

### Vertical Progression:

<b>Kinder</b>	<b>W K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
<b>1<sup>st</sup> Grade</b>	<b>W 1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### Students will demonstrate command of the Standard by:

- Understanding that opinion writing states an opinion or preference about the topic or book
- Writing, drawing, or dictating to state an opinion
- Generating opinions of texts or topics and giving reasons to support thinking
- Using a combination of drawing, writing, and dictating to compose opinion pieces in which they tell a reader the topic or name of the book and state an opinion about it

### Vocabulary:

- Book
- Details
- Evidence
- Opinion
- Persuade
- Reason
- Topic

### Question Stems:

- What is your opinion on the topic or book?
- Why do you think this?
- What picture can you draw to show your opinion?
- Can you tell why you like or do not like this book or topic?

### Sample Instructional/Assessment Tasks:

**Item Prompt:** After reading *The 3 Little Pigs* and *The True Story of the Three Little Pigs*, hold a class discussion about the similarities and differences between the two opinion stories. Then ask students to decide which really happened in their opinion.

Scaffold: use the sentence frame: "In my opinion, I believe the \_\_\_\_"

Scoring Rubric:

Kindergarten Opinion Writing Rubric								
(Created by Heidi Butkus; Based on and aligned with Common Core State Standards.)								
Child's Name: _____								
		Not Yet	1	2	3	4	5	Standard Fully Met
Foundational Skills	2	Understands that words are separated by spaces in print. (K.RFS.1C)	1	2	3	4	5	
	3	Indicates a topic (such as with a title or topic sentence) (K.W.1)	1	2	3	4	5	
Writing Standards	4	Provides a minimum of one sentence with an opinion or preference. (K.W.1)	1	2	3	4	5	
	5	Stays focused on one topic. (K.W.5)	1	2	3	4	5	
	6	Capitalizes the first word in a sentence and the pronoun I. (K.L.2.a)	1	2	3	4	5	
Language Conventions	7	Begins to recognize, name, and use end punctuation. (K.L.2.b)	1	2	3	4	5	
	8	Writes a letter for most short vowel sounds. (K.L.2.c)	1	2	3	4	5	
	9	Writes many letters legibly. (K.L.1.a)	1	2	3	4	5	
	10	Spells simple words phonetically, using alphabetic principle. (K.L.2.d)	1	2	3	4	5	
<b>Description of Scores</b>								
5- Child has fully met or exceeds this standard. 4- Child is proficient but has not demonstrated complete mastery of the standard. 3- Child is showing progress towards meeting this standard. 2- Child is beginning to show progress, but is inconsistent. 1- Child's progress towards meeting this standard is not shown in this writing sample.								
<p><b>Note:</b> The Common Core states that Kindergarten children may use a combination of drawing, dictating, and writing to compose. Keep this in mind for children that are not yet ready for formal writing or for those with special needs.</p> <p>Considering this, you may wish to note the child's developmental writing stage below, along with any notes. Please refer to the HeidiSongs' Chart of the Developmental Progression of a Child's Writing to help determine the child's developmental writing level.</p>								
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