

Name: _____

Date: _____

Argument Writing Checklist

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I explained the topic/text and staked out a position that can be supported by a variety of trustworthy sources. Each part of my text helped build my argument, and led to a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also by telling readers what was significant in or around the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote an introduction to interest readers and help them understand and care about a topic or text. I thought backwards between the piece and the introduction to make sure that the introduction fit with the whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not only did I clearly state my claim, I also told my readers how my text would unfold.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transition words and phrases to connect evidence back to my reasons using phrases such as <i>this shows that</i> . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitions to help readers understand how the different parts of my piece fit together to explain and support my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitions to help connect claim(s), reasons, and evidence, and to imply relationships such as when material exemplifies, adds on to, is similar to, explains, is a result of, or contrasts. I use transitions such as <i>for instance</i> , <i>in addition</i> , <i>one reason</i> , <i>furthermore</i> , <i>according to</i> , <i>this evidence suggests</i> , and <i>thus we can say that</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used words such as <i>specifically</i> and <i>in particular</i> to be more precise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Argument Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
Ending	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In my conclusion, I restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I organized my argument into sections: I arranged reasons and evidence purposefully, leading readers from one claim or reason to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					The order of the sections and the internal structure of each section made sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I included and arranged a variety of evidence such as facts, quotations, examples, and definitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used trusted sources and information from experts and gave the sources credit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I discussed and unpacked the ways that the evidence went with the claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I worked to explain how the reasons and evidence I gave supported my claim(s) and strengthened my argument. To do this I may have referred to earlier parts of my text, summarized background information, raised questions, or highlighted possible implications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
Craft	I made deliberate word choices to have an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose my words carefully to support my argument and to have an effect on my reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I reached for the precise phrase, metaphor, or image that would convey my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I worked to include concrete details, comparisons, and/or images to convey my ideas, build my argument, and keep my reader engaged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made choices about how to angle my evidence to support my points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When necessary, I explained terms to readers, providing definitions, context clues, or parenthetical explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I made my piece sound serious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conventions				Conventions			
Spelling	I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed. I made sure to correctly spell words that were important to my topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I used commas to set off introductory parts of sentences (for example, <i>At this time in history. . .</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect information in some of my sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a variety of punctuation to fix any run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I punctuated quotes and citations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				