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| Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | MAIN ACADEMIC DEMAND <i>Write Persuasively with Reasoning and Evidence</i> | | | | |
| Common Core Grade 7 Standard (W.7.1): Write arguments to support claims with clear reasons and relevant evidence. | | GRADE LEVEL ACADEMIC DEMAND <i>Write Arguments to Support Claims with Logical Reasoning and Relevant Evidence Using Formal Style and Language</i> | | | | |
| a. Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | |
| 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 supporting evidence graphic organizer</i> to identify relevant evidence, as text is read aloud in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on a supporting evidence graphic organizer</i> to identify relevant evidence, as text is read aloud in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed supporting evidence graphic organizer</i> to identify relevant evidence, as text is read aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information on a supporting evidence graphic organizer</i> to identify relevant evidence, as text is read aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information, when taking notes independently</i> , to identify relevant evidence, as text is read aloud in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Arrange <i>pretaught words and phrases on a flow chart</i> to logically organize reasons and evidence that support claims | Reading-Centered Activity: Arrange <i>preidentified words and phrases on a flow chart</i> to logically organize reasons and evidence that support claims | Reading-Centered Activity: Arrange <i>phrases and sentences on a partially completed flow chart</i> to logically organize reasons and evidence that support claims | Reading-Centered Activity: Arrange <i>information on a flow chart, after teacher modeling</i> , to logically organize reasons and evidence that support claims | Reading-Centered Activity: Arrange <i>information in a note-taking guide, independently</i> , to logically organize reasons and evidence that support claims |
| | | 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 address the relationships among claims, reasons and evidence, 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 address the relationships among claims, reasons and evidence, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to address the relationships among claims, reasons and evidence, 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 address the relationships among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to address the relationships among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete cloze paragraphs</i> that include an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion | Writing-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete an essay outline</i> that includes an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion | 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 includes an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion | Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that includes an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion | Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that includes an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion |
| | | 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 (W.7.1): Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

GRADE LEVEL ACADEMIC DEMAND
Write Arguments to Support Claims with Logical Reasoning and Relevant Evidence Using Formal Style and Language

Linguistic Demands: The following are some 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 introduce claims (e.g., The author(s) think(s) _____; The author's beliefs/assumptions are _____).
- Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives).
- Use linking words to explain claims, counterclaims and reasons (e.g., An opposite view is _____; Some researchers would claim _____).
- Use phrases to introduce reasons (logic of the argument) and evidence (facts and information) (e.g., The author's reasons _____; The author makes the following points _____; The facts that support/don't support are _____; Supporting evidence indicates that _____).
- Use transitional words to create cohesion (e.g., cause and effect words: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, first, second).
- Use precise (e.g., Tier 2 and Tier 3) vocabulary (e.g., words that can be used across content areas) (e.g., Tier 2: analyze, benefit, summary and Tier 3: technical words such as delta, pyramid, sarcophagus) and sentence structures that have temporal (e.g., time markers: after, as, when); causal (e.g., because, that is why, the result); comparative (e.g., like, similar to, the difference is); or problem and solution (e.g., the issue is; the solution is) markers in order to present information in a formal style.
- Use concluding words and phrases to complete a piece (e.g., In summary _____; That is why _____; In essence _____; Given these points _____; As has been noted _____).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 7th grade.