

<p>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.</p>	<p>MAIN ACADEMIC DEMAND <i>Evaluate Author’s Claims and Supporting Evidence</i></p>
<p>Common Core Grade 4 Standard (RI.4.8): Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Explain Author’s Supporting Evidence and Claims in Text</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 main idea graphic organizer</i> to identify an author’s points in a text, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea graphic organizer</i> to identify an author’s points in a text, as text is read <i>in partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to identify an author’s points in a text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a main idea graphic organizer</i> to identify an author’s points in a text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a self-created main idea graphic organizer; independently</i>, to identify an author’s points in a text, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify reasons and evidence an author uses to support points in a text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify reasons and evidence an author uses to support points in a text</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify reasons and evidence an author uses to support points in a text</p>	<p>Reading-Centered Activity: Organize <i>sentences on a main-idea-and-details graphic organizer; after teacher modeling</i>, to identify reasons and evidence an author uses to support points in a text</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created main-idea-and-details graphic organizer; independently</i>, to identify reasons and evidence an author uses to support points in a text</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the 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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe how an author uses evidence and reasons to support his or her claims, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe how an author uses evidence and reasons to support his or her claims, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to describe how an author uses evidence and reasons to support his or her claims, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe how an author uses evidence and reasons to support his or her claims, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to describe how an author uses evidence and reasons to support his or her claims, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that analyzes how an author uses reasons and evidence to support his or her claims in a text</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author uses reasons and evidence to support his or her claims in a text</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes how an author uses reasons and evidence to support his or her claims in a text</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author uses reasons and evidence to support his or her claims in a text</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how an author uses reasons and evidence to support his or her claims in a text</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>	

Common Core Grade 4 Standard (RI.4.8): Explain how an author uses reasons and evidence to support particular points in a text.

GRADE LEVEL ACADEMIC DEMAND
Explain Author's Supporting Evidence and Claims in Text

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 words and phrases to explain the evidence presented (facts).
- Identify/use sentence structures to explain the reasons and evidence an author presents (e.g., The author/book says ___; the fact that ___ explains ___).

Example to Address the Linguistic Demands

Text Excerpt

Without honeybees the world would be a very different place. There would be no sweet, delicious honey, no beeswax for creams and candles, and—worst of all—barely a fruit, nut, or vegetable to eat. So just imagine beekeeper Dave Hackenbury's horror when, in 2006, **he discovered twenty million of his buzzing charges** had vanished without a trace. Those missing bees became the first reported casualties of a mysterious scourge that continues to plague honeybee populations today.

Bee scientists across the country have been working to understand colony collapse disorder, or CCD.

Burns, L.G. (2010). *The hive detectives: Chronicle of a honey bee catastrophe (Scientists in the field)* [E. Harasimowicz, Photos.]. New York: Houghton Mifflin Harcourt.

Teacher Directions

In a mini lesson and small group or whole class conversations, model how to explain how an author uses reasons and evidence to support particular points in a text:

- Identify/use words and phrases to identify evidence (facts) (**bold**) (e.g., **Without honeybees the world would be a very different place; twenty million of his buzzing charges**).
- Identify/use sentence structures to explain the reasons and evidence an author presents (e.g., The author/book says ___; the fact that ___ explains ___).