

[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 |
| | |
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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 | |
| <i>1. Task engagement</i> | <i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i> |
| <i>2. Task analysis</i> | <i>Ability to understand and explain the task’s prompt and rubric.</i> |
| SKILLS CLUSTER 2: READING PROCESS | |
| <i>1. Text selection</i> | <i>Ability to identify appropriate texts.</i> |
| <i>2. Active reading</i> | <i>Ability to read explicitly and identify the central point and main supporting elements of a text.</i> |
| <i>3. Essential vocabulary</i> | <i>Ability to identify and master terms essential to understanding a text.</i> |
| <i>4. Note-taking</i> | <i>Ability to select important facts and passages for use in one’s own writing.</i> |
| SKILLS CLUSTER 3: TRANSITION TO WRITING | |
| <i>1. Bridging</i> | <i>Ability to begin linking reading results to writing task.</i> |
| SKILLS CLUSTER 4: WRITING PROCESS | |
| <i>1. Controlling idea</i> | <i>Ability to establish a claim and consolidate information relevant to task.</i> |
| <i>2. Planning</i> | <i>Ability to develop a line of thought and text structure appropriate to an opinion task.</i> |
| <i>3. Development</i> | <i>Ability to construct an initial draft with an emerging line of thought and structure.</i> |
| <i>4. Revision</i> | <i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i> |
| <i>5. Editing</i> | <i>Ability to proofread and format a work to make it more effective.</i> |
| <i>6. Completion</i> | <i>Ability to submit final piece that meets expectations.</i> |

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 | | | | |
| Day 1 | <u>1. Task engagement</u> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | <u>Short Response with Bullets</u> What do you remember about our topic? Write a two or three sentences In a quick write. | None | <ul style="list-style-type: none"> ■ Introduce topic ■ Link to earlier class content. ■ Discuss student responses. |
| Day 1 | <u>2. Task analysis</u> Ability to understand and explain the task’s prompt and rubric. | <u>Bullets</u> In your own words, what are the important features of a good response to this prompt? | None | <ul style="list-style-type: none"> ■ Identify or invite students to identify key features in an example of product type. ■ Discuss and explain the prompt and “success criteria” on the rubric ■ Clarify time table and pacing. |
| SKILLS CLUSTER 2: READING PROCESS | | | | |
| Day 2 | Only use this mini-task if students are selecting texts. <u>1. Text selection</u> Ability to identify appropriate texts. | <u>Notes</u> Make a short list of sources you will use to gather your evidence or information. | <ul style="list-style-type: none"> ■ Identifies author and title ■ Selection is appropriate to topic and prompt. | <ul style="list-style-type: none"> ■ Ask students to brainstorm what makes an text credible and/or worthy of study. ■ Provide access to research sources for students to assess the texts. |
| Days 2 and/or 3 | <u>2. Active reading</u> Ability to read explicitly and identify the central point and main supporting elements of a text. | <u>Short reflective entry for each text</u> What is the author trying to accomplish? Which parts of the text show you that? | <ul style="list-style-type: none"> ■ Answers questions with credible response. | <ul style="list-style-type: none"> ■ Use strategies for “reading explicitly” to gain a basic understanding of the text as written. ■ Teacher poses text-based questions about text based on CCSS RI-2. See Appendix. ■ Invite students to brainstorm ways to figure out author’s intent. ■ Lead a seminar about text or guided discussion. ■ After the discussion/seminar, allow them to add to their entries. |
| On-going | <u>3. Essential vocabulary</u> Ability to identify and master terms essential to understanding a text. | <u>Vocabulary list</u> In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context. | <ul style="list-style-type: none"> ■ Lists appropriate phrases. ■ Provides accurate definitions. | <ul style="list-style-type: none"> ■ Work with class to identify key words and why they are key to the ■ Identify language of the discipline or topic. ■ Target their eyes on words or phrases that need interpretation beyond the literal. |

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| Days 4 | <u>4. Note-taking</u> Ability to select important facts and passages for use in one's own writing. | <u>Notes</u> From each text, make a list of the elements that look most important for answering the prompt. | <ul style="list-style-type: none"> ■ Identifies relevant elements. ■ Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). | <ul style="list-style-type: none"> ■ Teach a sample format for note taking. ■ Check that early student work is in the assigned format (or in another format that gathers the needed information effectively). |
| SKILLS CLUSTER 3: TRANSITION TO WRITING | | | | |
| Day 5 | <u>1. Bridging</u> Ability to begin linking reading results to writing task. | <u>Short response</u> What did you learn from our class discussion about the text? Write two or three sentences. | No scoring | <ul style="list-style-type: none"> ■ Discussion-based on teaching task prompt, such as seminar. ■ Small group discussion using question. |
| SKILLS CLUSTER 4: WRITING PROCESS | | | | |
| Day 5 | <u>1. Controlling Idea</u> Ability to establish a claim and consolidate information relevant to task. | <u>Opening paragraph</u> Write an opening paragraph that includes a claim and sequences the reasons you plan to make in your composition | <ul style="list-style-type: none"> ■ Establishes a controlling idea. ■ Identifies key points that support development of the controlling idea. | <ul style="list-style-type: none"> ■ Offer several examples of opening paragraphs. ■ Ask class to discuss what makes them strong or weak. ■ Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2). |
| Day 6 | <u>2. Planning</u> Ability to develop a line of thought and text structure appropriate to an opinion task. | <u>Outline/organizer</u> Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence. | <ul style="list-style-type: none"> • Creates an outline or organizer. • Supports controlling idea. <p>Uses evidence from texts read earlier.</p> | <ul style="list-style-type: none"> ■ Provide and teach one or more examples of outlines or organizers. ■ Invite students to generate questions in pairs about how the format works, and then take and answer questions. |
| Days 7 | <u>3. Development</u> Ability to construct an initial draft with an emerging line of thought and structure. | <u>Initial draft</u> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence. | <ul style="list-style-type: none"> ■ Provides complete draft with all parts. ■ Supports the opening in the later sections with evidence and citations. | <ul style="list-style-type: none"> ■ Encourage students to re-read prompt partway through writing, to check that they are on-track. |
| Days 8 | <u>4. Revision</u> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. | <u>Multiple drafts</u> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include. | <ul style="list-style-type: none"> ■ Provides complete draft with all parts. ■ Supports the opening in the later sections with evidence and citations. ■ Improves earlier edition. | <ul style="list-style-type: none"> ■ Model useful feedback that balances support for strengths and clarity about weaknesses. ■ Assign students to provide each other with feedback on those issues. |

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| Day 9 | <u>5. Editing</u> <i>Ability to proofread and format a piece to make it more effective.</i> | <u>Correct Draft</u> <i>Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.</i> | <ul style="list-style-type: none"> ■ Provides draft free from distracting surface errors. ■ Uses format that supports purpose. | <ul style="list-style-type: none"> ■ Briefly review selected skills that many students need to improve. ■ Teach a short list of proofreading marks. ■ Assign students to proofread each other's texts a second time. |
| Day 10 | <u>6. Completion</u> <i>Ability to submit final piece that meets expectations.</i> | <u>Final Composition</u> <i>Bravo, Turn in your composition.</i> | <ul style="list-style-type: none"> ■ Fits the "Meets Expectations" category in the rubric for the teaching task. | Celebrate! |

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)

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| 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?*