

<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.			<b>MAIN ACADEMIC DEMAND</b> <i>Evaluate Author's Claims and Supporting Evidence</i>		
<b>Common Core Grade 7 Standard (RI.7.8):</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Evaluate Author's Claims and Reliability of 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>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not	<b>Reading-Centered Activity:</b> Organize <i>information on a T-chart, after teacher modeling</i> , to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed charts to complete sentence starters</i> that assess whether or not the reasoning and evidence used to support an author's claims is sound and reliable, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed charts to complete sentence starters</i> that assess whether or not the reasoning and evidence used to support an author's claims is sound and reliable, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to assess whether or not the reasoning and evidence used to support an author's claims is sound and reliable, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed charts</i> to assess whether or not the reasoning and evidence used to support an author's claims is sound and reliable, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to assess whether or not the reasoning and evidence used to support an author's claims is sound and reliable, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate an author's claims and the reliability and sufficiency of his or her supporting evidence	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate an author's claims and the reliability and sufficiency of his or her supporting evidence	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed charts to develop a short essay</i> that evaluates an author's claims and the reliability and sufficiency of his or her supporting evidence	<b>Writing-Centered Activity:</b> Use the <i>previously completed charts and teacher-provided models to develop an essay</i> that evaluates an author's claims and the reliability and sufficiency of his or her supporting evidence	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that evaluates an author's claims and the reliability and sufficiency of his or her supporting evidence
		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 7 Standard (RI.7.8):** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**GRADE LEVEL ACADEMIC DEMAND**  
*Evaluate Author's Claims and Reliability of  
Supporting Evidence*

**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 transitional words and phrases (e.g., in fact, furthermore) to trace the author's argument.
- Use sentence structures to evaluate the soundness of the evidence (e.g., The author considers that \_\_\_\_; the text examines \_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>During this period, much like others that preceded it, most of the ancient Egyptians lived in small villages. Agriculture was the economic base of the state and the annual flooding of the Nile provided water and silt that fertilized the land. <b>In fact</b>, the flooding provided them with much needed irrigation <b>as well as</b> fertilization. The farmers would sow the wheat after the flooding had subsided and then [go] on to harvest it.</p> <p>Now that we have the basics covered, let's talk about how prosperous they became. The age of the pyramid builders, which was around 2686 B.C., is <b>also</b> considered to be a golden age for both peace and prosperity. The pharaohs held absolute power and were able to provide a stable central government for the kingdom....</p> <p><b>Furthermore</b>, they had successful campaigns in various foreign countries such as Libya and Nubia, . . . which added to the considerable economy of Egypt.</p> <p>Bauer, T. (2013). <i>Ancient Egypt. The secrets of ancient Egypt: From the great pyramids to the sphinx</i>. Retrieved from <a href="http://www.amazon.com/dp/B00GCRQEN2/ref=rdr_kindle_ext_tmb">www.amazon.com/dp/B00GCRQEN2/ref=rdr_kindle_ext_tmb</a></p>	<p>Analyze in a small group/whole class discussion how to trace and evaluate claims in a text:</p> <ul style="list-style-type: none"><li>• Identify/use transitional words and phrases (<b>bold</b>) (e.g., <b>in fact</b>, <b>as well as</b>, <b>also</b>, <b>furthermore</b>) to trace the author's argument.</li><li>• Use sentence structures to evaluate the soundness of the evidence (e.g., The author considers that ____; the text examines ____).</li></ul>