

## Argument Observation Tool

Child's Name: \_\_\_\_\_

Writing U1 W6 D1

| Argument Features (W.3.2, W.2, L.1.2.b, ELD-SS.2-3.Argue.Expressive)                                                                                                           |                                                                                                                                                                                                              |        |
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| <p>Begins with a <b>thesis</b> that states what the writer is trying to convince the audience to do.</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul> | <p>If yes, the thesis appeals to the audience.</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul>                                                                                     | Notes: |
| <p>Includes <b>reasons</b> that support the thesis.</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul>                                                  | <p>If yes...</p> <ul style="list-style-type: none"> <li>• one reason</li> <li>• more than one reason</li> <li>• reasons are varied</li> <li>• reason(s) supported by evidence</li> </ul>                     | Notes: |
| <p>Ends with a <b>reinforcement of the thesis</b>.</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul>                                                   | <p>If yes...</p> <ul style="list-style-type: none"> <li>• repeats the thesis statement</li> <li>• restates the thesis in a new way</li> <li>• reinforcement of the thesis appeals to the audience</li> </ul> | Notes: |

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| <p>Uses <b>modal verbs</b> to support their argument.</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul>                                        | <p>If yes, verbs are chosen intentionally for the audience.</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul>                  | <p>Notes:</p> |
| <p>Strengthens the argument by including:</p> <ul style="list-style-type: none"> <li>• positive and/or negative <b>adjectives</b></li> <li>• <b>adverbs</b></li> </ul> | <p>If yes, adjectives and adverbs are chosen intentionally for the audience.</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul> | <p>Notes:</p> |
| <p>Writes in <b>paragraph</b> form (reason supported by evidence).</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul>                           |                                                                                                                                                        |               |

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| <p>Includes the following parts of a <b>letter</b>:</p> <ul style="list-style-type: none"> <li>• greeting</li> <li>• body</li> <li>• closing</li> <li>• signature</li> </ul> | <p>If yes, the following parts are chosen intentionally for the audience:</p> <ul style="list-style-type: none"> <li>• greeting</li> <li>• closing</li> </ul> |  |
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| Means of Expression                                                                                                                                                                                                                                                                                                         |        |
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| <p><b>Writing</b> (L.1.2.a, L.1.2.b, L.1.2.c, L.2.2.a, L.2.2.b, L.2.2.e)</p> <ul style="list-style-type: none"> <li>• Are children applying phonics knowledge and/or generalizing spelling patterns in their writing (e.g. phonetic spelling)?</li> <li>• Are children writing simple and/or expanded sentences?</li> </ul> | Notes: |
| <p><b>Dictation</b> (SL.3.2.a, SL.4.2, L.1.2.a, L.1.2.b, L.1.2.c)</p> <ul style="list-style-type: none"> <li>• Are children dictating information using words, phrases, or sentences?</li> <li>• Are children using complete and/or expanded sentences (includes subject/predicate)?</li> </ul>                             | Notes: |