

Name: _____

Date: _____

Argument Writing Checklist

	Grade 7	NOT YET	STARTING TO	YES!	Grade 8	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	I laid out a well-supported argument and made it clear that this argument is part of a bigger conversation about a topic/text. I acknowledged positions on the topic or text that might disagree with my own position, but I still showed why my position makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I laid out an argument about a topic/text and made it clear why my particular argument is important and valid. I stayed fair to those who might disagree with me by describing how my position is one of several and making it clear where my position stands in relation to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I interested the reader in my argument and helped them to understand the backstory behind it. I gave the backstory in a way that got the reader ready to see my point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	After hooking the reader, I provided specific context for my own as well as another position(s), introduced my position, and oriented readers to the overall line of argument I planned to develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made it clear to readers what my piece will argue and forecasted the parts of my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Transitions	I used transitions to link the parts of my argument. The transitions help the reader follow from part to part and make it clear when I am stating a claim or counterclaim, giving a reason, or offering or analyzing evidence. These transitions include terms such as <i>as the text states, this means, another reason, some people may say, but, nevertheless, and on the other hand.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitions to lead the reader across parts of the text and to help the reader note how parts of the text relate back to earlier parts. I used phrases such as <i>now some argue, while this may be true, it is also the case that, despite this, as stated earlier, taken as a whole, this is significant because, the evidence points to, and and by doing so . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	In my conclusion, I reinforced and built on the main point(s) in a way that makes the entire text a cohesive whole. The conclusion may reiterate how the support for my claim outweighed the counterclaim(s), restate the main points, respond to them, or highlight their significance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In the conclusion, I described the significance of my argument for stakeholders, or offered additional insights, implications, questions, or challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (continued)

	Grade 7	NOT YET	STARTING TO	YES!	Grade 8	NOT YET	STARTING TO	YES!
Organization	The parts of my piece are arranged purposefully to suit my purpose and to lead readers from one claim or counterclaim, reason, or piece of evidence to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I organized claims, counterclaims, reasons, and evidence into sections and clarified how sections are connected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight my main points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I created an organizational structure that supports a reader's growing understanding across the whole of my argument, arranging the sections to build on each other in a logical, compelling fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I included varied kinds of evidence such as facts, quotations, examples, and definitions. I analyzed or explained the reasons and evidence, showing how they fit with my claim(s) and built my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I brought out the aspects of the argument that were most significant to my audience and to my overall purpose(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I consistently incorporated and cited trustworthy sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I incorporated trustworthy and significant sources and explained if and when a source seemed problematic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I wrote about another possible position or positions—a different claim or claims about this subject—and explained why the evidence for my position outweighed the counterclaim(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I analyzed the relevance of the reasons and evidence for my claims as well as for the counterclaim(s) and helped the reader understand what each position is saying. I made sure all of my analysis led my readers to follow my line of argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I worked to make my argument compelling as well as understandable. I brought out why it mattered and why the audience should care about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Argument Writing Checklist (continued)

	Grade 7	NOT YET	STARTING TO	YES!	Grade 8	NOT YET	STARTING TO	YES!
Craft	I used words purposefully to affect meaning and tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I intended to affect my reader in particular ways—to make the reader think, realize, or feel a particular way—and I chose language to do that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I chose precise words and used metaphors, images, or comparisons to explain what I meant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I consistently used comparisons, analogies, vivid examples, anecdotes, or other rhetorical devices to help readers follow my thinking and grasp the meaning and significance of a point or a piece of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included domain-specific, technical vocabulary relevant to my argument and audience and defined these terms when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I varied my tone to match the different purposes of different sections of my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a formal tone, but varied it appropriately to engage the reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	Conventions				Conventions			
Spelling	I matched the spelling of technical vocabulary to that found in resources and text evidence. I spelled material in citations correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I spelled technical vocabulary and literary vocabulary accurately. I spelled materials in citations according to sources, and spelled citations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used different sentence structures to achieve different purposes throughout my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons, and semicolons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used verb tenses that shift when needed, (as in when moving from a citation back to my own writing), deciding between active and passive voice where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I used internal punctuation effectively, including the use of ellipses to accurately insert excerpts from sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>