

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 Grades 9–10 Standard (W.9–10.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence; b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns; c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims; d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; e. Provide a concluding statement or section that follows from and supports the argument presented.		GRADE LEVEL ACADEMIC DEMAND <i>Write Logical Arguments Based on Substantive Claims, Sound Reasoning and Relevant Evidence, Using Formal Language and Style</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 double column graphic organizer</i> to identify claims and counterclaims and supporting evidence for each, 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 double column graphic organizer</i> to identify claims and counterclaims and supporting evidence for each, 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 double column graphic organizer</i> to identify claims and counterclaims and supporting evidence for each, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a double column graphic organizer</i> to identify claims and counterclaims and supporting evidence for each, 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 claims and counterclaims and supporting evidence for each, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to show clear relationships among claims, counterclaims, reasons and evidence	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to show clear relationships among claims, counterclaims, reasons and evidence	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to show clear relationships among claims, counterclaims, reasons and evidence	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to show clear relationships among claims, counterclaims, reasons and evidence	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to show clear relationships among claims, counterclaims, reasons 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> .

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, including linking words, and the previously completed graphic organizers to complete sentence starters</i> that address substantive claims and counterclaims, supported by evidence and reasoning, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases, including linking words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that address substantive claims and counterclaims, supported by evidence and reasoning, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank that includes linking words, phrases and clauses</i> to address substantive claims and counterclaims, supported by evidence and reasoning, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary that includes linking words, phrases and clauses</i> to address substantive claims and counterclaims, supported by evidence and reasoning, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text and linking words, phrases and clauses, independently</i> , to address substantive claims and counterclaims, supported by evidence and reasoning, 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 use a formal style to introduce claims and counterclaims, support them with sound reasoning and relevant evidence and conclude an argument	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that use a formal style to introduce claims and counterclaims, support them with sound reasoning and relevant evidence and conclude an argument	Writing-Centered Activity: Use a <i>word bank and the previously created graphic organizers to compose a short essay</i> that uses a formal style to introduce claims and counterclaims, supports them with sound reasoning and relevant evidence and concludes an argument	Writing-Centered Activity: Use the <i>previously created graphic organizers and teacher-provided models to compose an essay</i> that uses a formal style to introduce claims and counterclaims, supports them with sound reasoning and relevant evidence and concludes an argument	Writing-Centered Activity: Use <i>knowledge of the text, independently, to compose a multiple page essay</i> that uses a formal style to introduce claims and counterclaims, supports them with sound reasoning and relevant evidence and concludes an argument
		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 Grades 9–10 Standard (W.9–10.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence; b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns; c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims; d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; e. Provide a concluding statement or section that follows from and supports the argument presented.

GRADE LEVEL ACADEMIC DEMAND
*Write Logical Arguments Based on Substantive Claims,
Sound Reasoning and Relevant Evidence,
Using Formal Language and Style*

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 introductory nouns and verbs related to a topic to establish a beginning.
- Use introductory words and phrases to state an opinion (e.g., I think ____; I didn’t like ____; I liked ____; I believe that ____; My impression is ____).
- Use nouns, verbs and adjectives to state claims (based on facts, causes or context).
- Use linking words (e.g., because, so, that is why, but, however, nonetheless, yet, if) to explain claims, counterclaims and reasons.
- Use transitional words (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, in due time, as soon as, in the meantime, in a moment, first, second) to create cohesion.
- Use concluding words and phrases (e.g., in summary, that is why, in essence, be that as it may, consequently, therefore, thereupon, forthwith, accordingly, henceforth, as can be seen, generally speaking, in the final analysis, all things considered, as shown above, in the long run, given these points, as has been noted, in a word) to complete a piece.

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 9th–10th grades.