**Kindergarten – Unit 8b**

**Opinion Writing Task**

***What Will It Be?***

**TEACHER INFORMATION:**

**Ideas to Share with Students:**

In the ***Literacy by Design*** program **Theme 15** and **Theme 16** students read many stories about growth over time. In Theme 15, for example, students read ***Just the*** ***Right Size, The Growing-up Tree, New Shoes for Silvia*** and ***Another Important*** ***Book.*** In Theme 16 students encounter stories about what changes take place as living things grow through such stories as; ***See What It Will Be, Three Feet Small,*** ***Horton Hatches an Egg, Verdi*** and ***Are You My Mother***? **Note: Teachers may substitute titles that are familiar to their students.** In this end-of-unit writing task, students are invited to tell readers which book they liked best and why. Note: Teachers may substitute any book titles shared in class.

**Overview of the Writing Task:**

Now it is your turn to write an opinion piece telling readers which book you liked best and why?

* ***Three Feet Small***
* ***Horton Hatches an Egg***
* ***Verdi***
* ***Are You My Mother?***

Remember when you write an opinion piece:

* Name the book you are writing about.
* Draw a picture that shows a detail from the book.
* Tell *why* you liked this book by using the word *because.*
* Keep writing more sentences to tell about why you liked this book.

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | | | | |