

The writer wrote his opinion or likes/dislikes and gave reasons for the opinion.

Dear Principal Santera,

We should have football at recess. I will tell you why. Football is good for you because you run and throw. Football is easy. It's not hard to play like piano. Also everyone can play. Everyone in our class knows how to play. I can be quarterback. I play with my brothers and sometimes my sister. Sometimes my dog catches the ball! Football is easy to learn. You don't need bats or bases. Football is fun in the rain. It's fun to slide in the puddles. Class 201 says "I can't wait to play football." Please let us have football at recess. Please don't make us swing and jump rope anymore. I can bring my football from home if we need one to play with. We really need to play football at recess!

In the beginning, the writer not only gave his opinion, but set readers up to expect that his writing will try to convince them to agree.

The writer connected various parts of the piece using words such as *also*, *another*, and *because*.

Sam

The writer's ending reminds readers of his opinion.

The writer included at least two reasons to support his opinion and wrote a sentence or two about each one.

The writer attempted to include details that would make his reader agree with his opinion.

The writer used capitals for names, quotation marks to show what people said, and apostrophes when writing conjunctions like *can't* and *don't*.