




LITERACY DESIGN
COLLABORATIVE

SAMPLE: 8th Grade ELA Anchor
Module - Quarter 4 (R2/R8)

Overview

GRADES	DISCIPLINE	COURSE	PACING
8	 ELA	 Literature	 N/A

Description for Teachers

This is a module from the LDC Real Works Curriculum ©. Each LDC Real Works module is made up of:

- 1. A rigorous, standards-aligned **performance task** in which students produce authentic, discipline-specific writing in response to reading complex, authentic texts.
 - Each task includes an aligned, standards-driven **rubric** (validated by SCALE) used for scoring the resulting student work and for providing feedback to students.
- 2. An **instructional plan** (ranging from one-to-three weeks in length) that aids the teacher in carefully scaffolding the work of the performance task, while also providing formative assessment opportunities.
 - Each instructional plan includes all student handouts and other resources that are needed.

In an ideal LDC Real Works implementation, all K-12 students complete 3-4 modules in each primary discipline—ELA, Science, and Social Studies—each year. This dosage ensures that they get sufficient practice on and are sufficiently assessed on the most important reading and writing standards across the disciplines as they progress from grade-to-grade, while also ensuring they get deeply and consistently exposed to authentic disciplinary texts and writing products.

This kind of implementation also provides a great deal of cross-discipline and cross-grade alignment to teachers, which helps schools and districts to provide consistency with respect to professional development, curriculum planning, and student work analysis.

A full LDC Real Works implementation can fit into existing curriculum maps, greatly improving them. Each LDC Real Works module is an important "anchor" within a larger curriculum.

In this module, students will be supported in understanding how effectively an author uses reasoning and evidence to support their point of view or purpose. In order to develop this understanding within the ELA discipline, students will read two texts: "Mirrors, Windows and Sliding Glass Doors," and "The Windows and Mirrors of Your Child's Bookshelf," and then write an **evaluation**. In an evaluation, writers present a value judgement about a particular subject or text according to a set of criteria. In this module, students will analyze an example of this product before writing their own.

Description for Students

Students, the purpose of this module is to give you an opportunity to evaluate arguments about literature, which is a common practice in the study of English Language Arts. An evaluation is a particular structure for writing about the claims and evidence

that a writer or speaker uses to support their argument. In an evaluation, we summarize the author's claims and evaluate whether the evidence provided is relevant and sufficient to support those claims. That's what you will do in your final product for this task—compare the arguments of two practitioners to evaluate whether their reasoning is sound and evidence is relevant enough to support each of their claims.

Assignment

Focus Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.8.6

Focus

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8

Focus

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.8.1

Focus

Write arguments to support claims with clear reasons and relevant evidence.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Task

Task Template A99 - Argumentation

After reading *Mirrors, Windows and Sliding Glass Doors* and *The Windows and Mirrors of Your Child's Bookshelf*, write an evaluation in which you compare each author's point of view and evaluate the reasoning and evidence used to support their specific claims. Support your position with evidence from the text/s.

2019 - STUDENT WORK RUBRIC - ARGUMENTATION TASK - GRADES 6-8

8th Grade ELA Anchor Module - Quarter 4 (R2/R8)

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Makes an unclear or unfocused claim.		Makes a general claim that addresses the prompt , with an uneven focus .		Establishes and maintains a clear claim that addresses all aspects of the prompt.		Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.		Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.		Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas. Consistently cites sources with minor formatting errors.		Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cite sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explanation of ideas and source material is minimal or contains minor errors .		Accurately explains ideas and source material and how they support the argument.		Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.		Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .		Groups and sequences ideas to develop the controlling idea. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.		Groups and sequences ideas logically to develop the controlling idea and create cohesion. Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
RI.6-8.6: Determine Point of View or Purpose	Determines author's point of view or purpose generally or with some inaccuracy .		Accurately determines author's point of view or purpose and identifies details that convey that point of view or purpose .		Accurately explains how author's point of view or purpose is conveyed through details.		Precisely describes author's point of view or purpose and analyzes how that point of view or purpose is conveyed and developed through details.
RI.6-8.8: Evaluate Arguments	Provides a general evaluation of the overall soundness of an argument.		Distinguishes between sound and unsound reasoning in the text Evaluates the relevance and/or sufficiency of some evidence in the text.		Distinguishes between sound and unsound reasoning, indicating how reasoning is or is not sound Evaluates the extent to which reasoning and evidence in a text support the author's claims , with attention to relevance and sufficiency of evidence throughout the text .		Level 3 + Differentiates points that are adequately supported with relevant and sufficient evidence from points that are not.

Resources

Texts

[The Windows and Mirrors of Your Child's Bookshelf by Grace Lin \(TED Talk Transcript\)](#)

[Mirrors, Windows, and Sliding Glass Doors By Rudine Sims Bishop](#)

Teacher Resources

[2019 - Student Work Rubric - Argumentation Task - Grades 6-8](#)

[Full Instructional Plan](#)

Student Handouts

[PRO 8th Grade ELA Anchor Module - Quarter 4](#) (all student handouts in one document)

Scored Samples of Student Work

None