Common Core Anchor Standard (RI.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.	MAIN ACADEMIC DEMAND *Evaluate Author's Claims and Supporting Evidence*
Common Core Grade Kindergarten Standard (RI.K.8): With prompting and support, identify the reasons an author gives to support points in a text.	GRADE LEVEL ACADEMIC DEMAND *Identify Author's Reasoning*

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**	Organize *illustrated, pretaught words and phrases on a main-idea-and-details chart, with prompting and support,* to identify an author's reasoning, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated, preidentified words on a main-idea-and-details chart, with prompting and support,* to identify an author's reasoning, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated, preidentified words and phrases from a bank on a main-idea-and-details chart, with prompting and support,* to identify an author's reasoning, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated, preidentified words and phrases on a main-idea-and-details chart,* with prompting and support, to identify an author's reasoning, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated, preidentified words and phrases on a main-idea-and-details chart, with prompting and support,* to identify an author's reasoning, during/after a teacher read aloud, shared reading or independent reading time
PRODUCTIVE		Use *illustrated, pretaught words and phrases, with prompting and support,* to describe an author's reasons, when speaking, dictating to the teacher and/or drawing/writing	Use *illustrated, preidentified words, with prompting and support,* to describe an author's reasons, when dictating to the teacher and/or drawing/writing	Use *illustrated, preidentified words and phrases from a bank, with prompting and support,* to describe an author's reasons, when dictating to the teacher and/or drawing/writing	Use *illustrated, preidentified words and phrases, with prompting and support,* to describe an author's reasons, when dictating to the teacher and/or drawing/writing	Use *illustrated, preidentified words and phrases, independently,* to describe an author's reasons, when dictating to the teacher and/or drawing/writing
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade Kindergarten Standard (RI.K.8): With prompting and support, identify the reasons an author gives to support points in a text.	GRADE LEVEL ACADEMIC DEMAND *Identify Author's Reasoning*

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 their new and/or home language.

Use words and phrases to identify how the author introduces reasons (e.g., The author/book says ___).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
The Moon seems to Change Tonight take a look at the sky. See if the moon is there. **It may be big and round**. It's a full moon. **Maybe you will see only part of it**. It may be a quarter moon. **Or it may be a little sliver**. It is called a crescent moon. Branley, F.M. (1987). *The moon seems to change* [B. and E. Emberley, Illus.]. New York: Harper Collins/Let's Read and Find Out Science.	In a small group or whole class setting, identify the reasons the author gives to support the statement that the moon seems to change: • Identify the reasons in the text that support that the moon changes (**bold**) (e.g., **It may be big and round**). • Use words and phrases to identify how the author introduces reasons (e.g., The author/book says ___).