

Opinion Writing Performance Task

Teacher Version

Grade	K	Title/Subject	My Favorite Cafeteria Snack
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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 Instructions and Articles**

Overview

On Day 1 students will engage in a hands-on experience of tasting snacks and a shared reading and note-taking activity using two informative texts to learn about the kind of fruit they like best 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 favorite fruit 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 fruit and what they like or don't like. Ask students to share their opinions orally. Possible questions could include:

"Do you like snacks? Which one do you like best? Why do you like it so much? Is it the taste, the color, the shape, or other feature you like? Why don't you like the others?"

Step 2: Fruit tasting: ~ 15 minutes

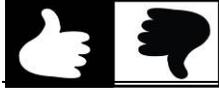
Cut small pieces of cafeteria snacks. Allow students to try each kind of snack. Encourage talking about which one they like and why.

Place pictures on the wall of the three kinds of cafeteria snacks available and have students stand next to their favorite.

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

Step 3: Accessing the Text ~ 20 minutes

1. Explain: *"Now we will read about each snack."* Read each source, pointing 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 picture of each snack next to the text and make a word bank or label the drawing.



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3. Think-Pair-Share: *"Tell your partner what you learned about your favorite snack."* Make sure both partners have time to share with each other.

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

Step 4: 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 like one of the snacks the best. 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 a sheet of blank paper for planning and lined paper for writing.

Step 5: Plan for the Writing Task: ~ 30 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 on lined paper.

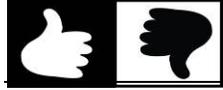
Collect all materials from Day 2.

DAY 3: Up to 30 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 fruit.
3. When students are finished writing, remind them to reread and check for capitals and periods.
4. Collect all student writing materials.

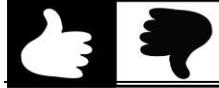
Teacher Directions for Scoring Rubric:

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



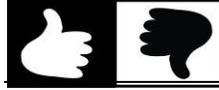
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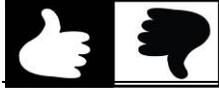
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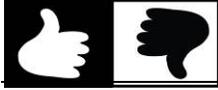
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Student Version

Grade	K	Title/Subject	My Favorite Cafeteria Snack		
Level	OPINION WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Includes a reason for opinion <input type="checkbox"/> Uses some descriptive words <input type="checkbox"/> Writes multiple complete sentences		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 in level 3 <input type="checkbox"/> Writes proper names with capital letters <input type="checkbox"/> Consistently spells grade level appropriate words correctly 		<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"> <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
3 Meets	OPINION WRITING (W1) <ul style="list-style-type: none"> <input type="checkbox"/> Draws, dictates, and/or writes an opinion about a topic or book (W1) <input type="checkbox"/> Names the book or topic (W1) <hr/> WRITING PROCESS (W5-W8) <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Adds details to strengthen writing (W5) <input type="checkbox"/> WGASFA* Explores digital tools to write (W6) <input type="checkbox"/> Participates in shared research projects (W7) <input type="checkbox"/> WGASFA* Recalls information from experiences or gathers information from provided sources (W8) 		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"/> Writes left to right and return sweeps (L1a) <input type="checkbox"/> Uses spaces between words most of the time (L1c) <input type="checkbox"/> Prints many upper- and lowercase letters (L1a) <input type="checkbox"/> Capitalizes the first word in a sentence and the pronoun / (L2a) <input type="checkbox"/> Recognizes and names end punctuation (L2b) <input type="checkbox"/> Writes a letter or letters for most consonant and short-vowel sounds (L2c) <input type="checkbox"/> Spells simple words phonetically (L2d) 		
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Draws about topic <input type="checkbox"/> Names topic or book but gives no opinion <input type="checkbox"/> Includes simple sentences about topic <input type="checkbox"/> May rely on copying from a patterned sentence 		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"/> Begins to write from left to right and return sweeps <input type="checkbox"/> Begins to space words correctly <input type="checkbox"/> Writes uppercase letters are random or within words <input type="checkbox"/> Uses only uppercase letters in writing <input type="checkbox"/> Uses no or few end punctuation marks <input type="checkbox"/> Spells some words phonetically 		
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Makes few or no attempts to write <input type="checkbox"/> Provides no details <input type="checkbox"/> Uses no or incorrect spacing between words 		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"/> Uses random letters to represent print <input type="checkbox"/> Makes no attempts at correct spelling <input type="checkbox"/> Writes no complete sentences <input type="checkbox"/> Writes in all directions or may just label drawing 		

- **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.



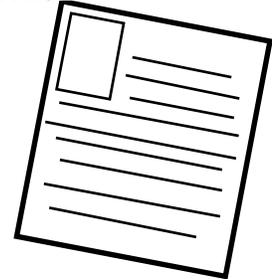
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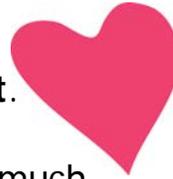
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Talk about cafeteria snacks with your class. Now **tell me** which snack you like best and why.

Write about which snack you like best.



- Write your **name** on your paper.
- Tell me which **snack you like best**.
- Tell me **why** you like this snack so much.
- Draw a picture** of your favorite snack.

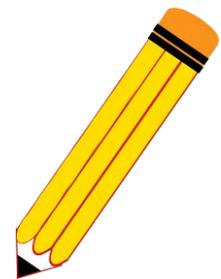


Be sure to

- U**se a **CAPITAL** at the beginning of your sentences.

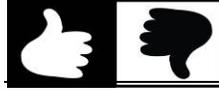
- Use an **end point** at the end of your sentences → **. ! ?**

- Try to spell the words you know correctly.
- Use complete sentences.
- If you see a mistake, fix it!
- Make sure to leave **spaces** between **your** words.
- Use your neatest handwriting.



Good work!





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