



Opinion Writing Performance Task

Teacher Version

Grade	3	Title/Subject	Which is Better: Bottled or Tap Water?
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The following sections are included in this Teacher Version:

- **Process: Day 1, 2 and 3**
- **Teacher Directions for Scoring Rubric**
- **Student Directions and Prompt**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using an informative text to learn about which is better, bottled or tap water, and why. On Day 2, after the group activity, they will be directed to plan, and begin to draft an opinion writing piece about their opinion utilizing the information they read in the text as well as notes they took during the shared lesson. 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 Note-taking: Up to 40 minutes

Step 1: Connect to Background Knowledge ~ 15 minutes

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an opinion piece focused on the topic of bottled and tap water and which is better and why. Begin with discussing the importance of drinking water.

Ask students to briefly pair share and share out about the following question: *“Why is it important to drink water every day?”*

Next, have students think about which kind of water they think is best to drink and why—bottled or tap water.

Place pictures on the wall of bottled water and tap water (see pictures at end of teacher instructions). Have students stand next to the picture of bottled or tap water and talk to their classmates about why they made that choice.

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

Step 2: Accessing the Information ~ 20 minutes

1. Explain: *“Now we will read about bottled water and tap water. You will be writing an opinion piece about which you think is better, bottled or tap water, and why. Read about the pros and cons of each kind of water. Choose which one you think would be best. Make sure to include in your writing your opinion and the reasons you believe you have made the best choice.”* Use the information from the text to supply your reasons. Point out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.
2. Lead a whole class discussion about the sources. You may draw a pictorial of each type of water next to the text and make a word bank or label the drawing.
3. Think-Pair-Share: *“Tell your partner what you learned about bottled and tap water.”* Make sure both partners have time to share with each other.



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DAY 2: Planning and Writing a Draft: Up to 40 minutes

Step 3: Clarify Expectations for the Writing Task: ~ 5 minutes

Explain: *“In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me why you prefer bottled water or tap water. Tomorrow you will have a chance to revise and edit your work from today or add more detail.”*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing or begin typing directly into a Word document. (Typing is not required Grade 3).

Step 4: Plan and Draft Writing: ~ 35 minutes

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. Don't provide a plan yourself just remind them of the strategies for planning.

After 10 minutes suggest to students that they begin writing their drafts.

Collect all materials from Day 2.

DAY 3: Revise, Edit and Produce Final Draft: 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 their favorite habitat.
3. When students are finished writing, remind them to reread and check for capitals and periods.
4. Students may choose to re-copy and create a final draft.
5. 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.

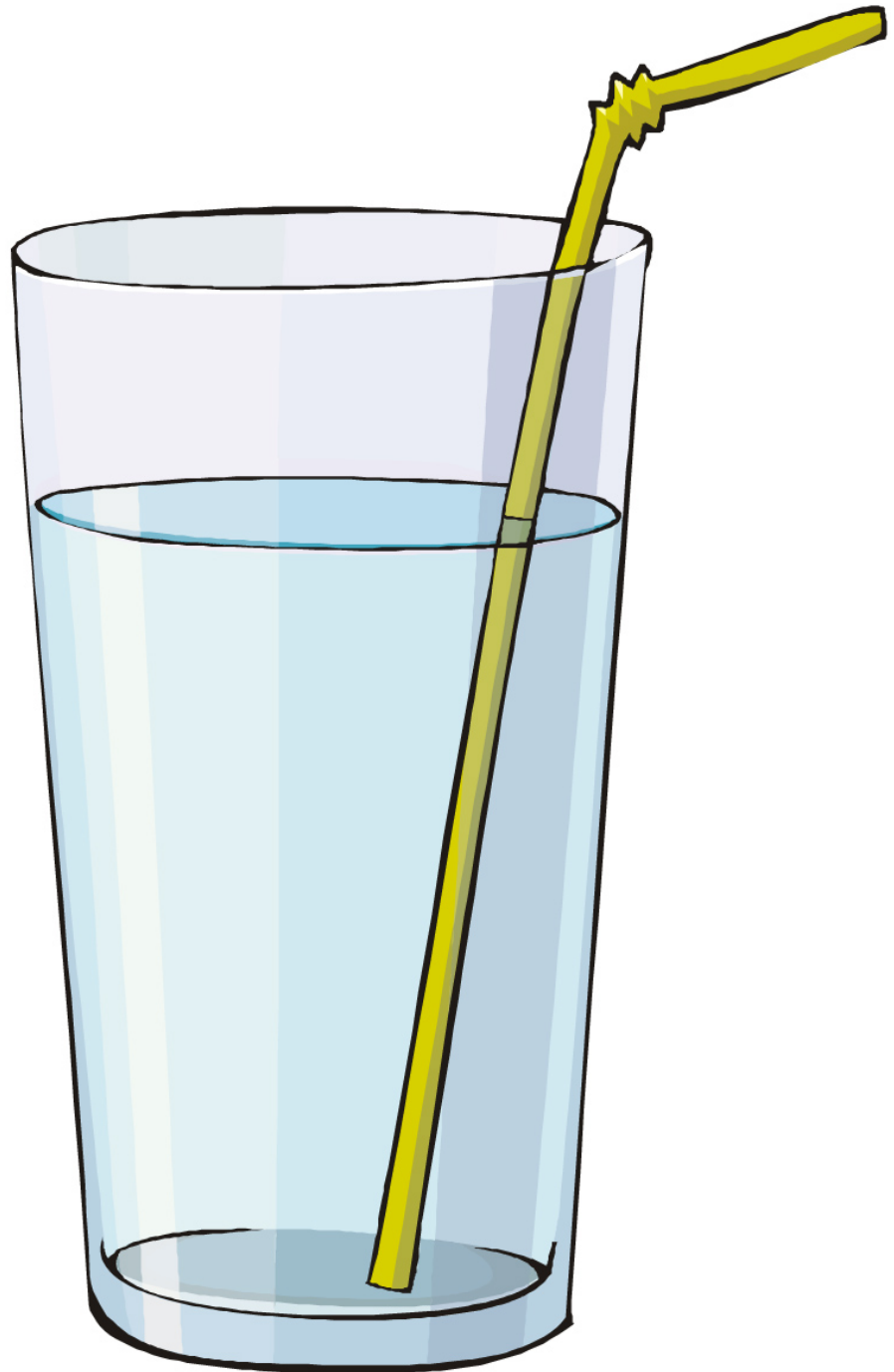


Bottled Water






Tap Water





Opinion Writing Performance Task

Grade		3			Opinion Writing Rubric		
Level	OPINION WRITING/PROCESS		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS		
4 Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Provides reasons that are well supported by facts and details <input type="checkbox"/> Uses effective elaborative techniques that may include personal experiences for opinion writing <input type="checkbox"/> Uses precise language to convey ideas <input type="checkbox"/> Is well planned and organized		Mostly correct use of language conventions, and some above grade level skills used, for example: <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses coordinating conjunctions (and, but, or, yet, nor, so) <input type="checkbox"/> Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate <input type="checkbox"/> Uses underlining, quotation marks or italics to identify titles of documents		WITH GUIDANCE and SUPPORT FROM ADULTS  Guidance & Support Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored.		
	3 Meets OPINION WRITING <input type="checkbox"/> Begins with a clear and interesting topic sentence that states an opinion about a topic and/or text (W1a) <input type="checkbox"/> Has organizational structure that lists reasons and supports reasons with facts and details (W1a,b) <input type="checkbox"/> Uses linking words and phrases such as, <i>also, because, therefore, since, and, for example</i> to connect opinion and reasons (W1c) <input type="checkbox"/> Provides a concluding statement or section related to opinion (W 1d) <hr/> WRITING PROCESS (W5 - W8) <input type="checkbox"/> WGASFA* Has clearly planned writing with organized notes, and shows evidence of revision during writing process (W5) <input type="checkbox"/> WGASFA* Uses technology and keyboarding skills (W6) <input type="checkbox"/> Conducts research (W7) <input type="checkbox"/> Uses sources such as, print and internet to gather evidence (W 8) <input type="checkbox"/> Takes brief notes on sources and groups into categories (W8) <input type="checkbox"/> Document is neat and legible		Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Uses a variation of simple, compound, and complex sentences (L1k) <input type="checkbox"/> Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly <input type="checkbox"/> Uses past, present, and future verb tenses correctly (L1g) <input type="checkbox"/> Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (L2 b/c) <input type="checkbox"/> Capitalizes titles correctly (L2a) <input type="checkbox"/> Spells high frequency words and adds suffixes correctly, uses spelling patterns from word families <input type="checkbox"/> Forms and uses possessives correctly (L2d) <input type="checkbox"/> Consults reference materials, as needed, to check/correct spelling (L2) <input type="checkbox"/> Uses grade appropriate academic and domain-specific words and phrases (L6)				
2 Almost Meets	<input type="checkbox"/> Uses weak opinion in introduction <input type="checkbox"/> Has weak or unfounded conclusion <input type="checkbox"/> Contains some supporting sentences that are weak and/or unclear <input type="checkbox"/> Uses few transition words, or uses the same throughout <input type="checkbox"/> Has some evidence of planning, organizing notes, and revision <input type="checkbox"/> Document is legible		Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Writes mostly simple sentences with correct punctuation <input type="checkbox"/> Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles <input type="checkbox"/> Uses some correct use of past, present and future verb tenses <input type="checkbox"/> Uses some correct use of punctuation, commas and capitalization <input type="checkbox"/> Has many spelling errors				
1 Does Not Meet	<input type="checkbox"/> May not state opinion <input type="checkbox"/> Includes few or no reasons for opinion <input type="checkbox"/> Has little evidence of planning, organizing and revision <input type="checkbox"/> Copies from sources <input type="checkbox"/> Document is illegible		Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Writes incomplete sentences <input type="checkbox"/> Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles <input type="checkbox"/> Uses past, present, and future verb tenses incorrectly <input type="checkbox"/> Uses little or no correct punctuation, commas and capitalization <input type="checkbox"/> Uses poor spelling				

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

This rubric was adapted from rubrics at sbUSD.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.

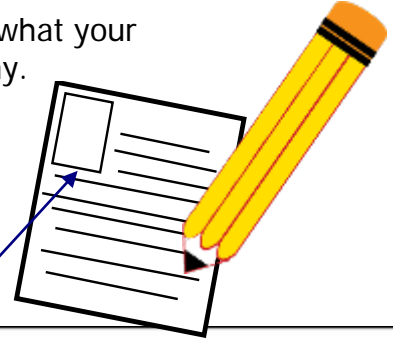


Opinion Writing Performance Task

Student Version			
Grade	3	Title/Subject	Which is Better: Bottled or Tap Water?

As you think about what we just read, write to explain to me what your opinion is about which is better – bottled or tap water and why.

- Be sure to name your topic and state your opinion.
- Write a **topic sentence**.
- Write **several reasons** to support your opinion.
- End with a **concluding sentence 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?



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.

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 Check your spelling
 - o Try to use complete sentences
- Fix your mistakes.
 - Make sure to leave spaces between your words.
 - Use linking words such as *also, because, therefore, since, and for example* to connect your opinion and reasons.
 - Use your neatest handwriting or type.

Good





Student Reading Text

Grade

3

Title/Subject

Which is Better: Bottled or Tap Water?

Article is from *National Geographic for Kids*

http://kids.nationalgeographic.com/kids/stories/spacescience/water-bottle-pollution/?ar_a=1

Drinking Water: Bottled or From the Tap?



For every six water bottles we use, only one makes it to the recycling bin.

Photograph by Justin

Sullivan/Staff, Getty Images

Catherine Clarke Fox

If your family is like many in the United States, unloading the week's groceries includes hauling a case or two of bottled water into your home. On your way to a soccer game or activity, it's easy to grab a cold one right out of the fridge, right?

But all those plastic bottles use a lot of fossil fuels and pollute the environment. In fact, Americans buy more bottled water than any other nation in the world, adding 29 billion water bottles a year to the problem. In order to make all these bottles, manufacturers use 17 million barrels of crude oil. That's enough oil to keep a million cars going for twelve months.

Imagine a water bottle filled a quarter of the way up with oil. That's about how much oil was needed to produce the bottle.

So why don't more people drink water straight from the kitchen faucet? Some people drink bottled water because they think it is better for them than water out of the tap, but that's not true. In the United States, local governments make sure water from the faucet is safe. There is also growing concern that chemicals in the bottles themselves may leach into the water.



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People love the convenience of bottled water. But maybe if they realized the problems it causes, they would try drinking from a glass at home or carrying water in a refillable steel container instead of plastic.

Plastic bottle recycling can help—instead of going out with the trash, plastic bottles can be turned into items like carpeting or cozy fleece clothing.

Unfortunately, for every six water bottles we use, only one makes it to the recycling bin. The rest are sent to landfills. Or, even worse, they end up as trash on the land and in rivers, lakes, and the ocean. Plastic bottles take many hundreds of years to disintegrate.

Water is good for you, so keep drinking it. But think about how often you use water bottles, and see if you can make a change.

And yes, you can make a difference. Remember this: Recycling one plastic bottle can save enough energy to power a 60-watt light bulb for six hours.

Text by Catherine Clarke Fox