

<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 9–10 Standard (RI.9–10.8): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Evaluate Author’s Claims and Reliability of Supporting Evidence</i> <i>Identify False Statements and Evidence</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a spider map</i> to identify an author’s claims and his or her supporting reasoning and evidence, 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 spider map</i> to identify an author’s claims and his or her supporting reasoning and evidence, 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 spider map</i> to identify an author’s claims and his or her supporting reasoning and evidence, 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 spider map</i> to identify an author’s claims and his or her supporting reasoning and evidence, 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 T-chart</i> to compare valid and relevant reasoning and evidence with false statements and evidence</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to compare valid and relevant reasoning and evidence with false statements and evidence</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to compare valid and relevant reasoning and evidence with false statements and evidence</p>	<p>Reading-Centered Activity: Organize <i>information on a T-chart, after teacher modeling</i>, to compare valid and relevant reasoning and evidence with false statements and evidence</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to compare valid and relevant reasoning and evidence with false statements and evidence</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>

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 to complete sentence starters</i> that evaluate the relevancy and reliability of an author’s supporting 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 to complete sentence starters</i> that evaluate the relevancy and reliability of an author’s supporting evidence, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to evaluate the relevancy and reliability of an author’s supporting 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 evaluate the relevancy and reliability of an author’s supporting evidence, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to evaluate the relevancy and reliability of an author’s supporting evidence, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate an author’s claims and compare valid and relevant evidence and reasoning with false statements and evidence	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate an author’s claims and compare valid and relevant evidence and reasoning with false statements and evidence	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that evaluates an author’s claims and compares valid and relevant evidence and reasoning with false statements and evidence	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates an author’s claims and compares valid and relevant evidence and reasoning with false statements and evidence	Writing-Centered Activity: Use <i>information, independently, to develop a multiple page essay</i> that evaluates an author’s claims and compares valid and relevant evidence and reasoning with false statements and 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 9–10 Standard (RI.9–10.8): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

GRADE LEVEL ACADEMIC DEMAND
Evaluate Author’s Claims and Reliability of Supporting Evidence
Identify False Statements and 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., because, that is) to trace the author’s argument.
- Use specific sentence patterns (e.g., comparative sentences) to identify claims (interpretations).
- Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that ____; the text examines ____; there is/is not enough evidence to support the claims that ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>America is an improbable idea. A mongrel nation built of ever-changing disparate parts, it is held together by a notion, the notion that all men are created equal, though everyone knows that most men consider themselves better than someone. “<i>Of all the nations in the world, the United States was built in nobody’s image,</i>” the historian Daniel Boorstin wrote. That’s because it was built of bits and pieces that seem discordant, like the crazy quilts that have been one of its great folk-art forms, velvet and calico and checks and brocades. Out of many, one. That is the ideal.</p> <p>Quindlen, A. (2001, September 27). A quilt of a country. <i>Newsweek</i>. (From Appendix B, CCSS, p. 129.)</p>	<p>Analyze in a small group/whole class discussion how to determine and evaluate the claims made by the author:</p> <ul style="list-style-type: none"> • Identify/use transitional words and phrases (bold) (e.g., because, that is) to trace the author’s argument. • Use words and phrases to identify claims (interpretations) (<i>italics</i>) (e.g., comparative sentences: <i>Of all the nations in the world, the United States was built in nobody’s image</i>). • Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that ____; the text examines ____; there is/is not enough evidence to support the claims that ____).