



## Opinion Writing Performance Task

## Teacher Version

Grade	3	Title/Subject	Which is Better: Bottled Water 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 Article**

## Overview

On Day 1 students will engage in a shared reading and note-taking activity using an informative text and video to learn about which is better, bottled water or drinking fountain (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 texts as well as notes they took during the shared lesson. On Day 3 students will finish their drafts, revise and edit their writing, and 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 (drinking fountain) 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 from the drinking fountain.

Place pictures on the wall of bottled water and drinking fountain (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 from the drinking fountain. 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 texts to supply your reasons. Point out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.
2. Watch this video on Bottled or Tap Water <https://www.youtube.com/watch?v=i0orPdOOsFE>
3. 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.
4. 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 60 minutes

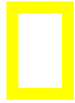
1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Direct students to re-read their draft from Day 2. Review the task using the student checklist poster. Suggest to students to add reasons and information to their opinion statement about whether they prefer bottled or tap water.
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 attached rubric to score the writing. Students receive two scores: one for opinion writing and another for conventions. Enter these scores into School City.



**Additional Information for Teachers:** (this article is written at a 1050 Lexile.) You may choose to project it and read it aloud to your students to provide more information.



## National Geographic

Article is from *National Geographic for Kids*

[http://kids.nationalgeographic.com/kids/stories/spacescience/water-bottle-pollution/?ar\\_a=1](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



# 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		<b>Mostly correct</b> 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		<b>Guidance &amp; Support</b>  Level of guidance and support from adults before writing:	
		<b>OPINION WRITING</b> <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</i> , <i>because</i> , <i>therefore</i> , <i>since</i> , and, <i>for example</i> to connect opinion and reasons (W1c) <input type="checkbox"/> Provides a concluding statement or section related to opinion (W 1d)		<b>Adequate</b> 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)			
3	Meets	<b>WRITING PROCESS (W5 - W8)</b> <input type="checkbox"/> <b>WGASFA*</b> Has clearly planned writing with organized notes, and shows evidence of revision during writing process (W5) <input type="checkbox"/> <b>WGASFA*</b> 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				Check off what was done before the student wrote the piece being scored. <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames	
		<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		<b>Limited</b> 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		<b>Infrequent</b> 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](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).



## Opinion Writing Performance Task

Student Version			
Grade	3	Title/Subject	Which is Better: Bottled Water 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 (from the drinking fountain) and why.

- Be sure to name your topic or write a **title**
- Write a **topic sentence**.
- Write **several reasons** to support your opinion.
- End with a **conclusion**.
- 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...

- Use **capitals** at the beginning of sentences
  - **Capitals** for proper nouns
  - Use **end points** at the end of your sentences. **!?**
  - Check your spelling
  - Try to use complete sentences
- Fix your mistakes.
  - Use your neatest handwriting or typing.

**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	3	Title/Subject	Which is Better: Bottled Water or Tap Water?

*This article was adapted from Scholastic News for Third Grade*

Officials in the Grand Canyon National Park have banned the sale of water in plastic bottles. Many colleges in the United States have similar bans. They hope people will use water fountains and reusable bottles instead.

## What do YOU think?

Are you for or against using bottled water?

### PRO! Yes to Bottled Water

- Not having bottled water is really inconvenient if you're in a place where it is hard to find a water fountain.
- Reusable water bottles can be expensive and people often forget to bring them from home. Having water available is really important when you are marching around a park in the hot sun!
- If there is no bottled water available it will discourage people from drinking water, which is healthier than drinking some other bottled drinks like soda.
- Bottled water is safer than tap water because some pipes may leave traces of lead in the water.
- Bottled water tastes better than tap water.

### CON! No to Bottled Water

- Selling plastic water bottles should be banned. Plastic is really bad for the environment. It takes a long time for plastic to break down.
- When we go to the park there are tons of water bottles on the ground everywhere. It is so wasteful and messy!
- People should take responsibility and carry and use their own water bottles so they can reuse them and refill them.
- It takes about one quarter of the bottle worth of oil to produce every bottle of water and transport it to stores.
- Most people can't tell the difference between bottled and tap water when they taste it.