Name:		Date:	
	Argument Writing Chacklist		

	Grade 8	NOT YET	STARTING TO	YES!
	Structure			
Overall	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.			
Lead	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.			
Transitions	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 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.			
Ending	In the conclusion, I described the significance of my argument for stakeholders, or offered additional insights, implications, questions, or challenges.			
Organization	I organized claims, counterclaims, reasons, and evidence into sections and clarified how sections are connected.			
	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.			
	Development			
Elaboration	I brought out the aspects of the argument that were most significant to my audience and to my overall purpose(s).			
	I incorporated trustworthy and significant sources and explained if and when a source seemed problematic.			
	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.			
Craft	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.			
	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.			
	I varied my tone to match the different purposes of different sections of my argument.			

Argument Writing Checklist (continued)							
	Grade 8		STARTING TO	YES!			
	Conventions						
Spelling	pelled technical vocabulary and literary vocabulary accurately. I spelled materials in ations according to sources, and spelled citations accurately.						
Punctuation and Sentence Structure	I used different sentence structures to achieve different purposes throughout my argument.						
	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.						
	I used internal punctuation effectively, including the use of ellipses to accurately insert						

Date:

Name: \_\_\_\_\_

excerpts from sources.