



Opinion Writing Performance Task

Teacher Version

Grade	3	Title/Subject	Do you think the government should regulate what students have for their school lunch?
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The following sections are included in this Teacher Version:

- **Process: Day 1, 2 and 3 and pictures for PRO and CON**
- **Teacher Directions for Scoring Rubric**
- **Student Directions and Prompt**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using an informative text to learn about whether or not the government should regulate what students have for their school lunch 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 opinion utilizing 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 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** ~ 15 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 whether or not the government should regulate what students have for school lunch and why. Begin with discussing the importance of eating a good lunch.

Have students think about what makes a good student lunch, both in nutrition and in taste. Have pairs or small groups discuss this, then share out with the whole group.

Next, ask students to briefly pair share and share out about the following question: *“Should the government have a say in what students have for their school lunch?”*

Place pictures on the wall of **YES...government SHOULD have a say in what students have for school lunch**, or **NO...I do NOT think government should have a say in what students have for school lunch**. (See pictures at end of teacher instructions). Have students stand next to the YES or NO picture and talk to their classmates about why they made that choice.

For active engagement encourage pair or group sharing, before sharing out with whole group. You can also use the “Take a Stand” strategy (see page 39-40 in Opinion Writing handbook) and have students list their position (yes or no) on a white board and list bullet points underneath indicating why they made that choice. They use these when they share out with the whole group.

Step 2: Accessing the Information ~ 20 minutes

1. Explain: *“Now we will read about the government’s plan to regulate school lunches. You will be writing an opinion piece about whether or not you think the government should regulate school lunches and why. Choose your opinion: yes or no. Make sure to include in your writing your opinion and the reasons you believe you have made the best choice.”* Use the information from the text to supply your reasons. Point out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.



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2. Lead a whole class discussion about the source. You may create a chart about of the pros and cons next to the text with key words from the text.
3. Think-Pair-Share: *“Tell your partner what you learned about school lunches and how the government plans to regulate them.”* Make sure both partners have time to share with each other.

DAY 2: Planning and Writing a Draft: Up to 60 minutes

Step 3: 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 about why or why not you think the government should regulate school lunches. Tomorrow you will have a chance to revise 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 or begin typing directly into a Word document. (Typing is not required Grade 3).

Step 4: 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 plan yourself just remind them of the strategies for planning.

After 15 minutes suggest to students that they begin writing their drafts.

Collect all materials from Day 2.

DAY 3: Revise, Edit and Produce Final Draft: Up to 60 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 on school lunch regulation.
3. When students are finished writing, remind them to reread and check for capitals and periods.
4. Students may choose to re-copy and create a final draft.
5. 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.



YES



**The government
SHOULD have a
say in what
students have for
school lunch**




NO



I do NOT think the government should have a say in what students have for school lunch.



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Grade		3			Opinion Writing Rubric			
Level	OPINION WRITING/PROCESS		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS			
4	Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Provides reasons that are well supported by facts and details <input type="checkbox"/> Uses effective elaborative techniques that may include personal experiences for opinion writing <input type="checkbox"/> Uses precise language to convey ideas <input type="checkbox"/> Is well planned and organized		Mostly correct use of language conventions, and some above grade level skills used, for example: <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses coordinating conjunctions (and, but, or, yet, nor, so) <input type="checkbox"/> Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate <input type="checkbox"/> Uses underlining, quotation marks or italics to identify titles of documents		<p style="text-align: center;">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> <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		
		OPINION WRITING <input type="checkbox"/> Begins with a clear and interesting topic sentence that states an opinion about a topic and/or text (W1a) <input type="checkbox"/> Has organizational structure that lists reasons and supports reasons with facts and details (W1a,b) <input type="checkbox"/> Uses linking words and phrases such as, <i>also</i> , <i>because</i> , <i>therefore</i> , <i>since</i> , and, <i>for example</i> to connect opinion and reasons (W1c) <input type="checkbox"/> Provides a concluding statement or section related to opinion (W 1d)		Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Uses a variation of simple, compound, and complex sentences (L1k) <input type="checkbox"/> Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly <input type="checkbox"/> Uses past, present, and future verb tenses correctly (L1g) <input type="checkbox"/> Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (L2 b/c) <input type="checkbox"/> Capitalizes titles correctly (L2a) <input type="checkbox"/> Spells high frequency words and adds suffixes correctly, uses spelling patterns from word families <input type="checkbox"/> Forms and uses possessives correctly (L2d) <input type="checkbox"/> Consults reference materials, as needed, to check/correct spelling (L2) <input type="checkbox"/> Uses grade appropriate academic and domain-specific words and phrases (L6)				
3	Meets	WRITING PROCESS (W5 - W8) <input type="checkbox"/> WGASFA* Has clearly planned writing with organized notes, and shows evidence of revision during writing process (W5) <input type="checkbox"/> WGASFA* Uses technology and keyboarding skills (W6) <input type="checkbox"/> Conducts research (W7) <input type="checkbox"/> Uses sources such as, print and internet to gather evidence (W 8) <input type="checkbox"/> Takes brief notes on sources and groups into categories (W8) <input type="checkbox"/> Document is neat and legible						
		<input type="checkbox"/> Uses weak opinion in introduction <input type="checkbox"/> Has weak or unfounded conclusion <input type="checkbox"/> Contains some supporting sentences that are weak and/or unclear <input type="checkbox"/> Uses few transition words, or uses the same throughout <input type="checkbox"/> Has some evidence of planning, organizing notes, and revision <input type="checkbox"/> Document is legible		Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Writes mostly simple sentences with correct punctuation <input type="checkbox"/> Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles <input type="checkbox"/> Uses some correct use of past, present and future verb tenses <input type="checkbox"/> Uses some correct use of punctuation, commas and capitalization <input type="checkbox"/> Has many spelling errors				
1	Does Not Meet	<input type="checkbox"/> May not state opinion <input type="checkbox"/> Includes few or no reasons for opinion <input type="checkbox"/> Has little evidence of planning, organizing and revision <input type="checkbox"/> Copies from sources <input type="checkbox"/> Document is illegible		Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Writes incomplete sentences <input type="checkbox"/> Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles <input type="checkbox"/> Uses past, present, and future verb tenses incorrectly <input type="checkbox"/> Uses little or no correct punctuation, commas and capitalization <input type="checkbox"/> Uses poor spelling				

- **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.

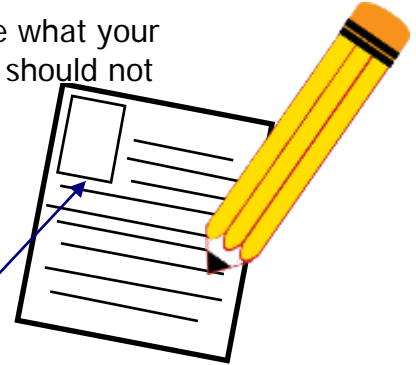


Opinion Writing Performance Task

Student Version			
Grade	3	Title/Subject	Do you think the government should regulate what students have for their school lunch?

As you think about what we just read, write to explain to me what your opinion is about which is better – the government should or should not regulate what students have for school lunch and why.

- Be sure to name your topic and state your opinion.
- Write a **topic sentence**.
- Write **several reasons** to support your opinion.
- End with a **concluding sentence 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?



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.

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 Check your spelling
 - o Try to use complete sentences
- Fix your mistakes.
 - Make sure to leave spaces between your words.
 - Use linking words such as *also, because, therefore, since, and for example* to connect your opinion and reasons.
 - Use your neatest handwriting or type.

Good work!





Opinion Writing Performance Task

Student Reading Text			
Grade	3	Title/Subject	Do you think the government should regulate what students have for their school lunch?

PRO/CON: What should students have for lunch?

By McClatchy-Tribune News Service, adapted by Newsela staff
09.29.14

Word Count **1,085**



First lady Michelle Obama tends the White House garden in Washington, D.C., with a group of children as part of the "Let's Move!" campaign. Photo: AP Photo/Evan Vucci, File

PRO: Putting healthier food on students' lunch trays

WASHINGTON — As a new school year begins, American parents should support first lady Michelle Obama. She has a new plan to make school lunches healthier. It is based on science and nutrition.

The first lady wants to improve children's health through better eating and more exercise.

America has a weight problem. Many people aren't just overweight, they are obese. Childhood obesity is a national problem: In 2012, 1 in 3 American children were overweight or obese. Overweight children may develop diseases, including heart disease and diabetes.



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The U.S. has had a national school lunch program since 1946. It helps pay for school meals. More than 30 million students benefit from it. Yet over the past 15 years, the program hasn't changed much. Obama wants to update it as part of the Healthy, Hunger-Free Kids Act.

Fewer Calories, More Whole Grains

The Institute of Medicine is a group of scientists and health experts. It has pushed for healthier school meals. It recommends meals containing fewer calories, less fat and salt, and more fruit, vegetables and whole grains. Most parents would agree these are excellent goals.

The new law also makes it easier for poor kids and foster kids to have school meals. It helps pay for their meals.

However, the government only sets guidelines. Each school system then makes its own menus. You also shouldn't believe ridiculous rumors. No matter what people say, there is nothing in the law that prevents bake sales or birthday cakes in the classroom.

Still, there have been small problems. For instance, many high school athletes needed more protein than the guidelines allowed, so the government changed the rules.

Most school systems are working with the rules. Nine out of every 10 now meet the new guidelines. Studies show most kids now like the new, healthier choices.

Kids Will Enjoy Healthy Food

But, some people don't want to improve the law. They just want to attack it. Health food supporters think junk-food sellers want to stop the new rules. They say junk-food sellers are trying to push our leaders in Congress to stop any changes in the law. There have been talks in Congress to hold off on the new nutritional rules for a year.

Kids avoid healthy food, but with enough time they come to enjoy it. School systems that made the changes slowly found students more ready to accept them.

The government has given food and money to our schools to improve student nutrition for years. It has been good for the kids, good for education and good for our country. Over the years, aid has helped kids afford breakfast as well as lunch.

Obama's plan is just the newest effort to make sure our kids eat right at school. Every parent should support it.

ABOUT THE WRITER: William Rice is a policy specialist with Americans for Democratic Action (www.adaction.org), the nation's oldest liberal advocacy organization. Readers may write him at ADA, 1629 K Street NW, Washington, DC 20006.

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CON: Keep government out of the school cafeteria

WASHINGTON — Our national school meal program should meet the needs of students. To do that, parents must be allowed to decide what's best for their children. First lady Michelle Obama has pushed for new changes to the program. She seems to think our government knows better than parents.

Unfortunately, new school meal rules ignore parents. The first lady pushed for the Healthy, Hunger-Free Kids Act of 2010. Its new rules started to go into effect two years ago.

Many people do not agree with the rules.

The School Nutrition Association represents more than 55,000 school nutrition experts. It sent a letter to the first lady expressing "disappointment." The group said she made comments that put down school nutrition workers.

Worries About Wasted Food

The new meal rules try to control everything about school meals. They control calories, nutrition in meals and meal sizes. Some schools have left the program. They would rather not get the huge amounts of money the government offers, to avoid all the government's rules.

Our government claims that parents need help. It believes parents can't make sure their kids eat properly at school. Of course, parents can't know every single thing that their children eat at school. Yet this doesn't mean parents haven't taught their children how to make the right choices.

The new rules don't let states and school leaders have enough say. They don't give them the freedom to deal with the concerns of parents.

If they did, it would help officials better meet the needs of their students. Not only that, but it would also give parents more say in the food provided through meal programs.

The rules have been criticized by nutrition experts. The Government Accountability Office investigates issues for the government. It surveyed state nutrition officials. It found that officials had concerns about the lunch rules. There were worries about wasted food and the costs of meeting the new rules. The rules make lunches cheap for students, but they cost schools money.



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Students Don't Like the Lunches

The National School Board Association said, “school boards cannot ignore the higher costs” created by the rules. Some schools have reportedly even taken money away from teacher pay to cover the extra costs.

Worse, students are disgusted by the food provided to them. The GAO report said that students in one district refused to eat school lunches for three weeks. Students are posting their anger over the program using Twitter at “#ThanksMichelle.”

The first lady and other supporters of the rules haven't listened to complaints. They've even opposed giving some poorer schools a one-year break from going along with the rules. Nothing, it seems, will be allowed to slow it from taking effect.

And that's a shame. The meal rules aren't fit for our kids. They need to be stopped.

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