

Hand-out 4.2: Annotation: School Bond Levy Student Sample Grade 10, Argument

Cite evidence from the student sample that shows how the writer is meeting criteria of the standard on argument writing in grades 9-10.

The writer of this piece

- **introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claim(s), and creates an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.**

- **develops the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**

- **uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**

- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

- **provides a concluding section that follows from and supports the argument presented.**