

<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 8 Standard (RI.8.8): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Evaluate Author’s Claims and Reliability of Supporting Evidence</i> <i>Identify Irrelevant 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 fishbone map</i> to identify the author’s claims 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 fishbone map</i> to identify the author’s claims 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 fishbone map</i> to identify the author’s claims 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 fishbone map</i> to identify the author’s claims 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 distinguish between relevant and irrelevant evidence and reasoning</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to distinguish between relevant and irrelevant evidence and reasoning</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to distinguish between relevant and irrelevant evidence and reasoning</p>	<p>Reading-Centered Activity: Organize <i>information on a T-chart, after teacher modeling</i>, to distinguish between relevant and irrelevant evidence and reasoning</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to distinguish between relevant and irrelevant evidence and reasoning</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the 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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that assess the relevancy and reliability of an author’s evidence, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that assess the relevancy and reliability of an author’s evidence, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to assess the relevancy and reliability of an author’s evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to assess the relevancy and reliability of an author’s evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to assess the relevancy and reliability of an author’s evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate an author’s claims and the relevancy and reliability of his or her reasoning and evidence</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate an author’s claims and the relevancy and reliability of his or her reasoning and evidence</p>	<p>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 the relevancy and reliability of his or her reasoning and evidence</p>	<p>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 the relevancy and reliability of his or her reasoning and evidence</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that evaluates an author’s claims and the relevancy and reliability of his or her reasoning 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>

Common Core Grade 8 Standard (RI.8.8): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

GRADE LEVEL ACADEMIC DEMAND
Evaluate Author’s Claims and Reliability of Supporting Evidence
Identify Irrelevant 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., but, instead, thus) to trace how an argument develops.
- Use words and phrases to identify the evidence (facts, quotations).
- 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

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in **thus** voting, I not only committed no crime, **but, instead**, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; **but** we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, **but** to secure them; not to the half of ourselves and the half of our posterity, **but** to the whole people—women **as well as** men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty **while** they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

Anthony, S.B. (1872). *On women’s right to vote*. Speech given in Philadelphia, PA. Retrieved from www.sojust.net/speeches/susananthony.html

Teacher Directions

In a small group or whole class setting, delineate and evaluate the argument, reasoning and evidence:

- Identify/use transitional words and phrases (**bold**) (e.g., **but, instead, thus, as well as, while**) to trace how an argument develops.
- Use words and phrases to identify the evidence (facts, quotations) (*italics*) (e.g., the quotation from the Constitution).
- 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 ____).