



# California Common Core Writing Standards and Anchor Papers

From original documents on California Department of Education website [cde.ca.gov](http://cde.ca.gov), in Appendix C of the Common Core Standards for English Language Arts.

## Grade 10

These documents are also available on our website [www.knoxeducation.com](http://www.knoxeducation.com) along with student standards checklists and 11x17 posters, as well as teaching units, mini lessons, tools, and resources.

# CCSS ELA Standards for Grades 9-10

## WRITING STANDARDS: OPINION/ARGUMENT WRITING

Opinion/Argument



<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
	<b>9-W 1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<input type="checkbox"/>	<b>9-W 1a.</b>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<input type="checkbox"/>	<b>9-W 1b.</b>	Develop 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.
<input type="checkbox"/>	<b>9-W 1c.</b>	Use 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.
<input type="checkbox"/>	<b>9-W 1d.</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/>	<b>9-W 1e.</b>	Provide a concluding statement or section that follows from and supports the argument presented.

Informative/Explanatory



## WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
	<b>9-W 2</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<input type="checkbox"/>	<b>9-W 2a.</b>	Introduce a topic or <b>thesis statement</b> ; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<input type="checkbox"/>	<b>9-W 2b.</b>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<input type="checkbox"/>	<b>9-W 2c.</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<input type="checkbox"/>	<b>9-W 2d.</b>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<input type="checkbox"/>	<b>9-W 2e.</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/>	<b>9-W 2f.</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Narrative



## WRITING STANDARDS: NARRATIVE WRITING

<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
	<b>9-W 3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<input type="checkbox"/>	<b>9-W 3a.</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
<input type="checkbox"/>	<b>9-W 3b.</b>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<input type="checkbox"/>	<b>9-W 3c.</b>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
<input type="checkbox"/>	<b>9-W 3d.</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<input type="checkbox"/>	<b>9-W 3e.</b>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Opinion/Argument Informative/Explanatory Narrative



## WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard
<b>Production and Distribution of Writing</b>		
<input type="checkbox"/>	<b>9-W 4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ( <u>Grade-specific expectations for writing types are defined in standards 1–3 above.</u> )
<input type="checkbox"/>	<b>9-W 5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
<input type="checkbox"/>	<b>9-W 6.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>Research to Build and Present Knowledge</b>		
<input type="checkbox"/>	<b>9-W 7.</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<input type="checkbox"/>	<b>9-W 8.</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation <u>including footnotes and endnotes.</u>
<input type="checkbox"/>	<b>9-W 9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<input type="checkbox"/>	<b>9-W 9. a.</b>	Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
<input type="checkbox"/>	<b>9-W 9. b.</b>	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
<b>Range of Writing</b>		
<input type="checkbox"/>	<b>9-W 10.</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



**WRITING STANDARDS: Opinion/Argument Writing for History/Social Studies, Science, and Technical Subjects**

<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
	<b>9-WHST 1</b>	Write arguments focused on <i>discipline-specific content</i> .
<input type="checkbox"/>	<b>9-WHST 1a.</b>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
<input type="checkbox"/>	<b>9-WHST 1b.</b>	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
<input type="checkbox"/>	<b>9-WHST 1c.</b>	Use 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.
<input type="checkbox"/>	<b>9-WHST 1d.</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/>	<b>9-WHST 1e.</b>	Provide a concluding statement or section that follows from or supports the argument presented.



**WRITING STANDARDS: Informative/Explanatory Writing for History/Social Studies, Science, and Technical Subjects**

<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
	<b>9-WHST 2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<input type="checkbox"/>	<b>9-WHST 2a.</b>	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<input type="checkbox"/>	<b>9-WHST 2b.</b>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<input type="checkbox"/>	<b>9-WHST 2c.</b>	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
<input type="checkbox"/>	<b>9-WHST 2d.</b>	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
<input type="checkbox"/>	<b>9-WHST 2 e.</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/>	<b>9-WHST 2 f.</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



**WRITING STANDARDS: Narrative Writing for History/Social Studies, Science, and Technical Subjects**

<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
	<b>9-WHST 3</b>	(Not applicable as a separate requirement)

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.



**WRITING STANDARDS: All Genres for History/Social Studies, Science, and Technical Subjects**

<input type="checkbox"/>	Number	Standard
<b>Production and Distribution of Writing</b>		
<input type="checkbox"/>	<b>9-WHST 4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<input type="checkbox"/>	<b>9-WHST 5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<input type="checkbox"/>	<b>9-WHST 6.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>Research to Build and Present Knowledge</b>		
<input type="checkbox"/>	<b>9-WHST 7.</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<input type="checkbox"/>	<b>9-WHST 9-.</b>	Gather relevant information from multiple authoritative print and digital sources ( <u>primary and secondary</u> ), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<input type="checkbox"/>	<b>9-WHST 9.</b>	Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>		
<input type="checkbox"/>	<b>9-WHST 10.</b>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



**WRITING STANDARDS: Opinion/Argument Writing for History/Social Studies, Science, and Technical Subjects**

<input type="checkbox"/>	Number	Standard
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<input type="checkbox"/>	<b>9-WHST 1c.</b>	Use 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.
<input type="checkbox"/>	<b>9-WHST 1d.</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/>	<b>9-WHST 1e.</b>	Provide a concluding statement or section that follows from or supports the argument presented.



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<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
<input type="checkbox"/>	<b>9-WHST 2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<input type="checkbox"/>	<b>9-WHST 2a.</b>	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<input type="checkbox"/>	<b>9-WHST 2b.</b>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<input type="checkbox"/>	<b>9-WHST 2c.</b>	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
<input type="checkbox"/>	<b>9-WHST 2d.</b>	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
<input type="checkbox"/>	<b>9-WHST 2 e.</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/>	<b>9-WHST 2 f.</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



**WRITING STANDARDS: Narrative Writing for History/Social Studies, Science, and Technical Subjects**

<input type="checkbox"/>	Number	Standard
<b>Text Types and Purposes</b>		
<input type="checkbox"/>	<b>9-WHST 3</b>	(Not applicable as a separate requirement)

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.



**WRITING STANDARDS: All Genres for History/Social Studies, Science, and Technical Subjects**

<b>Production and Distribution of Writing</b>		
<input type="checkbox"/>	<b>9-WHST 4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<input type="checkbox"/>	<b>9-WHST 5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<input type="checkbox"/>	<b>9-WHST 6.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>Research to Build and Present Knowledge</b>		
<input type="checkbox"/>	<b>9-WHST 7.</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<input type="checkbox"/>	<b>9-WHST 9-.</b>	Gather relevant information from multiple authoritative print and digital sources ( <u>primary and secondary</u> ), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<input type="checkbox"/>	<b>9-WHST 9.</b>	Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>		
<input type="checkbox"/>	<b>9-WHST 10.</b>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Samples of Student Writing

Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country.

At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

## Acknowledgment

The Standards work group would like to express its appreciation to teachers and students at Monte Vista High School in California and the Randolph Technical Career Center in Vermont; other colleagues in California, Massachusetts, and Washington state; and ACT, Inc., and the *Concord Review*, who helped find and obtain permission for several of the samples included in the set. The group also would like to express its appreciation to the New Standards Project and to the International Reading Association, which allowed the use of several samples from their publications, and to the other student writers who granted permission to reproduce their work here.

## Student Sample: Grade 10, Argument

This argument was produced by a student who was asked to write a persuasive essay that required research. The student generated the topic and had an opportunity to revise.

### \_\_\_\_\_ School Bond Levy

The \_\_\_\_\_ School Board has recently proposed a bond levy to add new facilities as well as conduct some major repairs to the school. The bond includes building a new gymnasium, a new science room and lab, a new Media Center/Library, new Chapter 1 and Special Education classrooms, and other facilities such as more parking space, an increase in storage area, and new locker rooms. Along with new construction, the board is proposing to remodel facilities such as the drama/music areas, the entire roof, the heating system, the school kitchen, and present gym as well. This bond allowing \_\_\_\_\_ School to add more facilities should be passed in order for young students to be provided with a better education.

Several arguments have been brought up concerning the levy since it failed in the March election. Some say that the school doesn't need to have brand new facilities and better classrooms, but it does. Just this year the school had to shut down for days at a time as a result of a malfunction of the heating system. The roof of the library also had a leaking problem all winter long. The leaking has actually caused the ceiling tiles to rot to the point where they are having to be removed. It isn't safe to sit underneath them because, in fact, they have fallen to tables where students had been working only minutes before.

Another issue that people may be concerned with is the money that taxpayers have to put up for the building. The cost of the project in its entirety will be 2.9 million dollars, meaning that for the next 25 years, taxpayers would pay 40 cents more per thousand dollars in property tax than they do this year. The project does cost a significant amount of money, but the school needs it. If something isn't done now, then the facilities such as the library, the science room and others will continue to grow steadily worse. The construction and remodeling needs to be done eventually, so why not now, when interest rates are low and expenses are also low. Superintendent \_\_\_\_\_ commented that it would cost the taxpayers much less money now than ten years from now. Another reason that this is a good time to pass this bond is that the results of Ballot Measure 5 are going into effect at the same time as the levy. As it stands now, property tax rates will go down another \$2.50 by next year; however, if taxpayers don't mind paying what they do now and can handle a 40 cent increase, then the school can be that much better.

Many other good reasons we exist for funding this construction now. For one, better facilities will be made available to everyone: staff members, students, and community members. The new gym will allow student athletes to have earlier practices and more time for homework. With only one gym in a K-12 school system, the junior high has to practice in the morning before school, starting at 6:30 A.M., meaning that both the girls and boys teams had to practice at the same time, with half of the court for the girls half for the boys. After school, the high school girls would practice from 3:30 to 5:30 P.M. The varsity boys would then start at 5:30 or 6:00 and go until 7:30. After that, the junior varsity boys would come in for an hour and a half. It's absurd to think that student athletes can make good use of their time with a schedule like that. If the bond were to pass, both the new gym and the present gym would be used for practices and athletes wouldn't have to wait so long to practice every day.

Another reason that the gym should be built is that it is no longer adequate. The bleachers are too close to the court and so there is no room to walk by without getting in the way during a game. The gym also poses a problem for the cheerleaders. As it is now, there is no room for them to cheer. They have to stand on one of the ends which, of course, is right in the way of people walking by. If a new gym were built, enough room would be provided surrounding the court that there wouldn't be any of the problems there are now.

Another advantage to the bond proposed is that it would provide more space in the school. The school has always been small, which is in some ways nice, but it needs to expand. The lack of space is a problem because everyone is crammed into one little hallway trying to make it around from class to class. As it is, there isn't enough room for the library to just be a library or the kitchen to just be a kitchen. Students can't even go to the library when they need to because Health, Media, and other classes are held there. The Satellite Learning classroom, which shares a space with the kitchen, usually has a difficult learning atmosphere each day people prepare food for the hot lunch program. Another

problem area is the current science room and lab. Lab facilities are outdated and cannot be replaced for a variety of reasons related to the plumbing and electrical systems. Both science teachers have said publicly that the chemical storage room is inadequate and unsafe. The science curriculum is a core part of students' education and they deserve good facilities.

It is clear then, that \_\_\_\_\_ School needs significant improvements in which case the bond must be passed. As a community, education is an essential part of the future. In the past, \_\_\_\_\_ has relied in the timber industry for employment, but times are changing and the younger generations need to be better prepared to meet the challenges that arise. For example, they need to be able to take part in a variety of activities and be able to achieve in many different areas. If the school is inadequate, how can the younger generations be provided with the education and training they need to be successful in the future?

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### Annotation

The writer of this piece

- **introduces a precise claim, distinguishes it from alternate or opposing claims, and creates an organization that establishes clear relationships among the claim, counterclaims, reasons, and evidence.**
  - *This bond allowing \_\_\_\_\_ School to add more facilities should be passed in order for young students to be provided with a better education.*
  - *Some say that the school doesn't need to have brand new facilities and better classrooms, but it does.*
  - *Another issue that people may be concerned with is the money that taxpayers have to put up for the building.*
- **develops the claim 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.**
  - *Just this year the school had to shut down for days.*
  - *Details about the malfunction of the heating system and the falling ceiling tiles in the library support the claim that brand new facilities and better classrooms are needed.*
  - *Another issue that people may be concerned with is the money that taxpayers have to put up for the building. The cost of the project in its entirety will be 2.9 million dollars, meaning that for the next 25 years, taxpayers would pay 40 cents more per thousand dollars in property tax than they do this year.*
  - *Superintendent \_\_\_\_\_ commented that it would cost the taxpayers much less money now than ten years from now.*
  - *. . . [The gym] is no longer adequate.*
  - *The school has always been small . . . [and] it needs to expand.*
  - *Details about the scheduling of classes in the library support the claim that the school needs to expand.*
- **uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims.**
  - *The project does cost a significant amount of money, but the school needs it.*
  - *Another issue that people may be concerned with . . . Many other good reasons . . . Another reason . . .*
- **establishes and maintains a formal style and objective tone.**
  - *Another advantage to the bond proposed is that it would provide more space in the school.*
  - *It is clear then, that . . .*

- **provides a concluding section that follows from and supports the argument presented.**
  - *If the school is inadequate, how can the younger generations be provided with the education and training they need to be successful in the future?*
- **demonstrates exemplary command of the conventions of standard written English.**



## Student Sample: Grade 10, Informative/Explanatory

This essay was produced for an on-demand assessment. Students were told to write about a character in a work of literature whose pride or selfishness creates problems. The abbreviated time frame of the assessment situation (and the consequent lack of opportunity to revise) explains the absence of information and quotations from researched sources and perhaps the occasional spelling errors as well.

### Animal Farm

In the novel, Animal Farm, by George Orwell, there is one very particular character whose pride and selfishness creates problems. This character had just merely good ideas in the beginning. However, as time went on, his true self-interest began to shine through. This character started a free republic of animals and turned it into a plantation that used animals as slaves. He never did have enough and always wanted more, regardless of the price that others had to pay. This character whose pride and selfishness creates problems, is none other than the great leader of Animal Farm himself, comrade Napoleon [Napoleon], the pig.

Comrade Napoleon is a powerful authority on Animal Farm. In fact he is the leader of Animal Farm and a high strung leader at that. After Old Major died, Napoleon lived upon Old Major's ideas. Napoleon lead all the animals to rebellion so that Manor Farm ceized to exist, and Animal Farm was born. In the first year, he even worked the fields and helped bring in their biggest harvest ever. Little did the animals know, but he would soon change. Eventually the animals started receiving less food because Napoleon needed more food to power his "large" brain. Later, he goes and runs off his successor, Snowball, so he can have the whole farm to himself. Then he stopped working the fields. He started taking young animals and selling them or using them for his own use. He stopped sleeping in the hay and slept in the farm house instead. Finally, he took away half the grain fields so he could plant barely to make himself beer. This Napoleon was a power hungry, selfish individual for sure.

Being power hungry, always causes problems, and boy did Napoleon cause problems. The animals had received so little food that many were starving, you could see their bones, and some even died of starvation. Nopoleans's lack of work meant the animals had to work harder, and it wasn't easy on an empty stomach. Many animals would break their legs or hoofs but would continue to work. The lack of new workers due to Napoleon's selling them off, meant that nobody could retire, and one old animal even died in the fields. Snowball was a great teacher for the animals, and now that he was gone, they lacked education. Then with finally only half of the fields being productive for food, the animals starved even more and worked harder to make beer that they never saw. Not to mention that they had to sleep on a dirt floor while the lazy Napoleon slept in his nice comfortable bed. His selfishness had deffinately created problems.

Napoleon's experience had changed the farm drastically. He thought things were getting better while the animals knew they were only getting worse. After the rebellion, many humans disliked Animal Farm and the animals disliked humans. Nopoleans's selfish ways were much like those of a farmer. So eventually as Napoleon became more "human," the town's people began to like him. Napoleon could care less about his animals, just so long as he was on good terms with the humans. By the novel's end, Napoleon is great friends with every human in town. However, his animal slaves are no longer happy as they once were. They still hate humans which means now, they hate Napoleon. So due to Napoleon's pride, the story has changed its ways from start to finish. He has turned friends into foe and foe into friends, but at great cost.

In the novel, Animal Farm, by George Orwell, Comrade Napoleon is a character whose pride and selfishness creates problems. The starving animals have suffered greatly because of their leader's pride. On the other hand, Napoleon has gained great success through his selfishness. Unfortunately, that's just the way it is. You can't have pride without problems. Even if they are little problems, it's still due to pride. Now, if Napoleon had pride in his farm rather than in himself, well then maybe the humans would've hated him, but he'd still has his true friends of four legs. However, he chose to follow a different path and he burned those bridges along the way. So for now, Comrade Napoleon's pride and selfishness has created problems for the animals, but someday, it will create problems for himself.

## Annotation

The writer of this piece

- **introduces the topic.**
  - *In the novel, Animal Farm, by George Orwell, there is one very particular character whose pride and selfishness creates problems. . . . This character whose pride and selfishness creates problems, is none other than the great leader of Animal Farm himself, comrade Napolean [Napoleon], the pig.*
- **organizes complex ideas, concepts, and information to make important connections and distinctions.**
  - The organization of the explanation is mostly chronological. The writer focuses on how Napoleon changes over time, how he becomes *power hungry*, and *selfish*, and eventually “*human*.” The writer describes the problems that Napoleon’s changing nature creates.
- **develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.**
  - Details: *In the first year, he [Napoleon] even worked the fields and helped bring in their [the animals’] biggest harvest ever. . . . Not to mention that they had to sleep on a dirt floor while the lazy Napolean slept in his nice comfortable bed.*
  - Examples: . . . *nobody could retire, and one old animal even died in the fields.*
- **uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
  - *In the novel, Animal Farm, by George Orwell, there is one very particular character whose pride and selfishness creates problems. This character had just merely good ideas in the beginning.*
  - *In the novel . . . In fact . . . In the first year . . . Eventually . . . Being power hungry . . . Not to mention . . . On the other hand . . .*
- **uses precise language and domain-specific vocabulary to manage the complexity of the topic.**
  - *In the novel, Animal Farm, by George Orwell, there is one very particular character whose pride and selfishness creates problems. . . . This character started a free republic of animals and turned it into a plantation that used animals as slaves.*
- **establishes and maintains a formal style and objective tone (with the exception of . . . and boy did Napolean cause problems).**
  - *In the novel, Animal Farm, by George Orwell, there is one very particular character whose pride and selfishness creates problems. . . . Comrade Napolean’s pride and selfishness has created problems for the animals, but someday, it will create problems for himself.*
- **provides a concluding section that follows from and supports the information or explanation presented.**
  - *In the novel, Animal Farm, by George Orwell, Comrade Napolean is a character whose pride and selfishness creates problems. The starving animals have suffered greatly because of their leader’s pride. On the other hand, Napolean has gained great success through his selfishness. Unfortunately, that’s just the way it is. You can’t have pride without problems. Even if they are little problems, it’s still due to pride. Now, if Napolean had pride in his farm rather than in himself, well then maybe the humans would’ve hated him, but he’d still has his true friends of four legs. However, he chose to follow a different path and he burned those bridges along the way. So for now, Comrade Napolean’s pride and selfishness has created problems for the animals, but someday, it will create problems for himself*
- **demonstrates command of some aspects of the conventions of standard written English (yet displays several errors in spelling and other mechanics).**