

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 4 Standard (RI.4.8): Explain how an author uses reasons and evidence to support particular points in a text.				GRADE LEVEL ACADEMIC DEMAND <i>Explain Author’s Supporting Evidence and Claims in Text</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 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>	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>	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>	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>	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>
		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	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	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	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	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
		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</i> to <i>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>	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 how an author uses evidence and reasons to support his or her claims, when speaking in <i>partnership and/or small groups</i>	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>	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>	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>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that analyzes how an author uses reasons and evidence to support his or her claims in a text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how an author uses reasons and evidence to support his or her claims in a text	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 analyzes how an author uses reasons and evidence to support his or her claims in a text	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how an author uses reasons and evidence to support his or her claims in a text	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how an author uses reasons and evidence to support his or her claims in a text
		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 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	Teacher Directions
<p>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.</p> <p>Bee scientists across the country have been working to understand colony collapse disorder, or CCD.</p> <p>Burns, L.G. (2010). <i>The hive detectives: Chronicle of a honey bee catastrophe (Scientists in the field)</i> [E. Harasimowicz, Photos.]. New York: Houghton Mifflin Harcourt.</p>	<p>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:</p> <ul style="list-style-type: none">• 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 ____).