

**THE LITERACY DESIGN COLLABORATIVE
ARGUMENTATION MODULE**

ON REVENGE

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DRAFT

Information Sheet

Module Title: On Revenge

Module Description (overview):

Taking revenge on a real or perceived grievance is a response that individuals and social groups experience. Accordingly, philosophers, social scientists, and artists have contemplated its grip and asked questions about its moral and even practical role in our lives. In this module, students contemplate the meaning of "revenge" in political and social contexts and argue a position. They read two essays, one from the 17th century and another one by contemporary authors.

Template Task (include number, type, level)	Teaching Task
<p>Task 2 (Argumentation L1,2,3)</p> <p>[Insert essential question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views. L3 Give one or more examples from past or current events or issues to illustrate and clarify your position.</p>	<p>Is "revenge" justifiable? After reading Francis Bacon's essay, "On Revenge" and the article by Peter S. Adler and Robert J. Benjamin, write an essay that addresses the question and support your position with evidence from the texts. L2 Be sure to acknowledge competing views. L3 Give one or more examples from past or current events or issues to illustrate and clarify your position.</p>

Grade(s)/Level: 9-12

(The essay can be modified to match students' readiness by eliminating L2 and/or L3.)

Discipline: ELA

Course: English

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Section I: What Task?

What task sets clear, measurable goals for learning?

A. Template task (include number, type, level):

Task 2 (Argumentation L1,2,3)

[Insert essential question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views. L3 Give one or more examples from past or current events or issues to illustrate and clarify your position.

B. Standards: The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all Argumentation tasks.

Number	CCR Anchor Standards for Reading (Argumentation)
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.
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.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing (Argumentation)
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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 audience.

Content Standards:

Number	Content Standard(s)
MA 16	General Standard 16: Myth, Traditional Narrative, and Classical Literature
MA 19:30	Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.

Content Standards Source: Massachusetts Curriculum Framework

C. Teaching Task:

Background:

In a letter to the editor, the writer says, "John Allen Muhammad has been executed. His punishment is over. Meanwhile, his victims are still dead. So is the death penalty truly a matter of justice or merely revenge?"

Prompt:

Is "revenge" justifiable? After reading Francis Bacon's essay, "On Revenge" and the article by Peter S. Adler and Robert J. Benjamin, write an essay that addresses the question and support your position with evidence from the texts. L2 Be sure to acknowledge competing views. L3 Give one or more examples from past or current events or issues to illustrate and clarify your position

Extension (optional):

- Essays are collected for a class magazine on "Questions for the 21st Century."
- Students participate in a seminar on the question with local professors, community activists, and other relevant invitees.

LDC Argumentation Rubric for Teaching Task

ADVANCED

Focus	Addresses all aspects of the prompt with a highly focused and convincing response.
Reading/Research	Demonstrates accurate and effective use of reading materials to develop argument or proposal and a solid understanding of content as presented in the prompt.
Controlling Idea	Establishes a substantive and credible claim or proposal (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposal as appropriate.
Development	Develops a detailed and convincing argument or proposal; provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model, such as deductive reasoning.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

MEETS EXPECTATIONS

Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading materials to develop argument or proposal and an understanding of the content as presented in the prompt.
Controlling Idea	Establishes a credible claim or proposal (L2) Acknowledges competing arguments while defending the claim or proposal.
Development	Develops a satisfactory argument or proposal using reasoning with adequate detail to support claim or proposal; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposal. (L3) Makes a relevant connection that helps to clarify argument or proposal.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model.
Conventions	Demonstrates a satisfactory 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 materials to develop argument or proposal.
Controlling Idea	Establishes a claim or proposal but is weak or off task; (L2) Attempts to acknowledge competing arguments.
Development	Lacks details to support reasoning; examples or explanations are weak or not relevant. (L3) Connection is not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

LDC Example Skills List	
Specific Skills <i>What skills are essential?</i>	<u>Student</u> Skills Defined (“Ability to...”) <i>How do you define/describe those skills?</i>
Skills Cluster 1: Preparing for the Task	
1. Bridging Conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task’s prompt and rubric.
3. Project planning	Ability to plan so that the task is accomplished on time.
Skills Cluster 2: Reading Process	
1. Reading “habits of mind”	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential vocabulary	Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and narrow notes and other information.
Skills Cluster 3: Transition to Writing	
1. Bridging Conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Cluster 4: Writing Process	
1. Initiation of task	Ability to establish a claim and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.
5. Editing	Ability to apply editing strategies and presentation applications.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

ADAPTED FROM LDC INSTRUCTIONAL LADDER I (includes adjustments to customize for the particular task)

Skills Cluster I: Preparing for the Task		
Optional Pre-test	Administer classroom assessment as pre-test if need to gather information.	
I. Bridging conversation	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>	<i>Pacing:</i>
<i>Mini-task</i>	<i>Prompt:</i> In a quick write, write your first reaction to the task prompt. What strategies might you use to gain knowledge of the issue and form an opinion?	<i>Product:</i> short response
<i>Mini-task scoring</i>	No scoring	
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Teach or review content required for the task depending on when in the sequence they teach the content – before or during the production of the task. If teaching Levels 2 and/or 3, discuss the demands embedded in these levels as well. • Conduct a seminar to help students focus on the task’s question or ideas and to “open” their minds to possible ways of thinking about the prompt. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Discuss in detail the reading strategies that apply to the task. • Discuss in detail the type of writing, the structure, and the rubric and materials you will use (e.g. literature, maps, data). • Do the task to ensure understanding of the demands and cognitive processes in it. • Create a template for students to use during the writing process. 	
2. Task analysis	<i>Ability to understand and explain the task’s prompt and rubric.</i>	<i>Pacing:</i>
<i>Mini-task</i>	<i>Prompt:</i> In your own words, write a brief explanation of what the task is asking you to do.	<i>Product:</i> Short response
<i>Mini-task scoring</i>	No scoring	
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Review each student’s response to ensure she/he understands the task. Ensure relevant reading material is selected or provided. • Have students share responses so that students can hear/know what each other is doing and encourage them to help each other when appropriate. • Discuss in detail the prompt, type of writing and structure, the product, and the rubric. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise? 	
3. Project planning	<i>Ability to plan so that the task is accomplished on time.</i>	<i>Pacing:</i>
<i>Mini-task</i>	<i>Prompt:</i> Create a project timeline.	<i>Product:</i> Timeline
<i>Mini-task scoring guide</i>	<i>Meets:</i> Creates a “doable” timeline that paces reading and writing processes.	<i>Not yet:</i> Attempts to meet the criteria
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Model a common or sample timeline & homework. • Provide students with a timeline template. • Discuss the importance of planning. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Create sample timelines, homework, timeline template and other appropriate tools to support student planning. 	

Skills Cluster 2: Reading Process

1. Reading “habits of mind”		<i>Ability to select appropriate texts and understand necessary reading strategies needed for the task.</i>	<i>Pacing:</i>
<i>Mini-task</i>	<i>Prompt:</i> Write in bibliographic form the two sources and note how each source relates to your task.		<i>Product:</i> List or Bibliography
<i>Mini-task scoring guide</i>	<i>Meets:</i> <ul style="list-style-type: none"> • Selects appropriate text(s) for task (if applicable). • Creates a first draft of a bibliography (if applicable). • Writes in readable prose. 		<i>Not yet:</i> Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Demonstrate reading strategies relevant to a type of text to prepare students for next steps in the ladder. • Provide students with template for bibliography and explain format and use. 		
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Review and discuss reading strategies that pertain to specific types of texts and to the task • Agree on a bibliographic format. • Plan for students who need extra time, resources, or assistance. 		

2. Essential vocabulary		<i>Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.</i>	<i>Pacing:</i>
<i>Mini-task</i>	<i>Prompt:</i> In your notebook, identify key words or phrases as you read and define them denotatively and connotatively in context of the passage in the work you are reading. Add terms we identified as the “language of the discipline.”		<i>Product:</i> vocabulary notebook entries
<i>Mini-task scoring guide</i>	<i>Meets:</i> <ul style="list-style-type: none"> • Identifies vocabulary, phrases and notes their denotative meaning and, if applicable, their meaning in context of the passage(s). • Writes in readable prose. 		<i>Not yet:</i> Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> • Select any key words you want students to define. • Review “denotation” and “connotation.” • Use of dictionary and other sources to acquire understanding. • Teach strategies for understanding words in context. • Introduce language of reading and writing relevant to task (e.g. composition, memo, rhetoric, tone, concise). • Introduce or review relevant terms used in the discipline (e.g. longitude, socialization, demographics). • Introduce or reinforce language that applies to the discipline and literacy practices: e.g. rhetoric, headings, symbolism. 		
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> • Determine strategies for teaching vocabulary and language of the discipline and literacy practices in reading and composition. • Determine what the “language of the discipline” relevant to this task will be. • Students will be introduced to English from the 16th-17th centuries and will need to decode the language. This is a good opportunity to include a lesson on the history of English language. 		

3. Note-taking		<i>Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</i>	<i>Pacing:</i>
<i>Mini-task</i>	<i>Prompt:</i> Using a note taking method, select information (passages, facts, data) relevant to the task; list (bullet) each source and note relevant information, quotes, or passages. L2 As you take notes, note any competing views another person might take. L3 Add notes in which you give one or more examples from past or		<i>Product:</i> notes & short response

	current events or issues to illustrate and clarify your position. What does “plagiarism mean and what strategies can you use to avoid it?”	
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Accomplishes task by selecting relevant source material to support controlling idea (include L2 and 3 if applied to task). Answers question about plagiarism correctly and provides appropriate strategies for avoiding it. Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Review policy for plagiarism and develop students’ understanding of it. Provide students with a note taking method(s) and template. Discuss the term “relevant” and what it means stay on task--two demands embedded in the rubric. Teach strategies for identifying and selecting source material in the form of quotes, passages, data, etc. as it relates to a controlling idea and task – give students strategies for avoiding “highlight sprawl.” L2 Discuss what is meant by “credible sources” and strategies for knowing what is a credible source. L3 Discuss and demonstrate how authors “identify gaps” or “unanswered questions” and why this is important to inquiry. Identify any gaps or unanswered questions as you do you read about your topic. Teach strategies for summarizing or paraphrasing. 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Strategies for teaching note taking skills, summarizing and paraphrasing. Review or develop a plagiarism policy. Determine strategies for avoiding it. L2 Show how authors insert and acknowledge competing views. L3 Demonstrate how authors insert and use examples from past or current events or issues to illustrate and clarify a position.	

4. Organizing notes	<i>Ability to prioritize and narrow notes and other information.</i>	<i>Pacing plan:</i>
<i>Mini-task</i>	<i>Prompt:</i> Prioritize relevant information in your notes on which to build your sequence or process.	<i>Product:</i> notes and graphic organizer
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Provides a prioritized set of notes that connect points for logic structure or line of thought. Suggests implications drawn from information about the issue or topic. Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Students prioritize notes from “most important” to “least important” or “most relevant” to “least relevant.” 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Strategies for developing cognitive strategies as well as practical ones for prioritizing ideas, supporting evidence. 	

Skills Cluster 3: Transition to Writing		
1. Bridging Conversation	<i>Ability to transition from reading or researching phase to the writing phase.</i>	<i>Pacing plan:</i>
<i>Mini-task</i>	<i>Prompt:</i> : In a quick write, write about what you know now that you’ve read about the two texts. What position will you take?	<i>Product:</i> short response (with bullets) class work
<i>Mini-task scoring</i>	No scoring	

<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Review professional or other samples of writing type and structure. Deconstruct professional samples of the type of writing students will engage in: <ul style="list-style-type: none"> Demonstrate patterns of development (e.g. from most important to least important) Note the difference between a claim and a controlling idea or thesis Note the difference between an “explanation” and an “argument” Analyze purpose and audience Analyze tone and language choices Evaluate effectiveness – Do you get the information and explanation you expect? Why? Conduct a seminar on the prompt’s question (if using that version) or key issue or topic. Conduct a value-line exercise to ensure students understand a range of issues or options. Discuss the prompt and what students need to do to complete the writing portion. Refer to rubric – point out demands and qualities of performance. 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Collect professional samples with a range of structures and patterns of development (e.g. deductive and inductive logic). 	

Skills Cluster 4: Writing Process

1. Initiation of task		<i>Ability to establish a controlling idea and consolidate information relevant to task.</i>	<i>Pacing:</i>
<i>Mini-task</i>	<i>Prompt:</i> Write a draft opening paragraph that includes a claim and sequences or bullets the key points you plan to make in your composition		<i>Product:</i> Paragraph
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Writes a concise draft opening paragraph that establishes a claim and identifies key points that support development of your argument. Demonstrate strategies on how to open a composition – e.g. with background information, a question, quote, or grand sweeping statement Writes in readable prose 	Not yet: Attempts to meet the criteria for “meets”	
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Show students’ opening paragraphs from professional works Collectively write a n opening with one or more paragraphs demonstrating a claim with key points that support the development of the explanation The “ingredients” of an opening, such as author’s name, etc. and range of approaches for establishing an argument 		
<i>PD/ preparation</i>	<ul style="list-style-type: none"> Deconstruct the demands and qualities of performances embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance? 		

2. Planning		<i>Ability to develop a line of thought and text structure appropriate to an Argumentation task.</i>	<i>Pacing plan:</i>
<i>Mini-task</i>	<i>Prompt:</i> Create a complete outline including key elements drawn from your reading and order them in some logical way (e.g. chronologically, sequentially, in importance). What points or reasons will you give to support your position?		<i>Product:</i> Outline/plan
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Applies an outline strategy to develop reasoning for argument Writes in readable prose 	Not yet: Attempts to meet the criteria for “meet”	
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> Mini-lessons in logic structures Value-line activity or similar to explore possible responses/positions Use discussion-based strategies to develop thinking relevant to prompt Have students connect ideas among the arts, literature, events 		

PD/ preparation	<ul style="list-style-type: none"> Teachers develop templates. PD in discussion-based strategies, questioning and logic structures.
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3. Development	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>	<i>Pacing plan:</i>
Mini-task	<i>Prompt:</i> Redraft an opening for your composition with one or more paragraphs that establishes the controlling idea and provides a lead in for your reader. Write an initial draft to <u>include multiple paragraphs</u> : an opening, development of your process, an ending to include either a comment, conclusion, or implication	<i>Product:</i> Opening paragraph and first draft
Mini-task scoring guide	Meets: <ul style="list-style-type: none"> Provides an opening to include a controlling idea and an opening strategy relevant to the prompt Provides an initial draft with all elements of the prompt addressed Writes in readable prose 	Not yet: Attempts to meet the criteria for “meets”
Instructional strategies/ notes	<ul style="list-style-type: none"> Focus on logic of the argument; provide a logic model for developing reasoning Demonstrate text structure as a means to develop argument; point out how authors of editorials and essays use these structures. How to end a composition –e.g. as a comment about next steps, a restatement of main finding or a description of unanswered questions Use of template for all levels to guide students through first draft 	
PD/ preparation	<ul style="list-style-type: none"> Drafting strategies – conferencing and whole group Discuss use of technology to manage some of the feedback to students 	

4. Revision	<i>Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>	<i>Pacing plan:</i>
Mini-task	<i>Prompt:</i> Apply revision strategies for clarity, logic, language, cohesion (students should do at least 2 drafts).	<i>Product:</i> Revised drafts (2 or more)
Mini-task scoring guide	Meets: <ul style="list-style-type: none"> Demonstrates use of revision strategies that clarify logic and development of ideas; embeds relevant details; improves word-usage and phrasing; and creates smooth transitions between sentences and paragraphs Applies a text structure to organize reading material content and to explain key points related to the prompt 	Not yet: Attempts to meet the criteria for “meets”
Instructional strategies/ notes:	<ul style="list-style-type: none"> Develop ways to manage revision process so that students get feedback in timely and helpful ways Draft study (students volunteer a segment for class or small group help and discussion) Peer feedback on clarity of thinking and development of claim/argument Student led revisions strategies such as read-aloud for peer and adult feedback Strategies for embedding information – citation methods, quoting, paraphrasing 	
PD/ preparation:	<ul style="list-style-type: none"> Identify strategies for revising for IDEAS and LOGIC before editing grammar. Strategies such as individual & group mentoring; “what’s good, what’s needed” and peer feedback 	

5. Editing	<i>Ability to apply editing strategies and presentation applications.</i>	<i>Pacing plan:</i>
Mini-task	<i>Prompt:</i> Finalize draft for the readership; apply finishing touches (e.g. visuals, neatness, formatting, copy editing).	<i>Product:</i> Final draft
Mini-task scoring guide	Meets: <ul style="list-style-type: none"> Demonstrates use of strategies that enhance the readability and appearance of the work for presentation 	Not yet: Attempts to meet the criteria for “meets”

<i>Instructional strategies/notes:</i>	<ul style="list-style-type: none"> • Use of error analysis to encourage self-correction of language usage and grammatical errors • Use of copy-editing mark
<i>PD/preparation:</i>	<ul style="list-style-type: none"> • Editing strategies • Technology and publishing methods

Final Draft	Submit your final draft before or on due date for scoring and feedback.
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Optional post-test	Administer classroom assessment as post-test to measure ability to perform independently on shorter version of same template task
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Optional Extension	<i>An activity that allows students to apply what is learned in the classroom to an experience involving non-school or other audiences and situations.</i>	Pacing plan:
<p>Prepare your essay for a class magazine entitled "Questions for the 21st Century."</p> <p>Prepare talking notes based on your essay to participate in a seminar on the question with local professors, community activists, and other relevant invitees.</p>		

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E. Materials, references and supports:

For Teachers	For Students
<p>On Revenge" (original) http://www.authorama.com/essays-of-francis-bacon-5.htmlhttp://www.authorama.com/essays-of-francis-bacon-5.html</p> <p>"On Revenge" http://www.mediate.com/articles/adler1.cfm</p> <p>Touchstones Discussion Project, volume I "On Revenge" by Francis Bacon. Available in English and Spanish.</p>	

Section 4: What Results?

How good is good enough?

- A. **Student work samples:** Include examples of student work to represent each performance level on the teaching task.
- B. **Other scoring supports:** To be determined as scoring work progresses.
- C. **Classroom assessment task:** Design a classroom assessment task using the same template task as the one you will be teaching. You may modify slightly the template to fit the in-class, on-demand environment. You should also include student examples for the assessment task.

Background: N/A

Prompt:

What does "wisdom" mean? After reading Francis Bacon's essay "Of Wisdom for a Man's Self", write a short essay that addresses the question and support your position with evidence from the text. L2 Be sure to acknowledge a competing view. L3 Give one example from past or current events or issues to illustrate and clarify your position.

Essay source: <http://www.authorama.com/essays-of-francis-bacon-24.html>

LDC 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. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure that develops reasons.
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; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Teacher Work Section

What now, what next?

- A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes
- B. **Possible variations.** Add ideas for spin-offs or extensions to the module.

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