

Opinion Writing Performance Task

Teacher Version

Grade	4	Title/Subject	The Best Breakfast for a 4th Grader
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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 Prompt and Articles**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using opinion texts to learn about best breakfasts for a 4th grader and why. On Day 2, after the group activity, they will be directed to plan, and begin to draft an opinion writing piece about which breakfast is best 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 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 ~ 5 minutes

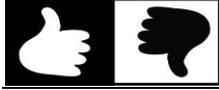
Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an opinion piece focused on the topic of healthy breakfasts for 4th graders. Ask students to share their opinions orally. Possible questions could include:

“What kinds of breakfast do you think are best for a 4th grader? Why?”

Have students list their ideas on individual white boards. Next have them discuss their choice with a partner. Finally, have students share out their ideas and list them on a piece of chart paper. Be sure to encourage them to state WHY they think their choice is best.

Step 2: Accessing the Information ~ 20 minutes

1. Explain: *“Now we will read about healthy breakfasts for kids. You will be writing an opinion paper to your teacher about what breakfast you think is best for a fourth grader and include information from the articles provided in your reasons.”* 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. Lead a whole class discussion about the sources. You may take notes next to the text and/or make a word bank.
3. Think-Pair-Share: *“Tell your partner what you learned about breakfast”* 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 what kind of breakfast is best for a 4th grader. Tomorrow you will have a chance to change and edit your work from today or add more details."*

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.

Step 4: Planning and Drafting: ~ 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.

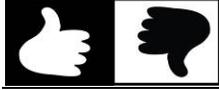
Collect all materials from Day 2.

DAY 3: 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 healthy breakfasts and which one is 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	4	Opinion Writing Rubric	
Level	OPINION WRITING		LANGUAGE CONVENTIONS
4 Exceeds	<input type="checkbox"/> Meets all expectations set forth in 3 <input type="checkbox"/> Document is well organized and connected <input type="checkbox"/> Both opinion and conclusion are clear and well stated <input type="checkbox"/> Reasons are well organized with appropriate details		Mostly correct use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations set forth in 3 <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works <input type="checkbox"/> Recognizes and corrects inappropriate shifts in verb tense.
3 Meets	OPINION WRITING (W1) <ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic clearly and states an opinion <input type="checkbox"/> Creates organizational structure that groups related ideas to support writer's purpose (W1a) <input type="checkbox"/> Supplies reasons that support opinion with facts and details (W1b) <input type="checkbox"/> Links opinion and reasons with words/phrases such as <i>for instance</i>, <i>in order to</i>, <i>in addition</i> (W1c) <input type="checkbox"/> Provides a concluding statement or section related to the opinion (W1d) <hr/> WRITING PROCESS (W4-W8) <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, and editing (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> WGASFA* Can keyboard/ type a minimum of one page in a single sitting (W6) <input type="checkbox"/> Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8) <input type="checkbox"/> Draws evidence from text (W9) 		Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f) <input type="checkbox"/> Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>) (L1g) <input type="checkbox"/> Writes fluidly and legibly in cursive or joined italics. (L1h) <input type="checkbox"/> Uses correct capitalization (L2a) <input type="checkbox"/> Uses commas and quotation marks to mark direct speech and quotations from a text (L2b) <input type="checkbox"/> Uses a comma before a coordinating conjunction in a compound sentence. (L2c) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed. (L2d) <input type="checkbox"/> Chooses words and phrases to convey ideas precisely (L3) <input type="checkbox"/> Chooses punctuation for effect (L3)
2 Almost Meets	<input type="checkbox"/> Opinion is clear but some reasons are unrelated <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Planning for writing is limited <input type="checkbox"/> Provides few facts and details <input type="checkbox"/> Draws little evidence from text <input type="checkbox"/> Uses some linking words/phrases but ideas are scattered		Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells most words correctly
1 Does Not Meet	<input type="checkbox"/> Provides few or no details or facts <input type="checkbox"/> Provides no concluding statement or is unrelated to opinion <input type="checkbox"/> Document is disorganized or incomplete		Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Many words spelled incorrectly <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Punctuation includes many errors or is missing

WITH GUIDANCE and SUPPORT FROM ADULTS

Guidance & Support



Level of guidance and support from adults before writing:

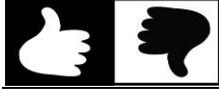
Check off what was done before the student wrote the piece being scored.

- Discussion
- Read aloud or shared reading
- Drawing
- Vocabulary word bank
- Shared or interactive writing
- Graphic organizer
- Language frames

- **WGASFA:** "with guidance and support from adults"

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





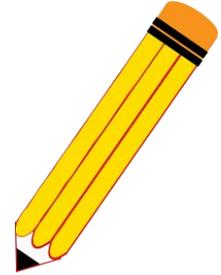
Opinion Writing Performance Task

Student Version

Grade	4	Title/Subject	The Best Breakfast for a 4 th Grader
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Student Prompt:

As you think about what you just read, write a multi-paragraph essay to explain to your teacher your opinion about which breakfast you think is best.

**Writing Tips:**

- Be sure to introduce the topic, state your opinion, and group related facts together.
- Use facts from the sources to develop your ideas.
- You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- Use linking words such as *for instance*, *in order to*, *in addition*, *because*, *also*, *therefore*, *since*, *for example*, *and*, *also*, etc. to link your opinion and reasons.
- End with a concluding statement or section.

Reminders:

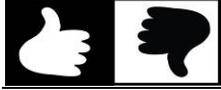
- You can look at the sources and your key word list to help you with your writing.
- You might begin by making a plan or drawing a graphic organizer to help you with your thinking.
- Do not copy** sentences from the sources.

Step 1: Plan

- Make a plan on the blank paper for your writing.

Step 2: Draft

- Write a topic sentence with your opinion clearly stated.
- Supply reasons that support your opinion with facts and details.
- Group information together as you write.
- Write a concluding sentence or paragraph.
- Provide a list of sources.



Opinion Writing Performance Task

Step 3: Reread and Revise

- Does it make sense?
- Is there missing information you want to add?
- Does it fit your task, purpose, and audience?

Step 4: Edit

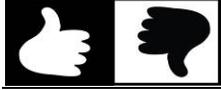
- Capitals at the beginning of sentences
- Capitals for proper nouns
- Punctuation: (end points) . ! ?
- Commas , quotation marks " "
- Spelling
- Complete sentences; avoid run-ons and fragments.

Step 5: Final Draft

- Recopy and fix your mistakes.

Good work!





Opinion Writing Performance Task

Student Reading Text

Grade	4	Title/Subject	The Best Breakfast for a 4th Grader Article 2
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From Scholastic.com

It's Brain Food!

Secrets about snacks that can help you succeed.

<http://www.scholastic.com/parents/resources/article/health-nutrition/its-brain-food>

Article has been excerpted/abbreviated

**What's the big deal about breakfast?**

That morning munchfest is totally essential for energy — and this is especially key leading up to a test.

Why? When you eat food in the morning, you're giving your body the necessary vitamins and minerals that affect the way you concentrate, the way you absorb information, and the way you function in class. Think of it this way: it's pretty tough to learn the dates of the Civil War when your eyes droop closed and you can't focus on the blackboard.

So dig into the breakfast of academic champions every morning. It'll boost your memory skills, you'll be more alert, and it could translate into test success. You have to actually *study* too, but having breakfast definitely helps!

A Week's Worth of Ideas for Morning Meals Leading Up to Test Day

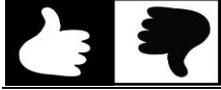
Monday: Cheerios with a banana sliced up. Stick to low sugar cereals, like Cheerios or Crispix, and add some fruit to naturally sweeten it. Cereal is filling, easy to make, and tastes good — the perfect way to start the week.

Tuesday: Scrambled eggs with wheat toast. Eggs are a good source of protein, and with a slice of toast, you'll have a combination of nutrients that will give you extra oomph all morning.

Wednesday: Whole-wheat bagel with jelly or cream cheese. Multi-grain or whole-wheat bagels are more nutritious than plain white ones, and a tablespoon of jelly or cream cheese is a better choice than heavy butter. Plus, bagels are great for an on-the-go breakfast if you're in a rush to get to school for extra studying.

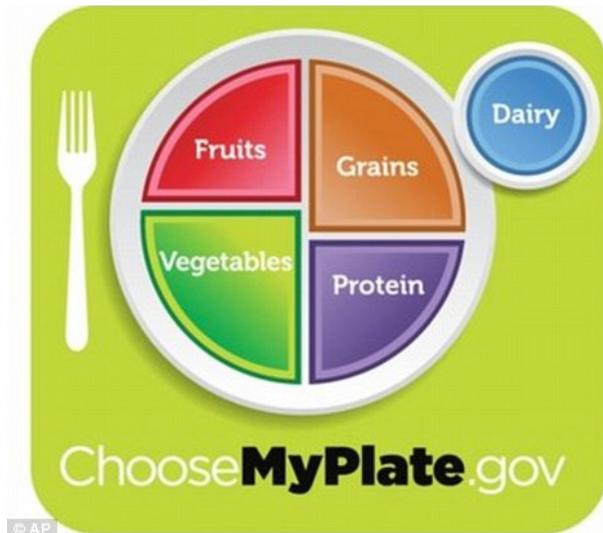
Thursday: Yogurt with granola. Get a big dose of calcium from the yogurt, and put granola on top for a satisfying crunch. Almost as satisfying as reviewing for the test and knowing all the answers!

Friday: Oatmeal with brown sugar and cinnamon. Oatmeal is truly a winner — it has a mix of protein, fiber, and carbohydrates, which will keep you energized and alert during the test. Sprinkle your oatmeal with a bit of brown sugar or cinnamon to make it sweeter; better yet, add some fresh berries! After all, it's Friday, and you deserve a treat for preparing yourself so well.



Opinion Writing Performance Task

Student Reading Text			
Grade	4	Title/Subject	The Best Breakfast for a 4 th Grader Article 2



MyPlate

Excerpt from Wikipedia, the free encyclopedia
<http://en.wikipedia.org/wiki/MyPlate>

Guidelines

MyPlate is divided into sections of approximately 30 percent [grains](#), 30 percent [vegetables](#), 20 percent [fruits](#) and 20 percent [protein](#), accompanied by a smaller circle

representing [dairy](#), such as a glass of [milk](#) or a [yogurt](#) cup.

MyPlate is supplemented with additional recommendations, such as "Make half your plate fruits and vegetables," "Switch to 1% or skim milk," "Make at least half your grains [whole](#)," and "Vary your protein food choices."^[7] The guidelines also recommend [portion control](#) while still enjoying food, as well as reductions in [sodium](#) and [sugar](#) intakes.^[1]

In unveiling MyPlate, [First Lady Michelle Obama](#) said, "Parents don't have the time to measure out exactly three ounces of chicken or to look up how much rice or broccoli is in a serving. ... But we do have time to take a look at our kids' plates. ... And as long as they're eating proper portions, as long as half of their meal is fruits and vegetables alongside their lean proteins, whole grains and low-fat dairy, then we're good. It's as simple as that."^[8]