**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Argument Writing Checklist**

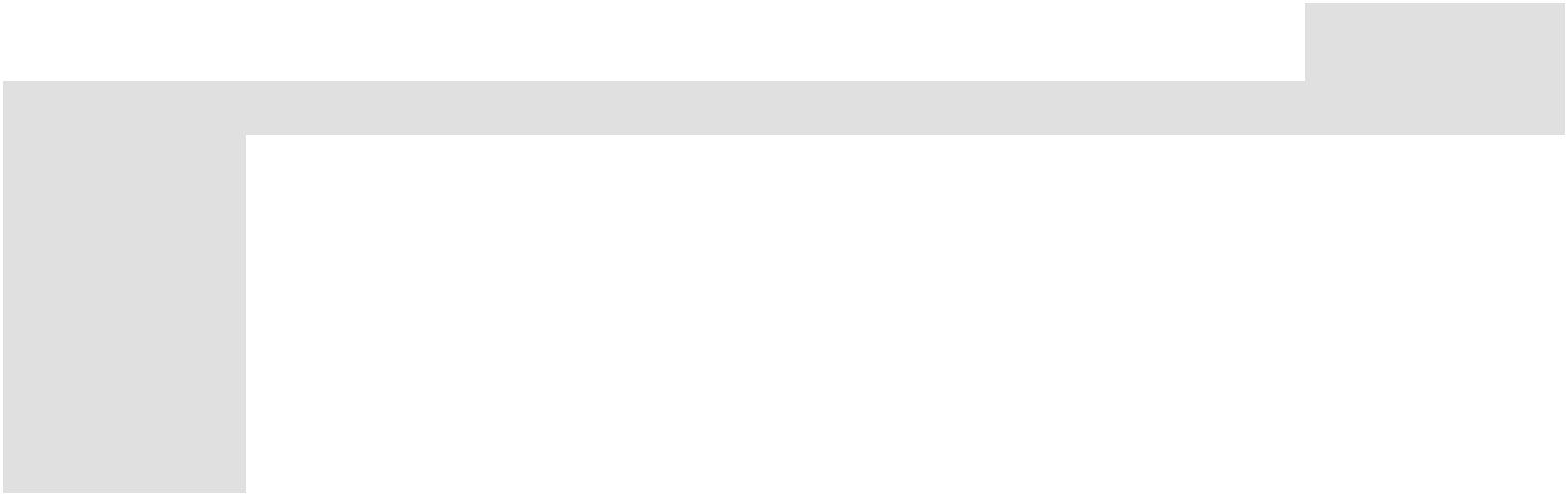


|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Grade 8** | **NOT** | **STARTING** |  |  |
|  | **YET** | **TO** | **YES!** |  |
|  |  |  |
|  |  |  |  |  |  |
|  | **Structure** |  |  |  |  |
|  |  |  |  |  |  |
| **Overall** | I laid out an argument about a topic/text and made it clear 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 |  |  |  |  |
| (W.8.1.a) | 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 |  |  |  |  |
| (W.8.1.c) | 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 |  |  |  |  |
| (W.8.1.e) | offered additional insights, implications, questions, or challenges. |  |  |  |  |
|  |  |  |  |  |  |
| **Organization** | I organized claims, counterclaims, reasons, and evidence into sections and clarified how |  |  |  |  |
|  | sections are connected. |  |  |  |  |
|  |  |  |  |  |  |
| (W.8.1.a) | 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). |  |  |  |  |
|  |  |  |  |  |  |
| (W.8.1.b) | 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. |  |  |  |  |
|  |  |  |  |  |  |
| (W.8.1.d) | 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. |  |  |  |  |
|  |  |  |

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Argument Writing Checklist (continued)**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Grade 8** | **NOT** | **STARTING** |  |  |
|  | **YET** | **TO** | **YES!** |  |
|  |  |  |
|  |  |  |  |  |  |
|  | **Conventions** |  |  |  |  |
|  |  |  |  |  |  |
| **Spelling** | I spelled technical vocabulary and literary vocabulary accurately. I spelled materials in |  |  |  |  |
|  | citations according to sources, and spelled citations accurately. |  |  |  |  |
|  |  |  |  |  |  |
| **Punctuation** | I used different sentence structures to achieve different purposes throughout my |  |  |  |  |
| **and Sentence** | argument. |  |  |  |  |
| **Structure** |  |  |  |  |  |
| 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 |  |  |  |  |
|  | excerpts from sources. |  |
|  |  |  |  |  |
|  |  |  |  |  |  |

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