

Opinion Writing Performance Task

Teacher Version

Grade	5	Title/Subject	What Students Should Have for Lunch
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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 Directions and Article**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using a text to learn about school lunches and what should be offered to students. On Day 2, after the group activity, they will be directed to plan, and begin to draft an opinion writing piece about school lunches 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 produce a final copy.

Process

DAY 1: Shared Reading and Note-taking: Up to 60 minutes

Step 1: Connect to Background Knowledge ~ 10 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 school lunches. Ask students to share their opinions orally. Possible questions could include:

“Do you think school lunches should be healthy? Why? Do you think school lunches should just be the foods you like regardless of health? Why? Do you think the government should make the decisions about what kids are offered in school lunches?”

Place signs on the wall that say school lunches – **PRO I like the new healthy school lunches**
CON I don't like the new school lunches and have students stand next to the sign with which they agree.

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

Step 2: Accessing the Information ~ 50 minutes

1. Explain: *“Now we will read about the pros and cons of what students should have for school lunches. You will be writing an opinion paper to your teacher about what kind of lunches are best and why and you will include information from the articles provided in your reasons.”* Use the information from the texts to supply your reasons. Point out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet. Students do not need to read the articles by themselves. You can do a whole class shared reading with the articles on the screen, or have students work in pairs. Encourage students to highlight and write margin notes as they read.
2. Lead a whole class discussion about the sources. What have we learned about the pros and cons of healthy school lunches with government influence?
3. Think-Pair-Share: *“Tell your partner what you learned about school lunches.”* Make sure both partners have time to share with each other.

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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 what you think students should have for school lunches. State your opinion and use evidence from the text to support your answer. Tomorrow you will have a chance to change and edit your work from today or add more details.”*

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: Planning and Drafting Writing: ~ 55 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 10 minutes suggest to students that they begin writing their drafts. They may type their drafts into their computers, or draft on paper and type on Day 3.

Collect all materials from Day 2.

DAY 3: Up to 60 minutes (or longer for tying final drafts)


1. Allow students to access the sources, their notes, the classroom activity notes, 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 what students should have for school lunches.
3. When students are done writing and typing final drafts, remind them to reread and check for capitals and periods.
4. Collect all student writing materials.

Teacher Directions for Scoring Rubric:

Use the attached rubric to score the writing. Students receive two scores: one for opinion writing and another for conventions. Enter these scores into School City.



Opinion Writing Performance Task

Grade		5		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"/> Uses clear reasons and relevant evidence <input type="checkbox"/> Both opinion and conclusion are clear and well stated <input type="checkbox"/> Establishes and maintains a formal style		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"/> Varies sentence patterns for meaning, interest, and style <input type="checkbox"/> Maintains consistency in style and tone 		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"> <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 (W1) <ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic clearly and states an opinion (W1a) <input type="checkbox"/> Creates organizational structure that logically groups ideas to support writer's purpose (W1a) <input type="checkbox"/> Supplies logically ordered reasons that are supported with facts and details (W1b) <input type="checkbox"/> Links opinion and reasons with words/phrases/clauses such as <i>consequently</i>, <i>specifically</i> (W1c) <input type="checkbox"/> Provides a concluding statement or section related to the opinion presented (W1d) <hr/> WRITING PROCESS (W4-W8) <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Keyboards/types a minimum of two pages in a single sitting (W6) <input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7) <input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8) 		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"/> Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1) <input type="checkbox"/> Uses punctuation to separate items in a series (L2a) <input type="checkbox"/> Uses a comma to separate an introductory element from the rest of the sentence (L2b) <input type="checkbox"/> Uses a comma to set off the words yes and no, to set off a tag question, and to indicate direct address (L2c) <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works (L2d) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (L2e) 		
3 Meets					
2 Almost Meets	<input type="checkbox"/> Opinion is clear but some reasons are unrelated <input type="checkbox"/> Provides few facts and details <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Uses some linking words/phrases but ideas are scattered <input type="checkbox"/> Planning for writing is minimal or incomplete		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"/> Uses verb tenses correctly some of the time. <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells many words correctly 		
1 Does Not Meet	<input type="checkbox"/> Provides few or no details or facts <input type="checkbox"/> Provides no concluding statement or is unrelated to opinion <input type="checkbox"/> Document is disorganized or incomplete <input type="checkbox"/> Little or no planning evident		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"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors in punctuation <input type="checkbox"/> Has many errors in spelling <input type="checkbox"/> Has many errors in capitalization 		

• **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.



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Student Version			
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Student Prompt:

State your opinion about what students should have for lunch and use evidence from the articles to support your answer. Write a multi-paragraph essay.



Writing Tips:

- Be sure to introduce your opinion and group related facts together.
- Use facts from the text to develop your reasons.
- Use linking words to connect your opinion to your reasons.
- End with a conclusion.

Reminders:

- You can look at the two sources and your key word list to help you with your writing.
- You might begin by making a plan or drawing a graphic organizer to help you with your thinking.
- Do not copy sentences from the sources.

Step 1: Plan

- Make a plan on the blank paper for your writing.

Step 2: Draft

- Write a topic sentence with your main idea.
- Write sentences with facts and details.
- Group information together as you write.
- Write a concluding paragraph.

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Step 3: Reread and Revise

- Does it make sense?
- Is there missing information you want to add?

Step 4: Edit

- Capitals at the beginning of sentences
- Capitals for proper nouns
- Punctuation: (end points) . ! ?
- Commas , quotation marks " "
- Spelling
- Complete Sentences

Step 5: Final Draft

- Type your essay on your laptop/computer.
- Reread to check for mistakes and make sure it makes sense.

Good work!



Student Reading Text			
Grade	5	Title/Subject	What Students Should Have for Lunch



**PRO/CON:
 What
 should
 students
 have for
 lunch?**

By McClatchy-Tribune News Service, adapted

by Newsela staff

09.29.14

Grade Level 5 Word Count **1,086**

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.

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.

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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.

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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.

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.”

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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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