

<p>Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>MAIN ACADEMIC DEMAND <i>Write Persuasively with Reasons and Evidence</i></p>
<p>Common Core Grade 6 Standard (W.6.1): Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Support Claims by Organizing Reasons and Evidence</i> <i>Use Words, Phrases and Clauses to Clarify Claims and Reasons</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> to identify reasons and evidence that support a claim, as a text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to identify reasons and evidence that support a claim, as a text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to identify reasons and evidence that support a claim, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a T-chart</i> to identify reasons and evidence that support a claim, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information, when taking notes independently</i>, to identify reasons and evidence that support a claim, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix that connects claims with reasons and evidence</i> to identify the relationship between claims and reasons</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix that connects claims with reasons and evidence</i> to identify the relationship between claims and reasons</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix that connects claims with reasons and evidence</i> to identify the relationship between claims and reasons</p>	<p>Reading-Centered Activity: Organize <i>information on a matrix that connects claims with reasons and evidence, after teacher modeling</i>, to identify the relationship between claims and reasons</p>	<p>Reading-Centered Activity: Organize <i>information, when taking notes independently</i>, to identify the relationship between claims and reasons</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank of words, phrases and clauses</i> to clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary of words, phrases and clauses</i> to clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>words, phrases and clauses, independently</i> , to clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that clearly introduce, conclude and support claims by organizing reasons and evidence	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that clearly introduce, conclude and support claims by organizing reasons and evidence	Writing-Centered Activity: Use a <i>word bank and the previously completed graphic organizers to develop a short essay</i> that clearly introduces, concludes and supports claims by organizing reasons and evidence	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that clearly introduces, concludes and supports claims by organizing reasons and evidence	Writing-Centered Activity: Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that clearly introduces, concludes and supports claims by organizing reasons and evidence
		in the <i>new and/or the home language.</i>	in the <i>new and/or the home language.</i>	in the <i>new and, occasionally, in the home language.</i>	in the <i>new language.</i>	in the <i>new language.</i>

Common Core Grade 6 Standard (W.6.1): Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

GRADE LEVEL ACADEMIC DEMAND
Support Claims by Organizing Reasons and Evidence
Use Words, Phrases and Clauses to Clarify Claims
and Reasons

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases to introduce claims (e.g., The author(s) think(s) _____; The author’s beliefs/assumptions are _____).
- Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives).
- Use transitional words (e.g., because, though, so, that is why, but, however, nonetheless, yet, if) to explain relationships between claims and reasons.
- Use phrases to introduce reasons (logic of the argument) and evidence (facts and information) (e.g., The author’s reasons are _____; The author makes the following points _____; the facts that support/don’t support are _____).
- Use concluding words and phrases to complete a piece (e.g., In summary _____; That is why _____; Given these points _____; As has been noted _____).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 6th grade.