

Upper Standard level learners
(Adapted from Lucy Calkins writers workshop)

The writer stated his claim.

The writer began with a few sentences to “hook” the reader. He may have done this by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information.

The writer separated sections of information using paragraphs.

The writer shows evidence of deliberate word and detail choice. He repeated and emphasized key words and used precise details to draw the reader into his line of thought.

The writer used a convincing tone.

Many people think that recess is fun for kids no matter what but I think it is boring because there isn't anything fun to do. Right now at recess a lot of kids just sit on the grass because they don't want to swing or play jump rope.

The first reason why we should have football is because it is good exercise. When you play, you get to run, throw, and catch. For instance, when I was playing football last week Anthony had the ball and we all had to run after him and try to get the ball to make a touchdown. My football coach says, “Football is a great workout.” We should have football because it's good exercise.

Another reason we should have football is because everyone can play football. I play with my brothers.

Sometimes my sister plays. Sometimes my dog catches the ball! This shows that everyone can play. Also, if you don't know how to play it is an easy sport to learn. You can just start playing. All you need is a ball and a yard.

We already have a yard at recess; we just need a ball. Our class says that five of us have balls at home that we can bring in. This shows that everyone can play.

The last and most important reason that we should have football is because it is fun for everyone. Even people that are just watching have fun! For instance, last weekend at Central Park I saw a game going on and the players were running and catching and throwing and giving each other high fives. And the fans were jumping up and down and screaming their heads off. We should have football because it is fun for everyone.

Recess is supposed to be fun. If we have football at recess we will get more exercise, play more, and have more fun. When we were little we played on the swings or went down slides. But now everyone just sits around. It would be better if we could play football.

The writer used words and phrases to glue parts of his piece together. He used phrases such as for example, another example, one time, and for instance (to show a shift from reasons to evidence) and in addition, also, and another (to make a new point).

The writer chose reasons that are convincing to the reader. He included examples and information to support those reasons. This information might be from a text, from personal experience, or from background knowledge.

The writer used periods to fix run-on sentences.

The writer wrote an ending that doesn't just restate, but reflects on the claim. It reminds the reader of his point and suggests a solution for the problem.

When writing long, complex sentences, the writer used commas to make them clear and correct.

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State your claim.

Begin with a few sentences to “hook” the reader. You can ask a question, explaining why the topic matters, telling a surprising fact, or giving background information.

Separate sections of information using paragraphs.

Show evidence of deliberate word and detail choice. Repeat and emphasize key words and use precise details to draw the reader into his line of thought.

Use a convincing tone.

Use words and phrases to glue parts of your piece together. Use phrases such as *for example*, *another example*, *one time*, and *for instance* (to show a shift from reasons to evidence) and *in addition*, *also*, and *another* (to make a new point).

Choose reasons that are convincing to the reader. Include examples and information to support those reasons. This information might be from a text, from personal experience, or from background knowledge.

Use periods to fix run-on sentences.

Write an ending that doesn't just restate, but reflects on the claim. It reminds the reader of his point and suggests a solution for the problem.

If you write long, complex sentences, use commas to make them clear and correct.