Argument Writing Checklist

	Grade 7	NOT YET	STARTING TO	YES!
	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.			
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.			
	I made it clear to readers what my piece will argue and forecasted the parts of my argument.			
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,</i> and <i>on the other hand.</i>			
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.			
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.			
	I used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight my main points.			
	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.			
	I consistently incorporated and cited trustworthy sources.			
	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).			
	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.			
Craft	I used words purposefully to affect meaning and tone.			
	I chose precise words and used metaphors, images, or comparisons to explain what I meant.			
	I included domain-specific, technical vocabulary relevant to my argument and audience and defined these terms when appropriate.			
	I used a formal tone, but varied it appropriately to engage the reader.			

Argument Writing Checklist (continued)

	Grade 7	NOT YET	STARTING TO	YES!
	Conventions			
Spelling	I matched the spelling of technical vocabulary to that found in resources and text evidence. I spelled material in citations correctly.			
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.			
	I used internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons, and semicolons.			