



Opinion Writing Performance Task

Teacher Version

Grade	2	Title/Subject	The Best Pet for a Second 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 Instructions

Overview

On Day 1 students will engage in a shared reading and note-taking activity using two informative texts to learn about hamsters, goldfish and tarantulas as pets. On Day 2, after the group activity, they will be directed to plan, and begin to draft 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. 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**

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 all the pets and have students stand next to their favorite. (Pictures of pets follow these 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.



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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 look at the sources, plan, and write a draft to explain to me why you like the pet you chose as the best pet. 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 about 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 which animal makes the best pet.
3. When students are done 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.



HAMSTERS





GOLDFISH



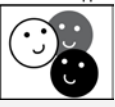


TARANTULA





Opinion Writing Performance Task

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

Using evidence from what we just read write about your opinion of which pet is best 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...

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



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.





Student Reading Text

Grade

2

Title/Subject

The Best Pet for a Second Grader - Hamsters

Facts about Hamsters for Kids

Article has been abbreviated: adapted from

<http://www.livestrong.com/article/197655-facts-about-hamsters-for-kids/>

Last Updated: Mar 17, 2011 | By Alia Butler

Types of hamsters include Syrian, (teddy bear), or dwarf hamsters, which are smaller and always have short hair. Before adding a hamster to the classroom, children must be sure that they are ready to invest the time, energy and money it will take to provide a hamster with a good quality life.



Living Alone

Hamsters tend to prefer to live by themselves. While several hamsters can be kept in the same cage, it is not generally recommended unless they are dwarf hamsters, in which case they can live in female or male pairs. Syrian hamsters tend to be territorial creatures and may fight with other hamsters that live too close by.

Housing

Since their cage is the only place a hamster will live, it is important to invest in a large enough cage to provide space to spread out and get exercise. Keep the hamster cage away from direct heat sources such as sunlight, fireplaces and heat vents.

Food

Hamsters can store their food in pouches along their cheek. Hamsters have fast metabolisms and do require constant access to food and water. Hamsters should eat about a tablespoon of seeds or pellets on a daily basis with a regular addition of fresh fruits such as apples or raisins and vegetables such as cauliflower.

Note: All children under 8 years of age should only handle a hamster with adult supervision according to the Humane Society.



Student Reading Text

Grade	1	Title/Subject	The Best Pet for a Second Grader - Goldfish
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The Goods on Goldfish

by Stephanie Olsen

<http://www.stretcher.com/stories/03/03may19h.cfm>

Goldfish photo from Shutterstock



What to Look For

Remember to look for a lively fish when choosing and to stay away from tanks with any obviously sick fish in them. Fish have a slimy protective coat (that's why they feel so slippery in your grasp) and using a net can cause damage to this surface, so just remove them from the tank with your hand.

The Aquarium

Use a 10 to 20 gallon size aquarium. A 12 inch x 8 inch rectangular tank is enough for a fish four inches in head/body length). A heater is not necessary but a sudden change in temperature can kill them.

Put the tank near a window so it gets plenty of indirect sunlight. If you have a clear aquarium, just put a placemat under it and you'll have an instant sea floor or sandy base. A little mirror propped up on the outside of the tank will give your fish "company."

Clean Water Means a Healthy Goldfish

Change the water every second day, replacing the old with water that's been aged and salted. It just takes a minute and means that you don't have to buy a filter or air pump, which means a big savings.

Scoop your fish out of the aquarium in a holding pail, dump the dirty water from the aquarium, rinse a few times, re-fill and return the goldfish.

Feed Sparingly and Wisely

Soak the food you buy from the pet shop so that it sinks to the bottom of the tank when you feed your goldfish. Feed a tiny amount every time you change the water, and if you like.

Have Fun!



Student Reading Text

Grade

1

Title/Subject

The Best Pet for a Second Grader - Tarantulas

Tarantulas as Pets

http://exoticpets.about.com/cs/tarantulas/a/tarantulaspet_2.htm

This article has been modified.

They are very interesting to watch and some are very beautiful too. They can make excellent and low maintenance pets. Handling should always be under adult supervision.



Special Care

Handling tarantulas needs care. Children often do not know their own strength. They can and do kill small animals without even meaning to. As tough as they look, tarantulas are actually very delicate animals. Flinch and drop one on the floor while handling and it'll die. Warning: Even the most docile species can bite, and have a habit of flicking their irritating hairs (which can irritate the skin or eyes).

Food

They get a diet of crickets, supplemented with other insects. An adult needs to eat surprisingly little - certainly not daily, and once a week may be enough.

Housing

A 5-10 gallon aquarium is probably best for their home. They do need to have a very secure lid, as they can be escape artists, but the lid must also allow adequate ventilation. On the bottom, a substrate of vermiculite, or vermiculite mixed with varying ratios of potting soil and/or peat should be provided, at least 2-4 inches deep to provide burrowing room and to hold moisture.

A place to hide should also be provided - a piece of cork bark works well, or a half hollow log (as available from pet stores), or half a clay flower pot on its side.

Tarantulas do not need bright lights and should be kept in a darker area of a room. Incandescent lights should not be used for heating as they could potentially dry out the tarantula. The water dish needs to be very shallow to prevent drowning, Place some pebbles in the dish to give the spider something to climb out if necessary.

Female tarantulas can live upwards of 20 years, so it's a great pet to "grow up with."