

Grade 3

Opinion Writing

The writer used his introduction to set readers up to expect that this will be a piece of opinion writing. He tried to hook the reader into caring about his opinion.

The writer connected his ideas/reasons with his examples using words such as *for example*, and *because*. He also connected reasons and examples to each other by using words such as *also* and *another*.

Do you want to know the best sport ever?
Football is the best sport. We should be able to play football at recess.

We should be able to play football because it's fun. Everyone likes football. Everyone watches the Superbowl because they love football. When we play football we have fun. If you get the ball everyone runs after you and tries to grab it. We run around screaming and we have fun.

Everyone in our class knows how to play. For example, I can be the quarterback and Jessie can be the receiver. Even our teacher knows how to play. She told us. We wouldn't leave anyone out. Please let us play!

Another reason why we should have football is it is good for us. You get to run, throw, and catch. For example, one time I was playing with my brothers and my dog caught the ball. We had to chase after Rufus to get the ball back. I asked my brother and he said, "I get the best workout when I play football." Football is good exercise.

We would be happy if we could play football.
Everyone would love it!!! Please let us play!

The writer explained several reasons and examples for why people should agree with his opinion, and wrote at least a few sentences about each point.

The writer organized his information so that each part of the writing is about mostly the same thing.

The writer didn't just tell the reader to believe him. Instead, he included compelling details (in this case, primarily from his own personal knowledge and experience) to help persuade the reader.

The writer worked on an ending for his piece. It is likely a thought or comment related to the opinion he is writing about.

The writer punctuated quotes correctly, with commas and quotation marks.

The writer punctuated in ways that help the reader read with pauses and expression.