



Opinion Writing Performance Task

Teacher Version

Grade	1	Title/Subject	My Favorite Fruit
-------	---	---------------	-------------------

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 hands-on experience of tasting fruit and a shared reading and note-taking activity using three 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 fruit? 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 bananas, apples and oranges. Allow students to try each kind of fruit. Encourage talking about which one they like and why.

Place pictures on the wall of the three kinds of fruits and have students stand next to their favorite. Sample pictures follow these instructions on pages 3-5.

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 fruit."* 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 fruit 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 fruit."* Make sure both partners have time to share with each other.



Opinion Writing Performance Task

Teacher Version

Grade	1	Title/Subject	My Favorite Fruit
-------	---	---------------	-------------------

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 fruits the best. Using evidence from what we read and your fruit tasting, write about which fruit you like best and explain why. 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 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 pre-printed plan yourself just remind them of strategies for planning.

After 15 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. Remind students that they are not to copy from the sources for their writing.
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 two scores for each student into School City. Students receive a rubric score for opinion writing and for conventions.

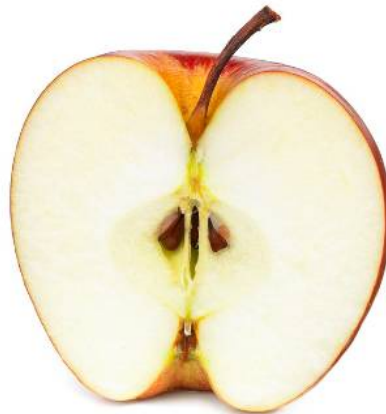


Bananas





Apples






Oranges





Opinion Writing Performance Task

Grade		1			Opinion Writing Rubric		
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"/> Uses many descriptive words <input type="checkbox"/> Writes many complete sentences <input type="checkbox"/> Writes several reasons for opinion		Mostly correct use of language conventions, and some above grade level skills used, for example:		Guidance & Support  Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored.		
	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Consistently spells grade level appropriate words correctly <input type="checkbox"/> Capitalizes holidays, product names, and geographic names <input type="checkbox"/> Uses an apostrophe to form contractions and possessives		Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:				
3 Meets	OPINION WRITING (W1) <input type="checkbox"/> Write opinion piece about a topic or book (W1) <input type="checkbox"/> Introduces the book or topic and states an opinion <input type="checkbox"/> Supplies a reason for the opinion <input type="checkbox"/> Provides some sense of closure		<input type="checkbox"/> Prints all upper- and lowercase letters (L1a) <input type="checkbox"/> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j) <input type="checkbox"/> Capitalizes dates and names of people (L2a) <input type="checkbox"/> Use end punctuation for sentences (L2b) <input type="checkbox"/> Use commas in dates and to separate single words in a series (L2c)		<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		
	WRITING PROCESS (W5-W8) <input type="checkbox"/> WGASFA * Adds details to strengthen writing as needed (W5) <input type="checkbox"/> WGASFA * Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> WGASFA * Recalls information from experiences or gathers information from provided sources to answer a question (W8)		<input type="checkbox"/> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d) <input type="checkbox"/> Spells untaught words phonetically (L2e)				
2 Almost Meets	<input type="checkbox"/> Names topic or book and gives opinion <input type="checkbox"/> Includes unclear reason for opinion <input type="checkbox"/> Does not include closure <input type="checkbox"/> WGASFA * Adds few or no details <input type="checkbox"/> WGASFA * Recalls little information from sources		Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:				
			<input type="checkbox"/> Writes most uppercase and lowercase letters correctly <input type="checkbox"/> Writes mostly simple sentences, and may rely on patterned sentences to write <input type="checkbox"/> Uses some end punctuation marks correctly <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 opinion or no details		Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:				
			<input type="checkbox"/> Makes no or few attempts at correct spelling <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes no or few complete sentences <input type="checkbox"/> Makes no or few attempts at end punctuation				

- **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	1	Title/Subject	My Favorite Fruit

Using evidence from what we read and our fruit tasting write about which fruit you like best and why.



- Be sure to name your topic or write a **title**
- Write **at least 2 reasons** to support your opinion.
- End your piece with a sense of **closure**.
- 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 and for dates and names of people
 - **Capitals** for proper nouns
 - Use **end points** at the end of your sentences **.!?**
 - Use commas in a series
 - Check your spelling
 - Try to use complete sentences
- Fix your mistakes.
 - Make sure to leave spaces between your words.
 - Use your neatest handwriting.

Billy's Writing

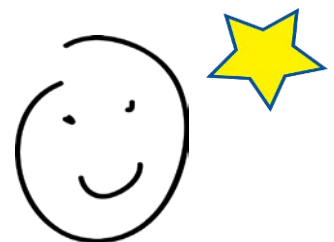
This is about my writing.

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!





Student Reading Text		
Grade	1	Title/Subject
		My Favorite Fruit

APPLES



Apples are a common fruit. They grow on trees. We harvest them in the fall to eat them all year long. Most of our apples come from right here in America. Apples have LOTS of vitamins we need; they have vitamins A, B, C, E, and K!



Apples can be green, yellow, or red. The skin outside is smooth and shiny. The fruit inside is white. They are very crunchy when you chew them. They taste sweet. Apples can be made into pie, applesauce, and juice. Do you like apples?





Opinion Writing Performance Task

Student Reading Text			
Grade	1	Title/Subject	My Favorite Fruit



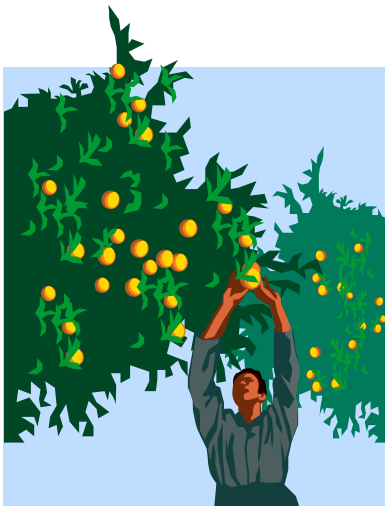
ORANGES



Oranges are citrus fruits. They can be sweet or sour. They grow on trees. We harvest them in different states in America, mostly in California and Florida. They are available in stores all year long. They have lots and lots of vitamin C.



All oranges are orange on the outside. The skin outside is slightly bumpy and smells tart. The fruit inside is usually orange, but sometimes pinkish or reddish. Oranges are very juicy and sometimes squirt when you bite into them. The sweet oranges can be eaten right out of the skin or squeezed into orange juice. The sour oranges make great jams and marmalade. Do you like oranges?





Student Reading Text			
Grade	1	Title/Subject	My Favorite Fruit

BANANAS



Bananas are a tropical fruit. They grow on plants (not trees, although they look like trees) in large bunches. They are picked when they are green to ship to stores. As they get ripe (ready to eat) they turn yellow and soft and sweet, and that's when we can eat them. Some kinds of bananas are even red! Most of our bananas come from India. They are available all year long. They have lots of potassium, which we need for our bodies to stay healthy.

You cannot eat the outside skin, called a "peel". The fruit inside is white. Bananas are soft and they taste sweet. Bananas can be sliced and served with milk and sugar or eaten right out of the skin. They can also be made into a pie. Do you like bananas?