

Common Core Anchor Standard (RI.8): Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.				Main Academic Demand <i>Evaluate Author’s Claims and Supporting Evidence</i>		
Common Core Grade 6 Standard (RI.6.8): Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				Grade Level Academic Demand <i>Identify and Evaluate Whether Author’s Claims Are Supported by Evidence</i>		
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
When acquiring a new language, using grade level texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to distinguish supported claims from unsupported claims	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to distinguish supported claims from unsupported claims	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to distinguish supported claims from unsupported claims	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to distinguish supported claims from unsupported claims	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to distinguish supported claims from unsupported claims
		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> .

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 evaluate whether or not an author's claims are supported by 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 evaluate whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to evaluate whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to evaluate whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to evaluate whether or not an author's claims are supported by 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 evaluate whether or not an author's claims are supported by reasons and evidence	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate whether or not an author's claims are supported by reasons and evidence	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that evaluates whether or not an author's claims are supported by reasons and evidence	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates whether or not an author's claims are supported by reasons and evidence	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that evaluates whether or not an author's claims are supported by 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 (RI.6.8): Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

GRADE LEVEL ACADEMIC DEMAND
Identify and Evaluate Whether Author's Claims Are Supported by Evidence

Linguistic Demands: The following are 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.

- Identify/use transitional words and phrases (e.g., but, as a result) to trace the author's argument.
- Use words and phrases to identify the evidence (facts and numbers).
- Use words and phrases to evaluate claims (interpretations) that are supported and unsupported by reasons and evidence (e.g., This claim is supported/not supported by the fact that ____; the reasons provided support/don't support the following claims ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>It was a U.N. Secretary General who once said: "constant attention by a good nurse may be just as important as a major operation by a surgeon." But attention from a nurse is getting harder to come by . . . part of the health care mess that is not getting as quite much attention as the battle over health insurance. As a result, <i>America is running 100-thousand nurses short and according to experts; this is a situation that is set to get a lot worse . . . a situation that affects your chances of getting out of the hospital alive. Come with me inside a busy hospital and watch nursing problems and how some nursing solutions play out.</i></p> <p><i>Nurses needed.</i> (2008, October 24). Produced by Bill Gentile for NOW on PBS. Transcript retrieved from www.pbs.org/now/shows/442/transcript.html</p>	<p>In a small group or whole class setting, trace and evaluate the argument and claims, distinguishing supported from unsupported claims:</p> <ul style="list-style-type: none"> Identify/use transitional words and phrases (bold) (e.g., but, as a result) to trace the author's argument. Use words and phrases to identify the evidence (facts and numbers; <i>italics</i>) (e.g., <i>America is running 100-thousand nurses short; according to experts, this is a situation that is set to get a lot worse</i>). Use words and phrases to evaluate claims (interpretations) that are supported and unsupported by reasons and evidence (e.g., This claim is supported/not supported by the fact that ____; the reasons provided support/don't support the following claims ____).