# [Insert Title]

# [Optional: Insert Art Work]

# Information Sheet for Elementary Argumentation Module

|  |  |
| --- | --- |
| Module Title |  |
| Module description (overview): |  |
| Template task (include number, type, level): |  |
| Teaching task: |  |
| Grade(s)/Level: |  |
| Discipline: (e.g., ELA, science, history, other?) |  |
| Course: |  |
| Author(s): |  |
| Contact Information: |  |

# Section 1: What Task?

Teaching Task

|  |  |
| --- | --- |
| Background to share with students: |  |
| Teaching task: |  |
| Reading text(s): |  |
| Extension (optional): |  |

Common Core State Standards

|  |  |  |
| --- | --- | --- |
| **READING STANDARDS FOR ARGUMENTATION** | | |
| **“Built-in” Reading Standards** | | **“When Appropriate” Reading Standards (applicable in black)** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | 6- Assess how point of view or purpose shapes the content and style of a text. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | | 7- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|  | | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|  | | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **WRITING STANDARDS FOR ARGUMENTATION** | | |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards (applicable in black)** | |
| 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | |  |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | |  |

|  |  |
| --- | --- |
| **LANGUAGE STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Language Standards** | **“When Appropriate” Language Standards (applicable in black)** |
| 1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| 2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 6- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| 3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |  |
| 4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |  |

Content Standards From State or District

|  |  |
| --- | --- |
| Standards source: |  |
| Number | Content StandardS |
|  |  |
|  |  |
|  |  |
|  |  |

Elementary Teaching Task Rubric (Argumentation)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but is off-task. |  | | Addresses prompt, but focus is uneven. |  | | Addresses prompt with an adequately detailed response; stays on task |  | | Addresses key aspects of prompt in a detailed response; stays on task. |
| Controlling Idea | Lacks a clear opinion. |  | | Establishes an opinion though may lack clarity or credibility. |  | | Establishes a credible opinion. |  | | Establishes and maintains a substantive and credible opinion. |
| Reading/ Research  (when applicable) | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. |  | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. |  | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide reasoning and details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. |  | | Presents appropriate reasoning and details to support and develop the focus and opinion. |  | | Presents appropriate reasoning and sufficient details to support and develop the focus and opinion. |  | | Presents sound reasoning and detailed information to effectively support and develop the focus and opinion. |
| Organization | Attempts to organize reasoning, but lacks control of structure. |  | | Attempts to organize reasoning within a structure |  | | Organizational structure adequately supports reasoning. |  | | Organizational structure enhances development of the reasoning. |
| Conventions | Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level. |  | | Demonstrates an uneven command of standard English conventions appropriate to grade level. |  | | Demonstrates a command of standard English conventions, with few errors as appropriate to grade level. |  | | Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. |
| Content Understanding  (When applicable) | Attempts to include disciplinary content but content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows uneven understanding of content. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with explanations that demonstrate in-depth understanding. |

# Section 2: What Skills?

|  |  |
| --- | --- |
| Skill | Definition |
| Skills Cluster 1: Preparing for the Task | |
|  |  |
|  |  |
|  | |
|  |  |
|  |  |
|  |  |
|  |  |
| Skills Cluster 3: Transition to Writing | |
|  |  |
| Skills Cluster 4: Writing Process | |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# 

Section 3: What Instruction?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pacing | Skill and Definition | MINI-TASK | | Instructional Strategies |
| Product and Prompt | Scoring (Product “meets expectations” if it…) |
| Skills Cluster 1: Preparing for the Task | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
| Skills Cluster 2: Reading Process | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Skills Cluster 3: Transition to Writing | | | | |
|  |  |  |  |  |
| Skills Cluster 4: Writing Process | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Materials, references and supports

|  |  |
| --- | --- |
| For Teachers | For Students |
|  |  |

# Section 4: What Results?

Student work samples

*Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.*

Classroom Assessment Task (Optional: May be used as Pre-Test or Post-Test)

|  |  |
| --- | --- |
| Background to share with students (optional): |  |
| Classroom assessment task: |  |
| Reading texts: |  |

|  |  |
| --- | --- |
| **LDC Elementary Argumentation Classroom Assessment Rubric** | |
| **MEETS EXPECTATIONS** | |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading material to develop an argument. |
| Controlling Idea | Establishes a credible claim and supports an argument that is logical and generally convincing. |
| Development | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument |
| Organization | Applies an appropriate text structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading material to develop argument. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing; |
| Development | Reasoning is not clear; examples or explanations are weak or irrelevant. |
| Organization | Provides an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |

# Teacher Work Section

*Here are added thoughts about teaching this module.*

# Appendix

*The attached materials support teaching this module.*

*Questions for Discussions on informational or technical texts:*

* *What can you know directly from the text? What can you infer?*
* *What does\_\_\_\_(word or phrase) mean in this context?*
* *Why do you think the author chose these \_\_\_(sources, points) to support his \_\_\_\_(argument or explanation)?*
* *How does the author structure his argument?*
* *Is the author’s logic structure inductive or deductive?*
* *How does the author structure his explanation?*
* *Does the author admit or infer any biases?*
* *Do you trust this author’s point of view and why?*
* *What is missing, if anything?*
* *Would you recommend this \_\_\_\_to a classmate? Why or why not?*

*Questions for Discussion on literary or imaginative texts (novels, short stories, poetry, drama, fantasy, science fiction, film):*

* *What is the author’s/ director’s intent in this work?*
* *Is the work clear or ambiguous?*
* *Is the work provocative or predictable?*
* *How does the author/director use language to convey meaning?*
* *What literary or artistic devices does the author/director use to engage the \_\_\_\_\_(reader/listener/viewer)?*
* *Are the characters believable, why or why not?*
* *Which character makes the better choice, \_\_\_\_ or \_\_\_\_\_? Why?*
* *How does setting support the work?*
* *What is the plot line?*
* *Would you recommend this \_\_\_\_to a classmate? Why or why not?*