

<p><b>Common Core Anchor Standard (RI.8):</b> 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.</p> <p><b>Common Core Grade 2 Standard (RI.2.8):</b> Describe how reasons support specific points the author makes in a text.</p>				<b>MAIN ACADEMIC DEMAND</b> <i>Evaluate Author's Claims and Supporting Evidence</i>	
<b>5 Levels of Language Development</b>					
	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea web</i> to identify an author's specific points in a text, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main idea web</i> to identify an author's specific points in a text, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main idea web</i> to identify an author's specific points in a text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a main idea web</i> to identify an author's specific points in a text, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify the reasons an author uses to support his or her claims</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify the reasons an author uses to support his or her claims</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify the reasons an author uses to support his or her claims</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a main-idea-and-details graphic organizer</i>, <i>after teacher modeling</i>, to identify the reasons an author uses to support his or her claims</p>
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Speaking-Centered <b>Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that describe the reasons an author uses to support specific points in the text, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered <b>Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that describe the reasons an author uses to support specific points in the text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered <b>Activity:</b> Use a word bank to describe the reasons an author uses to support specific points in the text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered <b>Activity:</b> Use the <i>previously completed graphic organizers</i> to describe the reasons an author uses to support specific points in the text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered <b>Activity:</b> Use <i>information, independently</i> , to describe the reasons an author uses to support specific points in the text, when speaking in <i>partnership, small group and/or whole class settings</i>
	Writing-Centered <b>Activity:</b> Use <i>pretaught words and phrases</i> to complete a cloze paragraph that describes the reasons an author uses to support his or her claims	Writing-Centered <b>Activity:</b> Use <i>preidentified words and phrases</i> to complete cloze paragraphs that describe the reasons an author uses to support his or her claims	Writing-Centered <b>Activity:</b> Use a word bank and the <i>previously completed graphic organizers</i> to develop a short essay that describes the reasons an author uses to support his or her claims	Writing-Centered <b>Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an essay that describes the reasons an author uses to support his or her claims	Writing-Centered <b>Activity:</b> Use <i>information, independently</i> , to develop a multiple paragraph essay that describes the reasons an author uses to support his or her claims
	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 2 Standard (RI.2.8):** Describe how reasons support specific points the author makes in a text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Describe the Reasons That Support Author's Claims*

**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.

- Use words and phrases to identify how an author provides reasons (e.g., adverbs: why).
- Use words and phrases to support reasons with facts (information; e.g., Farmers grow what grows best in the weather they get) and details (e.g., adjectives: hot, wet).
- Use sentence structures to describe how the author introduces reasons (e.g., The author/book says \_\_\_\_; here it says \_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>I'm the Cat in the Hat and it's raining, I know, but let's stay inside—we've got places to go!</p> <p>Wind changes weather and we can see <b>why</b>. It blows clouds along and clears rain from the sky.</p> <p>Corn grows where it's <i>hot</i>. Rice grows where it's <i>wet</i>. Farmers grow what grows best in the weather they get.</p> <p>Air temperature affects weather a lot. Thermometers show if it's cold or it's hot.</p> <p>Rabe, T. (2004). <i>Oh say can you say what's the weather today? All about the weather</i> [A. Ruiz, Illus.]. New York: Random House.</p>	<p>In a whole class or small group discussion, describe the reasons that support specific points in a text:</p> <ul style="list-style-type: none"><li>• Use words and phrases to identify how an author provides reasons (e.g., adverbs [<b>bold</b>]: <b>why</b>).</li><li>• Use words and phrases to support reasons with facts (information) (e.g., Farmers grow what grows best in the weather they get) and details (e.g., adjectives [<i>italics</i>]: <i>hot, wet</i>).</li><li>• Use sentence structures to describe how the author introduces reasons (e.g., The author/book says ____; here it says ____).</li></ul>