



## Opinion Writing Performance Task

### Teacher Version

Grade	2	Title/Subject	Playground Activity or Game
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The following sections are included in this Teacher Version:

- **Process: Day 1, 2 and 3**
- **Teacher Directions for Scoring Rubric**
- **Samples of the activities to post on the wall**
- **Student pages**

### Overview

On Day 1 students will choose which game or activity they like best at recess. On Day 2, after the group activity, they will be directed to plan, and begin to draft an opinion writing piece about which game or activity they like best. On Day 3 students will finish their drafts, revise and edit their writing, and if they choose, produce a final copy.

### Process

## DAY 1: Shared Reading and Planning: Up to 40 minutes

### Step 1: Connect to Background Knowledge

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an opinion piece focused on the book they read and what they like or don't like about it. Ask students to share their opinions orally. Possible questions could include:

*"Which recess activity or game do you like best? Why do you like it so much? Do you like other games or activities too? Why?"*

Place words on the wall that illustrate each of the activities or games at recess and have students stand next to the one they like best. Samples are provided at the end of this prompt.

For active engagement encourage pair or group sharing, before sharing out with whole group.

### Step 2: Accessing the Information

1. Explain: *"Now we will look at the descriptions of some of the activities you can do at recess on the playground."*
2. Think-Pair-Share: *"Tell your partner what you like about your chosen activity and why"* Make sure both partners have time to share with each other.

Ask your partner questions like these to make sure you have added enough detail:

- Which game or activity did you choose?
- What parts did you like or dislike?
- Why do you think other people would like this game or activity?



## Opinion Writing Performance Task

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### Step 3: Planning:

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. You may suggest that they plan to write details about the activity, the reasons they prefer the activity, and who they think would like the activity, but don't provide a pre-printed plan, just remind them of strategies for planning.

### DAY 2: Writing a Draft: Up to 40 minutes

**Explain:** *"Today you will have a chance to write a draft to explain to me why you liked your recess game or activity. Tomorrow you will have a chance to change and edit your work from today or add more detail."*

Review the student directions and checklist for the writing assignment and give each student lined paper for writing. Remind the students to review their plan as they begin to write. Allow up to 40 minutes for writing.

Collect all materials from Day 2.

### DAY 3: Up to 40 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Direct students to re-read their draft from Day 2. Review the task using the student checklist poster. Suggest to students to add reasons and information to their opinion statement about which activity they like best.
3. When students are finished writing, remind them to reread and check for capitals and periods.
4. Collect all student writing materials.

### Teacher Directions for Scoring Rubric:

Use the opinion writing rubric to score the writing and enter a score for each student into assessment log.



Opinion Writing Performance Task

Grade		2		Opinion Writing Rubric			
Level	OPINION WRITING/PROCESS		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS		
<b>4</b> Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Writes several reasons for opinion</li> <li><input type="checkbox"/> Document is well organized and connected</li> <li><input type="checkbox"/> Both opinion and conclusion are clear and well stated</li> </ul>		<p><b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses commas and quotation marks in dialogue.</li> <li><input type="checkbox"/> Spells grade level appropriate words correctly</li> <li><input type="checkbox"/> Chooses words and phrases for effect.</li> </ul>		<p>Guidance &amp; Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>		
	<b>3</b> Meets	<p><b>OPINION WRITING (W1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes opinion piece about a topic or book (W1)</li> <li><input type="checkbox"/> Introduces the book or topic and states an opinion</li> <li><input type="checkbox"/> Supplies reasons that support opinion</li> <li><input type="checkbox"/> Uses linking words (<i>because, also</i>) to connect opinion and reasons</li> <li><input type="checkbox"/> Provides a concluding statement or section</li> </ul> <hr/> <p><b>WRITING PROCESS (W5-W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA*</b> Development and organization are appropriate to task and purpose (W4)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Adds details to strengthen writing as needed (W5)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Uses a variety of digital tools to write and publish writing (W6)</li> <li><input type="checkbox"/> Recalls information from experiences or gathers information from provided sources to answer a question (W8)</li> </ul>		<p><b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Produces, expands, and rearranges complete simple and compound sentences (L1f)</li> <li><input type="checkbox"/> Creates readable documents with legible print (L1g)</li> <li><input type="checkbox"/> Capitalizes holidays, product names, and geographic names (L2a)</li> <li><input type="checkbox"/> Uses commas in greetings and closings of letters (L2b)</li> <li><input type="checkbox"/> Uses an apostrophe to form contractions and frequently occurring possessives (L2c)</li> <li><input type="checkbox"/> Consults reference materials as needed to check and correct spellings (L2e)</li> <li><input type="checkbox"/> Spells grade level appropriate words correctly most of the time, uses grade level appropriate phonetic spelling to write unfamiliar words</li> <li><input type="checkbox"/> Uses knowledge of language and its conventions when writing (L3)</li> </ul>			
		<b>2</b> Almost Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Names topic or book</li> <li><input type="checkbox"/> Gives 1-2 reasons</li> <li><input type="checkbox"/> Adds few details</li> <li><input type="checkbox"/> Uses few or repeats linking words</li> <li><input type="checkbox"/> Provides a conclusion but may not be well related</li> </ul>			<p><b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes simple sentences, and some incomplete sentences</li> <li><input type="checkbox"/> Capitalizes first letter, and I, but not proper names</li> <li><input type="checkbox"/> Uses some punctuation correctly</li> <li><input type="checkbox"/> Spells some grade level appropriate words, and uses some phonetic spellings</li> </ul>	
			<b>1</b> Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not name topic or book</li> <li><input type="checkbox"/> Provides no opinion or reasons for opinion</li> <li><input type="checkbox"/> Provides no concluding statement</li> </ul>		<p><b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes few attempts at correct spelling</li> <li><input type="checkbox"/> Has many errors in capitalization</li> <li><input type="checkbox"/> Writes few complete sentences or only simple patterned sentences</li> <li><input type="checkbox"/> Makes few attempts at correct punctuation</li> </ul>	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at [sbusd.org](http://sbusd.org) and information from Smarter Balanced Assessments ([www.smarterbalanced.org](http://www.smarterbalanced.org)) using the California Common Core Standards at [www.cde.ca.gov](http://www.cde.ca.gov).



# Basketball:

A game played between two teams of five players each, the object being to throw a ball through an elevated basket on the opponent's side of a rectangular court. Players may move the ball by dribbling or passing with the hands.



# Four Square:

A child's game in which each of four players stands in one of four boxes drawn on the ground in a two-by-two grid and must bounce a ball into another player's box without holding the ball or stepping out of bounds.





# Hopscotch:

A children's game in which players toss a small object into the numbered spaces of a pattern of rectangles outlined on the ground and then hop or jump through the spaces to retrieve the object.





# Jump Rope:

An exercise or children's game in which a rope is swung over and under a jumper who must leap over it each time it reaches the feet.





# Kickball:

A children's game having rules similar to baseball but played with a large ball that is rolled toward home plate instead of pitched and kicked instead of batted.





# Tetherball:

A game played by two people using the hands or paddles and a ball hung by a cord from an upright post, the objective being to wind the cord around the post.

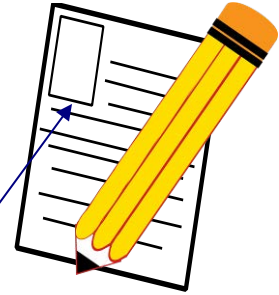




Opinion Writing Performance Task

Student Version			
Grade	2	Title/Subject	Playground Activity or Game

As you think about what we just read, write to explain to me what your opinion is about which game is best.



- Be sure to name your topic or book.
- Introduce your topic and state your opinion.
- Write **at least 2 reasons** to support your opinion.
- End with a **concluding statement** or section.
- You can look at the sources and our key word list to help you with your writing.
- You may want to draw a picture on the planning page to help you with your thinking.
- Do not copy sentences** from the sources.
- Does your writing make sense?

**Be sure to...**

- o Use **capitals** at the beginning of sentences
- o **Capitals** for proper nouns
- o Use **end points** at the end of your sentences **.!?**
- o Apostrophes ' for contractions and possessives (*don't, won't*)
- o Check your spelling (dictionary)
- o Try to use complete sentences
- o Use linking words such as *because* or *also* to connect your opinion and your reasons

- Fix your mistakes.
- Make sure to leave spaces between your words.
- Use your neatest handwriting or printing.

**Billy's Writing**

This is about my writing.

I have to use capitals at the beginning of my sentences and an end point at the end.

Sometimes I make mistakes but I can fix them!

I am a good writer.

Good work!





## Opinion Writing Performance Task

			Student Reading Text
Grade	2	Title/Subject	Playground Activity or Game



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**Basketball:**

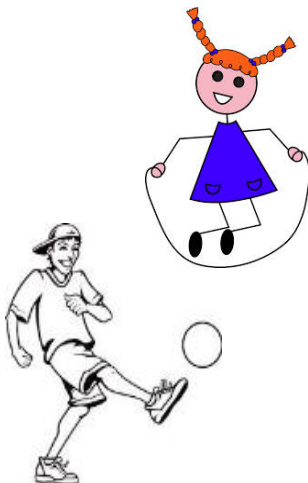
A game played between two teams of five players each, the object being to throw a ball through an elevated basket on the opponent's side of a rectangular court. Players may move the ball by dribbling or passing with the hands.

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**Hopscotch:**

A children's game in which players toss a small object into the numbered spaces of a pattern of rectangles outlined on the ground and then hop or jump through the spaces to retrieve the object.

**Jump Rope:**

An exercise or children's game in which a rope is swung over and under a jumper who must leap over it each time it reaches the feet.

**Kickball:**

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