

Grade 1 Opinion Writing Standard W.1.1

Grade 1 Opinion

W.1.1 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.

The Reading/Thinking/Writing Task

Students were told that they were going to write an opinion piece that answers the Focusing Question “*Which pet is best – a cat or a dog?*” They were then read the story *Cats vs. Dogs* by Elizabeth Carney. Students were told to think about which pet would be best for them and then orally process their ideas with a partner by telling the partner why they picked that pet. They listened to the story again and then wrote their answers independently.

Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.

Focus of the Writing Task

Which kind of pet is best, a cat or a dog?

The Writing Task in the Curriculum

How is it embedded in curriculum/content?

★ *Class: 1st grade ELA*

★ *Curriculum unit*

- students developed an opinion based on evidence from a text
- emphasis on evaluating and providing reasons to support their opinion

★ *Standards*

- Writing: W.1.1, W.1.8
- Speaking and Listening: SL.1.1, SL.1.4, SL.1.5

How did students build the knowledge they needed?

★ *Texts*

- *Cats vs. Dogs*

★ *Reading and re-reading*

- students heard the texts read aloud multiple times
- students discussed their ideas/evidence orally with a partner
- students orally rehearsed their piece with a partner before writing independently

What instructional approaches were used to teach writing?

★ *Craft lessons*

- students were taught opinion writing in lessons prior to the assessment

★ *Writing approaches*

- students were reminded of the elements that make up a strong essay in the directions. They then wrote and proofread independently.

What was the timeframe?

Brief (2-3 class periods)

Standard W.1.1
Grade 1
Proficient

Cats Are Easy

I don't have a pet but I think a cat is best!

A cat I best. A ca is snuggly and you can pick it up. They alo can take care of there self. They also even take there self for a walk. They even take there self to the litter box.

Cats are best for us because we don't have time for a dog.

Standard W.1.1
Grade 1
Approaching

Snuggly Cats

A cat is best pet. A cat is snuggly and you can pick it up. They also can take care of there self.

They also can take there self for a walk. They can even take there self to the liter box.

Standard W.1.1
Grade 1
Beginning

Dogs Are Best

A dog is s best dog in the word becus it is a best dog in the word why is it the dog is it a best dog
in the word why is it in the becus you wot it in the wrod.

Standard W.1.1
Grade 1
Exceeds

The Right Pet For Me

Have you ever wondered which pet is best between a cat and a dog? Well I have and that is why I'm writing about this. I think cats are best because you don't have to take them out on walks, and they are so cuddly and cute., dogs are more wild and they bark too much. Cats can take care of themselves dogs are more work, cats use litter boxes dogs don't. You can sleep with cats without cats pooping or peeing in your bed, sometimes dogs poop or pee in your bed. Some people think dogs are best some people think cats are best, some people think different animals are good for them. So make sure you have the right pet for you.

Standard W.1.1
Grade 1
Proficient

Cats Are Easy

I don't have a pet but I think a cat is best!

A cat I best. A cat is snugly and you can pick it up. They also can take care of there self. They also even take there self for a walk. They even take there self to the litter box.

Cats are best for us because we don't have time for a dog

The writer introduces the topic and states an opinion in the first sentence.

The focus, that a cat is the best, is maintained throughout the piece.

Supplies some reasons (evidence) **about the opinion** to develop the point Uses some transitions.

Uses some transitions

Provides a sense of closure that restates the focus and adds a comment

Final Thoughts
(Gr 1 Opinion: Proficient)

Overall, this first grade essay shows solid understanding of the topic and takes a clear position to answer a question. The writer establishes the opinion in the first sentence and maintains that focus throughout the piece. The writer develops the opinion with multiple reasons. The ending sentence restates the opinion, and the piece finishes with a strong concluding sentence.

A Word About Language and Conventions
(Gr 1 Opinion: Proficient)

Control of Conventions: Although there are some errors, this first grade writer shows *overall control* over grade-level language and conventions.

Standard W.1.1
Grade 1
Approaching

Snuggly Cats

A cat is best pet. A cat is snuggly and you can pick it up. They also can take care of there self. They also can take there self for a walk. They can even take there self to the liter box.

The writer introduces the topic and states an opinion, a cat is best.

The writer maintains the focus throughout the piece.

Supplies some reasons (details, evidence) **about the topic** to develop the point

A sense of closure is missing from this piece.

Final Thoughts
(Gr 1 Opinion: Approaching)

Overall, this first grade essay shows some understanding of the topic and takes a clear position. The focus is clearly stated at the beginning of the piece and is maintained throughout the piece.

This writer would benefit from practice in using elaboration to explain how each piece of evidence supports the focus. This student would also benefit from oral practice in restating the focus in different ways to provide a sense of closure.

A Word About Language and Conventions
(Gr 1 Opinion: Approaching)

Control of Conventions: Although there are some errors, this first grade writer shows *overall control* over grade-level language and conventions.

Standard W.1.1
Grade 1
Beginning

Dogs Are Best

A dog is best dog in the word becus it is a best dog in the word why is it the dog is it a best dog in the word why is it in the becus you wot it in the wrod.

The writer introduces the topic and attempts to maintain the focus.

The writer attempts to **supply reasons for the opinion**, but it mainly repeats the focus. The one reason (you want it in the world) is not taken from the text.

In the last sentence, the writer attempts to **provide a sense of closure**.

Final Thoughts
(Gr 1 Opinion: Beginning)

Overall, this essay shows limited understanding of the topic. The writer attempts to maintain an opinion that dogs are best, but repeats the opinion rather than give multiple reasons.

This writer would benefit from guided practice in understanding the role of a focusing question and in identifying accurate evidence to support an opinion.

A Word About Language and Conventions
(Gr 1 Opinion: Beginning)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

Standard W.1.1
Grade 1
Exceeds

The Right Pet For Me

Have you ever wondered witch pet is best between a cat and a dog? Well I have and that is why I'm writing about this. I think cats are best because you don't have to take them out on walks, and there so cuddly and cute., dogs are more wild and they bark to much. Cats can take care of themselves dogs are more work, cats use litter boxes dogs don't. You can sleep with cats without cats pooping or peeing in your bed, sometimes dogs poop or pee in your bed. Some people thing dogs are best some people think cats are best, some people think different animals are good for them. So make sure you have the right pet for you.

The writer introduces the topic with a question and then clearly **states an opinion** in the next sentence.

Many reasons are supplied about the topic then elaborated and contrasted with the facts about dogs.

Provides **a sense of closure** with a call to action: make sure you have the right pet for you.

Final Thoughts (Gr 1 Opinion: Exceeds)

This piece exceeds the standard for proficient for first grade. It meets all the criteria for proficient, showing solid understanding of the topic and taking a clear stance on the question. The writer consistently provides relevant reasons from the text to support the opinion and elaborates on the reasons, contrasting them with details in support of the opposing side of the issue. The writer provides a strong conclusion.

A Word About Language and Conventions (Gr 1 Opinion: Exceeds)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.