

## 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 listened to the first-half of the book, *Those Shoes* by Maribeth Boelts. The teacher stopped after the sentence, “But my toes don’t fall off,” and posed the Focusing Question “*Should Jeremy buy the shoes?*” As a class, students discussed reasons supporting both sides of the argument, and sorted evidence that was recorded in pictures and words on T-charts. Students then orally practiced both sides of the argument in a mock debate. The students then wrote their pieces independently. After writing, students read the rest of the story, discussing Jeremy’s decision to buy the shoes and then give his shoes to his friend because the shoes hurt his feet.

This question requires that students weigh the evidence before developing an opinion in order to use valid reasons and accurate evidence from the text to support their opinion.

*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

*Should Jeremy buy the shoes?*

# The Writing Task in the Curriculum

## *How is it embedded in curriculum/content?*

- ★ *Class: 1<sup>st</sup> 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*
  - *Those Shoes* by Maribeth Boelts
- ★ *Reading and re-reading*
  - students heard the first-half of the text read aloud multiple times
  - students discussed their ideas/evidence orally with a partner and in a mock debate
  - students orally rehearsed their piece with a partner before writing independently

## *What instructional approaches were used to teach writing?*

- ★ *Craft lessons*
  - students wrote an instructional opinion piece prior to this independent writing piece
- ★ *Writing approaches*
  - students were reminded of the elements that make up a strong essay in the directions, then wrote and proofread independently

## *What was the timeframe?*

Brief (4-6 class periods)

*Standard W.1.1*  
*Grade 1*  
*Proficient (Example #1)*

**This is my Opinion**

We read the book those shoes. It is about a kiD who wants some shoes that have two white stripes. I think he should buy the shoes! because he is getting laufed at. He should buy the shoes so he wouldn't get left out! Now you know why he should buy the shoes. Then kids will stop braging also he wouldn't have broken shoes!

*Standard W.1.1*  
*Grade 1*  
*Proficient (Example #2)*

### **Those Shoes**

We read the book those shoes. It is about a kiD wanted shoes so the kids will stop lathgh at him. The otheris name is Maribeth boelts. Jeremy shoud not buy the shoes because they are too small. anather reason he needs winter boots insted. Now you know about the book those shoes. If Jeremy Does not buy the shoes he will save mony to buy winter boots.

*Standard W.1.1*  
*Grade 1*  
*Approaching*

### **Don't Buy the Shoes**

ThoshEs. He went's to have the shoes. He shoted not buy The shoes becauld they bo't fited.

The boy should not buy the shoes.

*Standard W.1.1*  
*Grade 1*  
*Beginning*

### **A Pair His Size**

He should Biy the sHoEs. he shou fin the pir wut is his siz. He might bust if he can't have.

*Standard W.1.1*  
*Grade 1*  
*Exceeds*

**My upinyin is he should not buy the shoes**

We read the book those shoes it is by Maribeth boelts It is about a boy that wans new shes. My upinyin Is Jeremy should not buy the shoes because he needs boes and hes grama said there is only needs not wants. And the shoes are to small and his techr gave Jeremy new shes so he does not need new shoes now You know my upinyin is he should not buy the shoes and if he does not buy the shoes he does Not waste muny and he as muny to bey boes.

**Standard W.1.1**  
**Grade 1**  
**Proficient (Example #1)**

**This is my Opinion**

We read the book those shoes. It is about a kid who wants some shoes that have two white stripes. I think he should buy the shoes! because he is getting laufed at. He should buy the shoes so he wouldn't get left out! Now you know why he should buy the shoes. Then kids will stop braging also he wouldn't have broken shoes!

**Introduces the topic and states an opinion**

The focus, that Jeremy should buy the shoes, is maintained throughout

**Supplies reasons (evidence) for the opinion**

**Provides a sense of closure** that restates the focus and extends the thinking about their opinion

**Final Thoughts**  
**(Gr 1 Opinion: Proficient Example #1)**

Overall, this first grade essay shows solid understanding of the topic and takes a clear position that answers the focusing question. The writer begins with an introduction before stating the opinion. The focus is maintained throughout the piece. The writer develops their opinion with multiple reasons (*he won't get laughed at* and *he won't get left out*). The conclusion of the piece restates the claim, and extends the writer's thinking about why Jeremy should buy the shoes.

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

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**  
**Proficient (Example #2)**

**Those Shoes**

We read the book those shoes. It is about a kid wanted shoes so the kids will stop lathgh at him. The otheris name is Maribeth boelts. Jeremy shoud not buy the shoes because they are too small. anather reason he needs winter boots instead. Now you know about the book those shoes. If Jeremy Does not buy the shoes he will save mony to buy winter boots.

**Introduces the topic and states an opinion**

The focus, that Jeremy should not buy the shoes, is maintained throughout.

**Supplies reasons (evidence) that support the opinion**

**Provides a sense of closure** that restates the focus and extends their thinking about the opinion

**Final Thoughts**  
**(Gr 1 Opinion: Proficient Example #2)**

This second proficient piece supports an opinion different from the first. Overall, this first grade essay shows solid understanding of the topic and takes a clear position (*that Jeremy should NOT buy the shoes*) that responds to the focusing question. The writer includes an introduction that provides context for the reader before stating their opinion. Their opinion is maintained and supported with reasons (*shoes are too small* and *he needs winter boots*) throughout the piece. The conclusion restates the opinion, and extends the writer's thinking about why Jeremy should not buy the shoes.

**A Word About Language and Conventions**  
**(Gr 1 Opinion: Proficient Example #2)**

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**

### **Don't Buy the Shoes**

ThoseshoEs. He went's to have the shoes. He shoted not buy The shoes  
beculd they bo't fitted. The boy should not buy the shoes.

The writer attempts to **introduce** the piece by **writing the title of the book they read**, but the topic is unclear.

**States an opinion**, appropriately responding the focusing question

Maintains the focus throughout the piece

**Supplies a reason for the opinion**

**Provides a sense of closure**

#### **Final Thoughts** (Gr 1 Opinion: Approaching)

Overall, this first grade essay shows an understanding of the topic and takes a clear position that responds to the focusing question. The writer attempts to introduce the piece by restating the title of the text they are writing about but the topic is unclear. There is one reason for the opinion and the concluding sentence is a restatement of the opinion.

This writer could benefit from instruction about how to introduce an opinion piece by naming the book they are reading about in a full sentence instead of just copying the title of the text. This writer could also benefit from a revision conference that focuses on extending their thinking about why Jeremy should not buy the shoes to include more reasons that support the focus and some elaboration for those reasons.

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

Minimal Control of Conventions: This first grade writer lacks control over grade-level language and conventions.

**Standard W.1.1**  
**Grade 1**  
**Beginning**

**A Pair His Size**

He should Biy the sHoEs. he shou fin the pir wut is his siz. He might  
bust if he can't have.

**States an opinion** but does not **introduce the topic**

Does not **supply a reason for the opinion**

**Provides a sense of closure** by suggesting a solution to the boy's problem and a reflection about how the boy might be feeling

**Final Thoughts**  
**(Gr 1 Opinion: Beginning)**

Overall, this essay shows some understanding of the topic. The writer states an opinion that the boy should not buy the shoes, but reasons for that opinion are not provided. The writer suggests a solution to the boy's problem (*that he should find a pair of shoes that fit*) in the body of the piece. The last sentence of the piece provides closure by telling the reader how the boy might be feeling using one of the vocabulary words used early in the text.

This writer would benefit from guided practice in understanding the role of a focusing question and in identifying accurate evidence from the text to support an opinion. This writer seems able to understand the text and needs support learning how to transfer their understanding to a written piece. Learning the parts of an opinion essay for this grade and having an opportunity to practice their ideas orally within the opinion essay structure will significantly support this writer.

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

Minimal Control of Conventions: This writer lacks control over grade-level language and conventions.

**Standard W.1.1**  
**Grade 1**  
**Exceeds**

### **My upinyin is he should not buy the shoes**

We read the book those shoes it is by Maribeth boelts It is about a boy that wans new shes. My upinyin Is Jeremy should not buy the shoes because he needs boes and hes grama said there is only needs not wants. And the shoes are to small and his techr gave Jeremy new shes so he does not need new shoes now You know my upinyin is he should not buy the shoes and if he does not buy the shoes he does Not waste muny and he as muny to bey boes.

**Introduces the topic** with needed context and clearly **states an opinion**

**Supplies** multiple **reasons** to support their opinion

Appropriately uses transition words and language from the text

Provides **a sense of closure** that tells what will happen if he does not buy the shoes (*a so what* conclusion)

### **Final Thoughts** **(Gr 1 Opinion: Exceeds)**

This piece exceeds the standard for proficient for first grade. It meets all the criteria for proficient, shows a solid understanding of the topic and takes a clear position (*that Jeremy should not buy the shoes*) that directly responds to the focusing question. The writer offers relevant reasons from the text to support their opinion and elaborates on the reasons. The writer provides a strong conclusion which restates the opinion and then goes beyond the opinion by providing a *so what* conclusion explaining the benefits to Jeremy if he does not buy the shoes.

### **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.