



Opinion Writing Performance Task

Teacher Version

Grade	TK	Title/Subject	The Best Pet: Cats or Dogs?
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The following sections are included in this Teacher Version:

- Process: Day 1, and 2
- Teacher Directions for Scoring Rubric and pictures for prompts
- Student Prompt and Articles

Overview

On Day 1 students will engage in a shared reading and note-taking activity using two informative texts to learn about cats and dogs as pets. On Day 2, after the group activity, they will be directed to draw a picture and write and/or dictate an opinion writing piece about which animal they think would make the best pet utilizing the information they read in the texts as well as notes they took during the shared lesson..

Process

DAY 1: Shared Reading and Note-taking: 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 topic of pets and what they like or don't like. Ask students to share their opinions orally. Possible questions could include:

"Do you like pets? Which one do you like best? Why do you like it so much? Why don't you like the others?"

Place pictures on the wall of a cat and a dog and have students stand next to their favorite. (Sample pictures are at end of teacher instructions.)

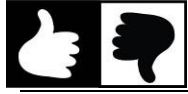
For active engagement encourage pair or group sharing, before sharing out with whole group.

Step 2: Accessing the Information

1. Explain: *"Now we will read about each pet."* 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 pictorial of each pet next to the text and make a word bank or label the drawing.
3. Think-Pair-Share: *"Tell your partner what you learned about your favorite pet."* Make sure both partners have time to share with each other.
4. Teachers: this video provides great visuals of cats and dogs, the words in the script are probably too focused on the competition, so I would probably show it without sound, be sure to preview it to see what you think.



<http://www.animalplanet.com/tv-shows/other/videos/dogs-vs-cats/>



Opinion Writing Performance Task

DAY 2: Planning and Writing : Up to 40 minutes**Step 3: Clarify Expectations for the Writing Task:**

Explain: *“In a few minutes you will have a chance to look at the sources, draw, and write or dictate to tell me which pet , a dog or a cat, do you like best and why?.”*

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 paper with a place to draw and lines for writing).

Step 4: Clarify Expectations for the Writing Task:

Tell students to by drawing a picture of their choice of pet. You can suggest they add details to show why they like that pet such as how they play together, or what they do.

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

Collect all materials from Day 2.

Step 5:

Tell students to write about the kind of pet they like and why they like it. In TK this may be labeling their drawing, adding a title, writing a simple sentence or two about cats or dogs. You may also take dictation asking the children why they like the pet and then write down their response. Please encourage all students to include some writing so that you can analyze what they are beginning to understand about how print works.

Teacher Directions for Scoring Rubric:

Use the opinion writing rubric to score the writing and enter a score for each student into School City.



CATS





DOGS



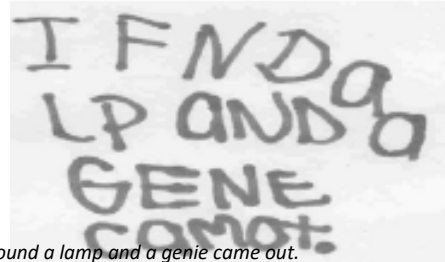
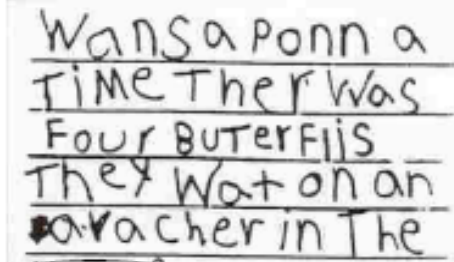


Opinion Writing Performance Task Developmental Writing Checklist

Student Name			
Level	Stage	Description	Sample
0	Pictorial	<input type="checkbox"/> Draws picture	
1	Pictorial with Imitated Writing	<input type="checkbox"/> Orally tells about pictures (teacher writes message) <input type="checkbox"/> Draws pictures <input type="checkbox"/> Imitates writing	
RUBRIC 1			
2	Random Letters	Writing Content <input type="checkbox"/> Writes some letters fluently/symbols fluently to represent a message <input type="checkbox"/> Uses ABC chart as a resource <input type="checkbox"/> Little or no concept of space between words <input type="checkbox"/> Attempts to read/retell what has been written or drawn <input type="checkbox"/> Writes to convey a message <input type="checkbox"/> Writes one or more thoughts Writing Conventions <input type="checkbox"/> May use one letter to write a word (spellings are telegraphic, usually representing salient initial and/or final sounds) <input type="checkbox"/> Prints own name or a known word <input type="checkbox"/> Usually writes left to right and knows where to begin writing (may reverse some letters) <input type="checkbox"/> Writes mostly capital letters <input type="checkbox"/> Writes some letters with correct formation <input type="checkbox"/> Uses letter-like forms and/or random letter strings	
RUBRIC 2			
3	Random Letters with some Sound/Symbol Match	Writing Content <input type="checkbox"/> Writes some letters fluently/symbols fluently to represent a message <input type="checkbox"/> Uses ABC chart as a resource <input type="checkbox"/> Attempts to read/retell what has been written or drawn <input type="checkbox"/> Writes to the topic <input type="checkbox"/> Writes one or more thoughts Writing Conventions <input type="checkbox"/> Prints own name or a known word <input type="checkbox"/> Writes left to right (may reverse some letters) <input type="checkbox"/> Uses spaces between words some of the time (between 1-2 words) <input type="checkbox"/> Correctly uses some letters to match sounds with some random letters <input type="checkbox"/> Starts to use the beginning and ending sounds with some random letters	
RUBRIC 3			



Opinion Writing Performance Task Developmental Writing Checklist

Level	Stage	Description	Sample
4	Partially Alphabetic	Writing Content <input type="checkbox"/> Writes more letters fluently to represent a message <input type="checkbox"/> Attempts to read/retell what has been written or drawn <input type="checkbox"/> Writes to the topic <input type="checkbox"/> Writes one or more thoughts Writing Conventions <input type="checkbox"/> Writes consonants in sequential order and represents some vowels (vowels are often not the correct ones) <input type="checkbox"/> Uses spaces between words most of the time (no spaces between 1-2 words) <input type="checkbox"/> Correctly spells some (3-4) high frequency words	 <i>I found a lamp and a genie came out.</i>
RUBRIC 4			
5	Fully Alphabetic	Writing Content <input type="checkbox"/> Identifies an error by circling or crossing out; may not correct <input type="checkbox"/> Rereads what has been written while composing <input type="checkbox"/> Writes to the topic/text type: informative, Opinion, Narrative <input type="checkbox"/> Writes two or more thoughts in a logical sequence <input type="checkbox"/> Most sentences are complete (this does not include punctuation) Writing Conventions <input type="checkbox"/> Represents beginning and ending consonants in sequential order and includes a vowel in most words (may not be correct) <input type="checkbox"/> Correctly spells more (5-10) high-frequency words <input type="checkbox"/> Uses spaces between words consistently <input type="checkbox"/> Begins to use end punctuation (punctuation may be incorrect when text contains more than one sentence) <input type="checkbox"/> Uses some beginning capitalization	 <i>Once upon a time there was (were) four butterflies. They went on an adventure in the woods.</i>
RUBRIC 4			
6	Early	Writing Content <input type="checkbox"/> Identifies an error by circling or crossing out and corrects it <input type="checkbox"/> Rereads what has been written <input type="checkbox"/> Writes to the topic /text type: Informative, Opinion, Narrative <input type="checkbox"/> Writes three or more thoughts in a logical sequence <input type="checkbox"/> Most sentences are complete (this does not include punctuation) <input type="checkbox"/> Provides a sense of closure Language Use and Conventions <input type="checkbox"/> Includes a vowel in most syllables (may not be correct) <input type="checkbox"/> Correctly spells more (6-10) high-frequency words <input type="checkbox"/> Uses end punctuation correctly most of the time <input type="checkbox"/> Uses some beginning capitalization	<p>My favrit book is clifford. He is a funi dog</p> <p>Hes so big nd red ! do you like Clifrd?</p>
RUBRIC 4			



Opinion Writing Performance Task Kindergarten Developmental Writing Checklist

Beginning of Year	End of Trimester 1	End of Trimester 2	End of Trimester 3
Date:	Date:	Date:	Date:
Writing Level:	Writing Level:	Writing Level:	Writing Level:
Comments:	Comments:	Comments:	Comments:

- Students can be considered at a level if they have 90% of the items under control at that level.
- Teachers may want to consider starting guided reading with those students who are at Level 4 on this checklist.
- **Bold** = Gentry developmental stages



Opinion Writing Performance Task

Grade	TK	Opinion Writing Rubric – T-Kindergarten		
Level	OPINION WRITING/PROCESS		LANGUAGE CONVENTIONS	
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 	
	3 Meets	OPINION WRITING (W1) <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)	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) 	
		WRITING PROCESS (W5-W8) <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)		
		<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	<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 	



WITH GUIDANCE and SUPPORT FROM ADULTS

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 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	TK	Title/Subject	The Best Pet – Cats or Dogs?
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Talk about dogs and cats as pets with your class and read your stories about them.

Now **tell me** which pet you like best and why.



Write about which pet you like best.

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

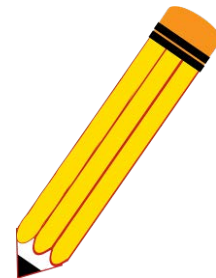


Be sure to

- 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.
- If you see a mistake, fix it!
- Make sure to leave **spaces** between **your** words.
- Use your neatest handwriting.



Good work!





Student Reading Text

Grade	TK	Title/Subject
		The Best Pet-Article



The Best Pet



My friend Ann says her pet is better than mine! I have a brown cat named Fluffy. Ann has a black and white dog named Spot. We each think our pet is the best.

I told Ann that cats are better pets because they are clean, quiet and very cute. Cats wash themselves with their tongues. You don't have to walk them. They use a litter box. Also cats are sweet and quiet. I think dogs are too noisy! They bark a lot. They don't clean themselves or use a litter box. Dogs need someone to give them baths, train them and walk them. Dogs are more work.

Ann says that cats are no fun! She says that dogs are better to play with. Spot always wags his tail when he sees her. He can even do tricks. He barks when she says, "Speak". He knows how to roll over! Ann says dogs are also better because they protect their owners. Spot always barks when there is someone at the door. It makes Ann feel safe. So, Ann thinks dogs are best.

I guess Ann's dog is pretty cool, but so is Fluffy. Maybe different kinds of pets are good for different people.



Student Reading Text

Grade	TK	Title/Subject	The Best Pet-Article
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Cat or Dog?



Should you get that cute little puppy or a cuddly kitten? Deciding between a cat and a dog can be hard. Here are some things to think about.

Company

Dogs make great listeners. Many people tell dogs things they can't tell anyone else. Dogs are great for someone who lives alone or needs company. On the other hand, most cats enjoy being alone. You can leave them home alone for the day while your family is at school or work.

Exercise

Cats and dogs both need exercise. Dogs need to be walked every day. This can be healthy for both of you. Exercise gives you energy. It also strengthens your muscles and bones. Walking and playing with your dog can make you both healthier! A cat needs much less exercise than a dog, but this makes a cat much easier to take care of. Your cat will probably be happy to chase a ball in your living room.

Training

Dogs need training to live with people. This can take a lot of time, but you can teach your dog great tricks. Your dog can learn to sit, fetch and lie down. Cats need less training. Cats can be trained to fetch a ball or walk on a leash, but these lessons are just for fun. You don't need to train your cat to have a good pet.

Both cats and dogs can be wonderful family pets. Which pet is the right one for you?