**Kindergarten – Unit 7b**

**Opinion Writing Task**

***Happy Birthday America***

**TEACHER INFORMATION:**

**Ideas to Share with Students:**

During reading class we have been working on many skills to help us become stronger readers. We have focused all year on the skill of asking and answering questions about key details in a text. We have also learned to identify the main topic and to make connections between pieces of information in a text. In addition, you have learned to write opinion pieces in which you state your preference (opinion) about topics or books.

After reading the story **“*Happy Birthday America”*** by Mary Pope Osborne and illustrated by Peter Catalanotto, students are asked to write an opinion piece about what they like best about the 4th of July.

**Overview of the Writing Task:**

In the story ***“Happy Birthday America”*** the author describes many things that people do to celebrate the 4th of July. Now it is your turn to tell readers what you like best about the 4th of July and tell why.

Remember when you write an opinion piece:

* Name the topic you are writing about.
* Draw a picture that shows a detail about what you are writing about.
* Tell *why* you liked this best by using the word *because.*
* Keep writing more sentences to tell about what you like best about the 4th of July!

**Graphic Organizers:**

Teachers and/or students may select the graphic organizer of their choice for planning this task. Several examples of graphic organizer planners for opinion, informative/explanatory, and narrative story writing have been uploaded into Rubicon.

**Supporting Students in Becoming Independent Writers:**

Teachers may wish to use this checklist or adjust this checklist by adding pictures to help young children remember everything they learned about using pictures and words to tell readers about their opinion. The checklist below both meets and exceeds the Kindergarten opinion writing expectations.

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| **Kindergarten Opinion Writing Self-Assessment Checklist**I use pictures and words to tell my opinion about topics or books. |
|  |  | **NOT YET** | **STARTING** | **YES!** |
| **Introduction (W.K.1)** | I told, drew, and wrote my opinion, or likes and dislikes, about a topic or book. |  |  |  |
| **Organization (W.K.1)** | I told, drew, and wrote my opinion in one place on my paper and in another place I said why.  |  |  |  |
| **Elaboration\*****(W.K.1)** | I told, drew, and wrote everything I thought about the topic or book on my paper. |  |  |  |
| **Transitions\* (W.K.1)** | I told, drew, and wrote my idea and then said more. I used words such as *because*.  |  |  |  |
| **Conclusion\* (W.K.1)** | I told, drew, and wrote an ending. |  |  |  |
| **Task Focus** | My whole piece tells my opinion about a topic or book. |  |  |  |
| **Grammar Usage (L.K.1)** | I used words correctly to help the reader understand my writing.  |  |  |  |
| **(L.K.1f)** | I used complete sentences. I used different kinds of sentences to make my writing interesting. |  |  |  |
| **Punctuation (L.K.2)** | I put spaces between my words.  |  |  |  |
| I used lowercase letters unless capitals were needed. |  |  |  |
| I wrote capital letters to start every sentence. I wrote a capital “I” for the word “I.” |  |  |  |
| **Spelling** **(L.K.2)** | I could read my writing. |  |  |  |
| I wrote a letter for the sounds I heard. |  |  |  |
| I spelled no excuse words correctly. |  |  |  |
| \*Exceeds Kindergarten Opinion Writing Expectations. |
| *Adapted from the work of Lucy Calkins’ Units-of-Study by East Otero School District Re-1* |