

## Opinion Writing Performance Task

### Teacher Version

Grade	2	Title/Subject	Book Review
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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 checklist**

### Overview

On Day 1 students will engage in a shared reading and note-taking activity for a book. On Day 2, after the group activity, they will be directed to plan, and begin to draft an opinion writing piece about why they liked or did not like the book they read, and if they liked it who they think might enjoy the book too. They will utilize 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 produce a final copy.

### 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 book they read and what they like or don't like about it. Ask students to share their opinions orally. Possible questions could include:

*"Do you like this book? Why do you like it so much? Do you like other books better? Why?"*

Place words on the wall "LIKE" and "DON'T LIKE" and have students stand next to their opinion.

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

### Step 2: Accessing the Text

1. Explain: *"Now we will read our book."*
2. Think-Pair-Share: *"Tell your partner what thought about your book."* Make sure both partners have time to share with each other.

Ask your partner questions like these to make sure you have added enough detail:

- What is your opinion of this book?
- What parts did you like or dislike?
- Who do you think would like this book?

## Opinion Writing Performance Task

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

#### Step 3: Clarify Expectations for the Writing Task:

**Explain:** *“In a few minutes you will have a chance to write a draft to explain to me why you liked or didn’t like your book. 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 4: Clarify Expectations for the Writing Task:

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 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 why they liked or didn’t like the book they read.
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 the assessment log.

**Opinion Writing Performance Task**

Grade		2		Opinion Writing Rubric			
Level	OPINION WRITING/PROCESS		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS		
<b>4</b> Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Writes several reasons for opinion <input type="checkbox"/> Document is well organized and connected <input type="checkbox"/> Both opinion and conclusion are clear and well stated		<b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses commas and quotation marks in dialogue.</li> <li><input type="checkbox"/> Spells grade level appropriate words correctly</li> <li><input type="checkbox"/> Chooses words and phrases for effect.</li> </ul>		Guidance & Support   Level of guidance and support from adults before writing:  Check off what was done before the student wrote the piece being scored. <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>		
	<b>3</b> Meets	<b>OPINION WRITING (W1)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes opinion piece about a topic or book (W1)</li> <li><input type="checkbox"/> Introduces the book or topic and states an opinion</li> <li><input type="checkbox"/> Supplies reasons that support opinion</li> <li><input type="checkbox"/> Uses linking words (<i>because, also</i>) to connect opinion and reasons</li> <li><input type="checkbox"/> Provides a concluding statement or section</li> </ul> <hr/> <b>WRITING PROCESS (W5-W8)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA*</b> Development and organization are appropriate to task and purpose (W4)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Adds details to strengthen writing as needed (W5)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Uses a variety of digital tools to write and publish writing (W6)</li> <li><input type="checkbox"/> Recalls information from experiences or gathers information from provided sources to answer a question (W8)</li> </ul>		<b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Produces, expands, and rearranges complete simple and compound sentences (L1f)</li> <li><input type="checkbox"/> Creates readable documents with legible print (L1g)</li> <li><input type="checkbox"/> Capitalizes holidays, product names, and geographic names (L2a)</li> <li><input type="checkbox"/> Uses commas in greetings and closings of letters (L2b)</li> <li><input type="checkbox"/> Uses an apostrophe to form contractions and frequently occurring possessives (L2c)</li> <li><input type="checkbox"/> Consults reference materials as needed to check and correct spellings (L2e)</li> <li><input type="checkbox"/> Spells grade level appropriate words correctly most of the time, uses grade level appropriate phonetic spelling to write unfamiliar words</li> <li><input type="checkbox"/> Uses knowledge of language and its conventions when writing (L3)</li> </ul>			
		<b>2</b> Almost Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Names topic or book</li> <li><input type="checkbox"/> Gives 1-2 reasons</li> <li><input type="checkbox"/> Adds few details</li> <li><input type="checkbox"/> Uses few or repeats linking words</li> <li><input type="checkbox"/> Provides a conclusion but may not be well related</li> </ul>			<b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes simple sentences, and some incomplete sentences</li> <li><input type="checkbox"/> Capitalizes first letter, and I, but not proper names</li> <li><input type="checkbox"/> Uses some punctuation correctly</li> <li><input type="checkbox"/> Spells some grade level appropriate words, and uses some phonetic spellings</li> </ul>	
			<b>1</b> Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not name topic or book</li> <li><input type="checkbox"/> Provides no opinion or reasons for opinion</li> <li><input type="checkbox"/> Provides no concluding statement</li> </ul>		<b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes few attempts at correct spelling</li> <li><input type="checkbox"/> Has many errors in capitalization</li> <li><input type="checkbox"/> Writes few complete sentences or only simple patterned sentences</li> <li><input type="checkbox"/> Makes few attempts at correct punctuation</li> </ul>	

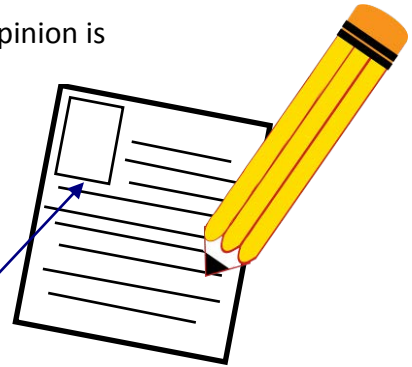
- **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments ([www.smarterbalanced.org](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			
<b>Grade</b>	<b>2</b>	<b>Title/Subject</b>	<b>Book Review</b>

As you think about your book, write to explain to me what your opinion is about your book. Did you like it or not, and why.



- Be sure to name your topic or book.
- Introduce your topic and state your opinion.
- Write **at least 2 reasons** to support your opinion.
- End with a **concluding statement** 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?

**Be sure to...**

- Use **capitals** at the beginning of sentences
- **Capitals** for proper nouns
- Use **end points** at the end of your sentences **.!?**
- Apostrophes ' for contractions and possessives (*don't, won't*)
- Check your spelling (dictionary)
- Try to use complete sentences
- Use linking words such as *because* or *also* to connect your opinion and your reasons

**Billy's Writing**

This is about my writing.

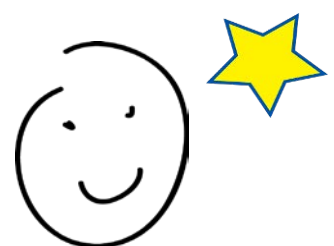
I have to use capitals at the beginning of my sentences and an end point at the end.

Sometimes I make mistakes but I can fix them!

I am a good writer.

- Fix your mistakes.
- Make sure to leave spaces between your words.
- Use your neatest handwriting or printing.

**Good work!**





# Opinion Writing Performance Task

<b>Student Reading Text</b>			
<b>Grade</b>	<b>2</b>	<b>Title/Subject</b>	<b>Book Review Planner</b>

PLAN your writing

<b>Title of book</b>	
<b>What the book is about</b>	
<b>Your opinion Like? Dislike?</b>	
<b>Your reasons and examples</b>	
<b>Who will like this book? Why?</b>	