

Opinion Writing Performance Task

Teacher Version

Grade	5	Title/Subject	The Best Ways to Save Water at Home
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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 and article**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using two opinion texts to learn about which methods of saving water at home are 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 the best ways of saving water at home 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 ~ 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 best ways of saving water at home. Ask students to share their opinions orally. Possible questions could include:

“Which methods of saving water do you think are best? Why do you think they are best? Which ones are worst? Why is it important to save water?”

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

Step 2: Accessing the Information ~ 35 minutes

1. Explain: *“Now we will read about methods of saving water at home. You will be writing an opinion paper to your teacher about which methods of saving water at home are best and include information from the article 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. Encourage students to take notes about which methods they think are best.
2. Lead a whole class discussion about the sources. You may chart some of the ideas and/or create a pictorial with labels, but don't write out whole sentences from the texts.
3. Think-Pair-Share: *“Tell your partner what you learned about the best ways of saving water at home.”* 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: ~ 5 minutes

Explain: *“In a few minutes you will have a chance to look at the source, plan, and write a draft to explain to me why you think these are the best ways of saving water at home. 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: ~ 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 10 minutes suggest to students that they begin writing their drafts.

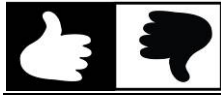
Collect all materials from Day 2.

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 their favorite methods of saving water.
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 assessment log.



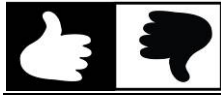
Opinion Writing Performance Task

Grade		5		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 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 		WITH GUIDANCE and SUPPORT FROM ADULTS  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
3 Meets	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) 		
2 Almost Meets	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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.





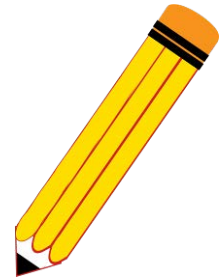
Opinion Writing Performance Task

Student Version

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Student Prompt:

As you think about what you just read, write a multi-paragraph essay to explain to your teacher your opinion about which methods of saving water at home are best and why.

**Writing Tips:**

- Be sure to introduce the topic and state your opinion.
- Group related facts together.
- Provide logically ordered reasons for your opinion that use facts and details from the sources.
- You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- End with a concluding statement or section.

Reminders:

- You can look at the 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 opinion.
- Write sentences and multi-paragraphs with facts and details.
- Group information together as you write.
- Write a concluding sentence or paragraph.



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Step 3: Reread and Revise

- Does it make sense?
- Is there missing information you want to add?
- Is it right for your task, purpose and audience?

Step 4: Edit

- Capitals at the beginning of sentences
- Capitals for proper nouns
- Punctuation: (end points) . ! ?
- Commas , quotation marks " "
- Underlining and *italics* for titles
- Spelling
- Complete sentences; avoid run-ons and fragments.
- Verb tenses to show time, states, conditions
- Noun-verb agreement

Step 5: Final Draft

- Recopy and fix your mistakes.

Good work!





Opinion Writing Performance Task

Student Reading Text

Grade	5	Title/Subject	The Best Ways to Save Water at Home
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Conservation: Why and How from [saveourH2O.org](http://www.saveourh2o.org)



<http://www.saveourh2o.org/node/1>

Water is California's most precious and natural resource. How we manage it today will affect nearly every aspect of our future.

When our state enjoys a year of abundant rain and our reservoirs are full, it is easy to think that our water supply is endless. But after three consecutive dry years, California is now experiencing a serious drought. We simply cannot afford to waste any water.

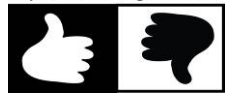
Even in normal years, some areas of the state find it difficult to meet all demands for water. Water deliveries from some key water projects have

been permanently reduced due to environmental concerns, while other systems struggle with aging infrastructure and other challenges.

- Our state's population continues to grow, with 60 million Californians expected by 2050. That means more people, farms and businesses will rely on our rivers, reservoirs and groundwater basins for their daily needs.
- Climate change already is affecting California's water resources. Snowpack in the Sierra Nevada - the source of much of our runoff and our largest "natural" reservoir - could shrink by as much as 25% by 2050. Experts say the changing rain and snowfall patterns will result in longer periods of drought.

California cannot take its water supply for granted. While state and local leaders continue to work on long-term solutions to our water challenges, saving water on a daily basis helps to make our supply last longer.

It's easy for every Californian—young and old—to save water every day. The good news is there are lots of simple ways to reduce the amount of water that we use at home, both inside and outside. If we all work together, we can make a difference for California's future.



Opinion Writing Performance Task

Saving Water in the Home

Water is essential to each of us every day. But it's a limited resource, so we all need to rethink the way we use water on a daily basis. By following these water-saving tips inside your home, you can help save water every day:

Laundry Room

- Use the washing machine for full loads only to save water and energy
- Washing dark clothes in cold water saves water and energy, and helps your clothes retain their color.

Kitchen

- Run the dishwasher only when full to save water and energy.
- When washing dishes by hand, don't let the water run. Fill one basin with wash water and the other with rinse water.
- Soak pots and pans instead of letting the water run while you scrape them clean.
- Use the garbage disposal sparingly. Instead, compost vegetable food waste and save gallons every time.
- Wash your fruits and vegetables in a pan of water instead of running water from the tap.
- Collect the water you use while rinsing fruit and vegetables. Use it to water house plants.

Bathroom

- Install low-flow shower heads. Save: 2.5 Gallons
- Take five minute showers instead of 10 minute showers. Save: 12.5 gallons with a low flow showerhead, 25 gallons with a standard 5.0 gallon per minute showerhead.
- Fill the bathtub halfway or less. Save: 12 Gallons
- Turn water off when brushing teeth or shaving. Save: Approximately 10 Gallons/Day
- Install a high-efficiency toilet. Save: 19 Gallons Per Person/Day [Read more about toilets.](#)
- Turn off the water while washing your hair and save up to 150 gallons a month.
- When washing your hands, turn the water off while you lather.
- Take a (short) shower instead of a bath. A bathtub can use up to 70 gallons of water.