for Opinion Writing WK.1

(Passage should be read aloud by the teacher)

Sammy and his friend don't agree on which recess activity is best. Listen to find out what they each think.

The Best Recess Activity

We have recess every day at my school. Recess is fun. Some kids get on tricycles and others play on the slide. I like to ride the tricycles because I can pedal quickly or slowly, but my friend Sammy likes the slide. Sammy says it's fun to get on the slide because it feels like he is flying. Sammy says tricycles are not fun because they are hard to drive. I don't like the slide because it is too tall. Some kids like the tricycles and others like the slide.

Teacher Directions to Students (After Reading) Whole Group Discussion

What is your opinion about recess? Do you like it? Why or why not?

Turn and talk to a partner about your favorite recess activity. Be sure to tell your partner **WHY**.

Now use the thinking map to brainstorm about why you like or do not recess. Write about why you like recess/do not like recess.

**I will help you write words under your picture to tell more about why you like your favorite recess activity.*Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.*



Unit 2 Practice Prompts for Opinion Writing WK.1

Teacher Directions

Read *The Little Red Hen* found in the Teacher Read Aloud Treasures pg.41. Be sure to give students multiple exposures to the selection before you have them write this opinion piece.

Teacher Directions to Students (After Reading)

(Whole Group Discussion)

What is your opinion about *The Little Red Hen*? Do you like this story? Why or why not?

What do you think about? What is your opinion? Do you like this story? Why or why not?

Turn and talk to a partner about why you like this story, or why you do not like it.

Now use the thinking map to brainstorm about your favorite/least favorite part of the story. Write about why you like or do not like this book.

***I will help you write words under your picture to tell more about why you like/don't like this book.**

**Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.*



Unit 2 Practice Prompts for Opinion Writing WK.1

(Passage should be read aloud by the teacher)

We will listen to a short story about friends who are talking about their favorite snack. Listen to find out what they each think.

The Best Snack

My friend Maria says her snack is better than mine. Juan thinks his snack is better. Maria brought grapes. And Juan brought apple slices. They each thought their snacks were the best.

Maria told Juan that grapes are juicy, squishy and fit in your mouth. Juan said that apple slices are juicy too, but they are also crunchy and sweet.

I brought a peanut butter and jelly sandwich that my mom made. I told Joseph that my snack was the best because it is sweet and salty.

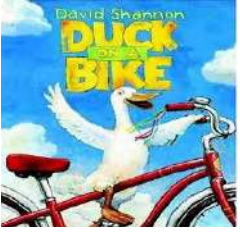
Teacher Directions to Students (After Reading) Whole Group Discussion

What is your favorite snack? Tell why or why not?

Turn and talk to a partner about your favorite snack. Be sure to tell your partner **WHY**.

Now use the thinking map to brainstorm about your favorite snack. Write about your favorite snack and tell why it is your favorite.

**I will help you write words under your picture to tell more about why you like your favorite recess activity. *Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.*



Unit 3 Practice Prompts for Opinion Writing WK.1

Teacher Directions

Read *Duck on a Bike* (Unit 3 Week 3). Be sure to give students multiple exposures to the selection before you have them write this opinion piece.

Teacher Directions to Students (After Reading)

(Whole Group Discussion)

What is your opinion about *Duck on a Bike*? Do you like this story? Why or why not?

Turn and talk to a partner about why you like this story, or why you do not like it.

Now use the thinking map to brainstorm about your favorite part of the story. Write about why you like it (or do not like this book).

*I will help you write words under your picture to tell more about why you like/don't like this book.

**Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.*



Unit 3 Practice Prompts for Opinion Writing WK.1

(Passage should be read aloud by the teacher)

We will listen to a short story about two friends in a Kindergarten class. Listen to find out what each of them thinks about Kindergarten.

My Kindergarten Class

I have two best friends in my Kindergarten class. My friend Bob who loves Kindergarten and my friend Anna who does not like Kindergarten. Bob likes Kindergarten because he gets to see his friends every day, play with them at recess and eat snacks.

Anna does not like Kindergarten because she misses her mom and baby brother. Anna is shy and does not like to play with other kids.

Just like Bob, I like to play with my friends at school even though sometimes I miss my mom.

Teacher Directions to Students (After Reading) Whole Group Discussion

What is your opinion about *Kindergarten*? Do you like it? Why or why not?

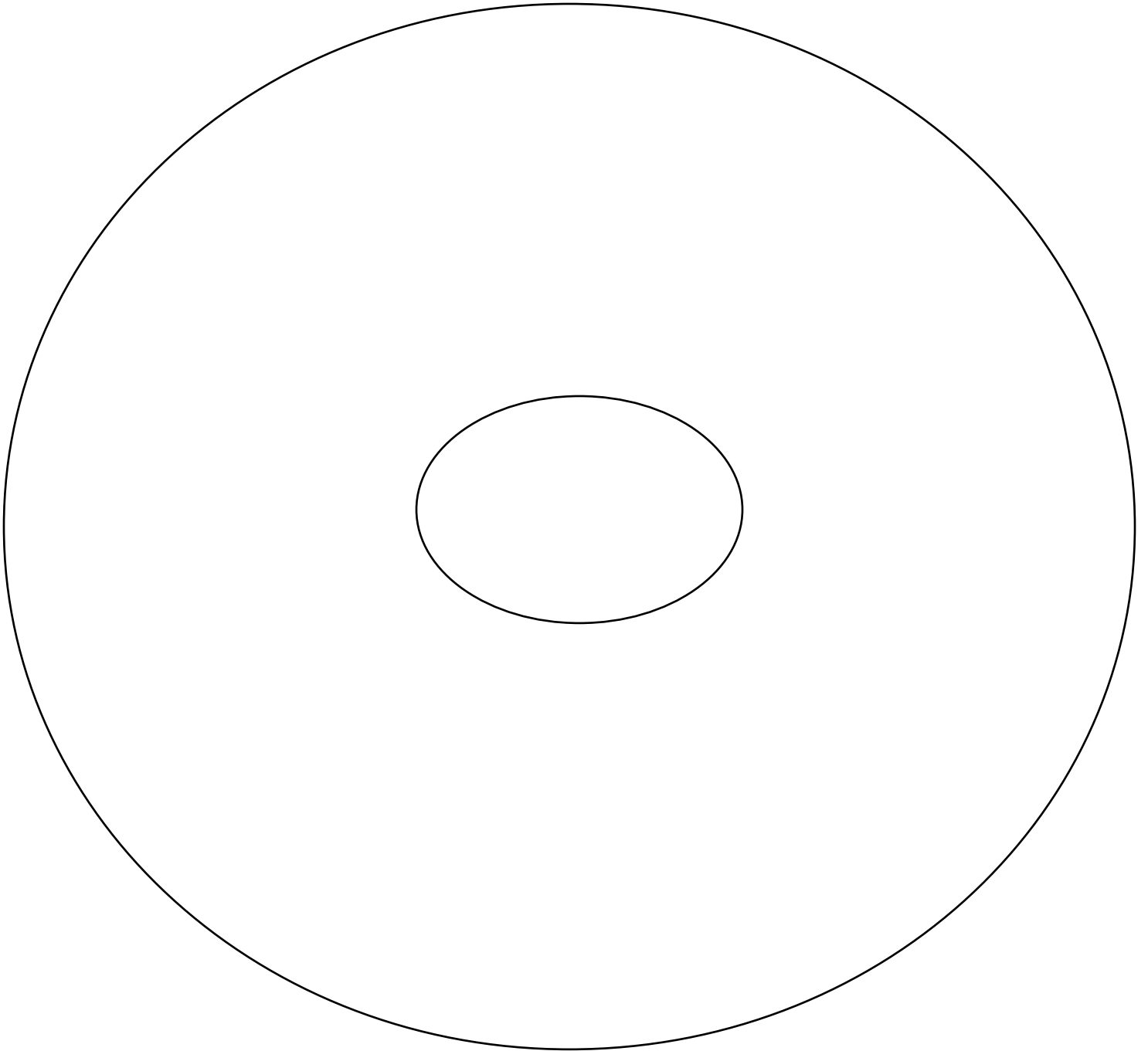
Turn and talk to a partner about WHY you like/don't like Kindergarten. Be sure to tell your partner WHY.

Now use this thinking map to brainstorm why you like Kindergarten or not. Write about why you like or do not like Kindergarten.

*I will help you write words under your picture to tell more about why you like/ don't like Kindergarten.

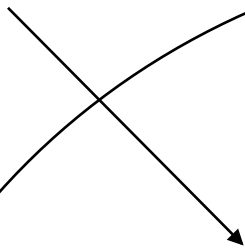
**Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.*

Name _____

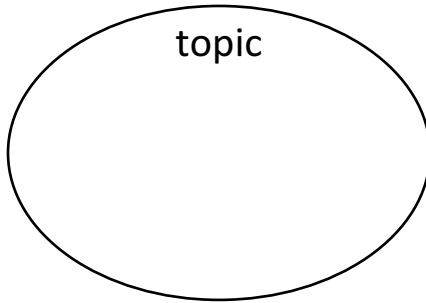


Name _____

details



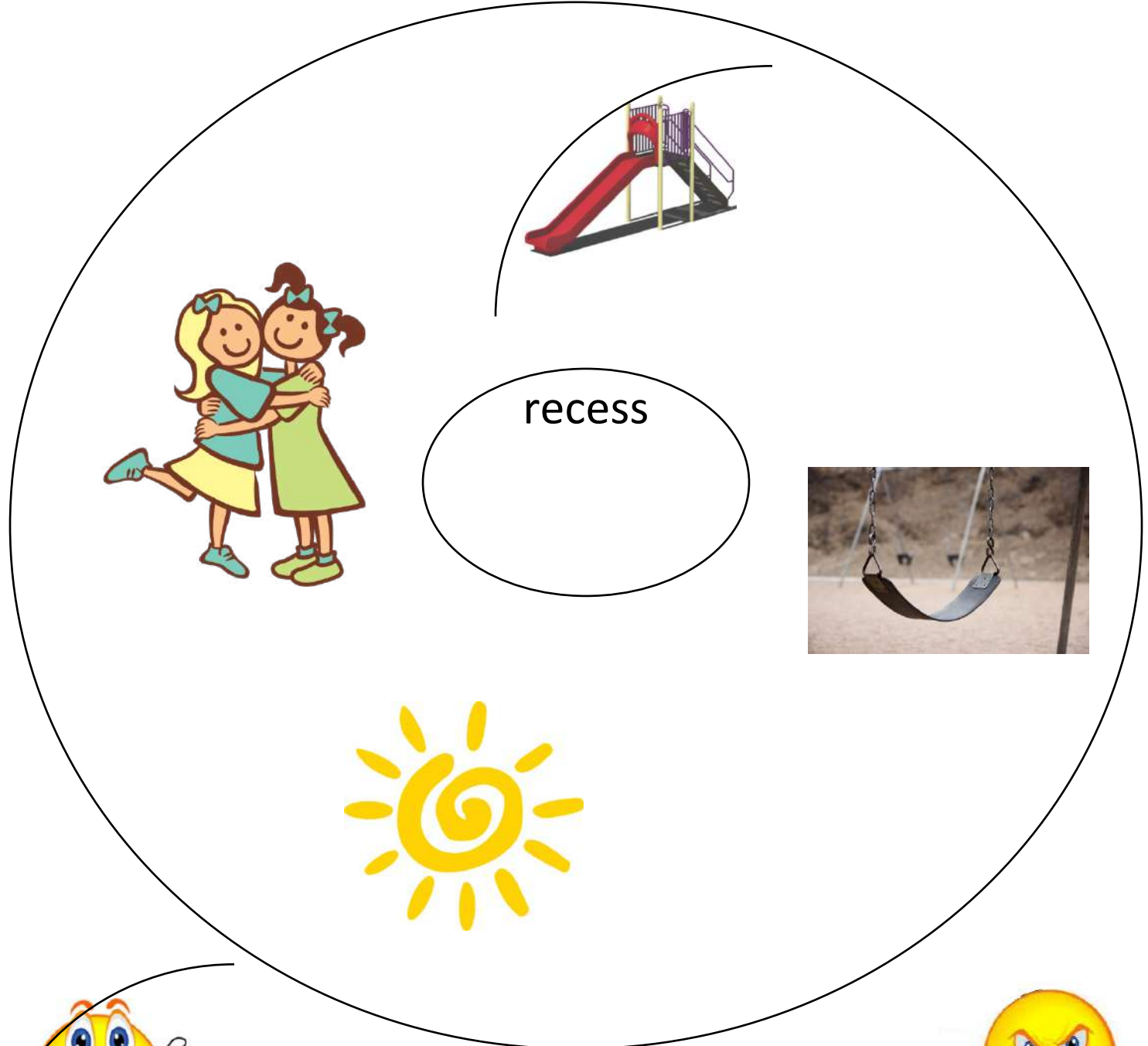
topic



opinion



Name _____



recess

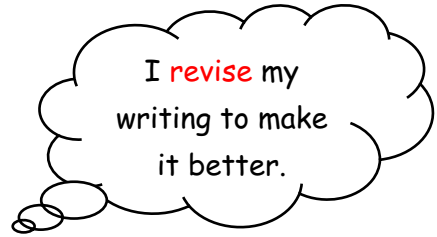


I like recess because there is a slide I can play on.



Kindergarten **Revising** Topics

_____ Add details WK.5



Kindergarten **Editing** Topics

_____ Use letters and phonetically spelled words to write LK2.d



_____ Write CVC Words LK2.c

_____ Print correctly and use proper spacing of letters LK.1a

_____ Capitalize the first word in a sentence and the letter I LK2.a

_____ End mark at the end of a sentence

LK2.b

Name _____

Opinion Rubric

Kindergarten

	Opinion Writing (Content) SCORE: _____	Writing Strategies-Revise (Organization) SCORE: _____	Written Conventions-Edit (Conventions) SCORE: _____
4-End of Year	<p>Student writes a simple sentence(s) or thought independently.</p> <p>Clearly states an opinion about the topic.</p> <p>Provides a reason(s).</p>	<p>Picture/Drawing is relevant to the topic and includes details.</p> <p>Prints many upper and lower case letters correctly; printing is legible.</p> <p>All spacing between letters, words, and sentences are correct.</p>	<p>Spells all words phonetically.</p> <p>All CVC words are spelled correctly.</p> <p>Capitalizes correctly and consistently with no errors: first word in a sentence and the word "I".</p> <p>Uses end punctuation correctly and consistently.</p>
3-Developing	<p>Identifies opinion in an incomplete sentence, which is mostly a complete thought.</p> <p>Identifies an opinion without stating the topic.</p> <p>States an opinion without a reason/ supporting detail.</p>	<p>Picture/Drawing is relevant to the topic and includes some details.</p> <p>Prints some upper and lower case letters correctly; printing is mostly legible.</p> <p>Most spacing between letters, words, and sentences are correct.</p>	<p>Some words are spelled phonetically.</p> <p>Writes letters for beginning and ending sound of CVC words.</p> <p>Capitalizes correctly, with a minor error: first word in a sentence and the word "I".</p>
2-	<p>Identifies opinion in a student-dictated phrase or sentence.</p> <p>Identifies an opinion that is incomplete. (I like/ I do not like)</p>	<p>Picture/Drawing is somewhat relevant to the topic, but includes few details.</p> <p>Prints few upper and lower case letters correctly; printing is somewhat legible.</p> <p>Some spacing between letters, words, and sentences are correct.</p>	<p>Inconsistently spells words phonetically.</p> <p>Inconsistently writes beginning or ending sounds in CVC words.</p> <p>Capitalizes inconsistently/incorrectly: first word of a sentence and the word "I".</p>
1-	<p>Identifies opinion only in drawing or not at all.</p> <p>Identifies opinion that is off-topic.</p>	<p>Picture/Drawing is not relevant to the topic.</p> <p>Prints no upper and lower case letters correctly; printing is not legible.</p> <p>Correct spacing not evident.</p>	<p>Spells no words phonetically.</p> <p>Writes random letters with little to no sound/spelling correspondence of consonants and short vowels. (CVC WORDS)</p> <p>Capitalizes incorrectly with many errors.</p> <p>Does not use end punctuation.</p>