

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 1 Standard (RI.1.8): Identify the reasons an author gives to support points in a text.				GRADE LEVEL ACADEMIC DEMAND <i>Identify Author's Reason</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 main idea web</i> to identify an author's points, 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 main idea web</i> to identify an author's points, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea web</i> to identify an author's points, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a main idea web</i> to identify an author's points, 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 main-idea-and-details graphic organizer</i> to identify the reasons an author gives to support his or her points	Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify the reasons an author gives to support his or her points	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify the reasons an author gives to support his or her points	Reading-Centered Activity: Organize <i>sentences on a main-idea-and-details graphic organizer, after teacher modeling</i> , to identify the reasons an author gives to support his or her points
		<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	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe the reasons an author gives to support his or her points, 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</i> to <i>complete sentence starters</i> that describe the reasons an author gives to support his or her points, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe the reasons an author gives to support his or her points, 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 describe the reasons an author gives to support his or her points, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe the reasons an author gives to support his or her points, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that identifies the reasons an author uses to support his or her points	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that identify the reasons an author uses to support his or her points	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that identifies the reasons an author uses to support his or her points	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that identifies the reasons an author uses to support his or her points	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that identifies the reasons an author uses to support his or her points
		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 1 Standard (RI.1.8): Identify the reasons an author gives to support points in a text.

GRADE LEVEL ACADEMIC DEMAND
Identify Author's Reason

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 the reasons introduced in a text (e.g., the phrase “this helps” introduces a reason).
- Use sentence structures to identify how the author introduces reasons (e.g., The author/book says ____; here it says ____).

Example to Address the Linguistic Demands

Text Excerpt

Not all bugs and worms are pests.
Some help your garden grow.
Earthworms make soil rich and healthy.
This helps plants grow strong!
A ladybug eats small bugs.
The bugs can't eat the plants.

Garden helpers. (2009, September). National Geographic Young Explorers. (From Appendix B, CCSS, p. 31.)

Teacher Directions

In a whole class or small group discussion, identify the reasons an author gives to support points in a text:

- Identify the reasons introduced in a text (**bold**) (e.g., the author uses **this helps** to introduce a reason).
- Use sentence structures to identify how the author introduces reasons (e.g., The author/book says ____; here it says ____).