

<p>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.</p>	<p>MAIN ACADEMIC DEMAND <i>Write Persuasively with Reasoning and Evidence</i></p>
<p>Common Core Grade 8 Standard (W.8.1): Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Arguments with Reasoning and Evidence, Using Formal Style and Language</i></p>

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	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information, when taking notes independently</i>, to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a thesis/evidence graphic organizer</i> to logically organize evidence that supports claims</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a thesis/evidence graphic organizer</i> to logically organize evidence that supports claims</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed thesis/evidence graphic organizer</i> to logically organize evidence that supports claims</p>	<p>Reading-Centered Activity: Organize <i>information on a thesis/evidence graphic organizer, after teacher modeling</i>, to logically organize evidence that supports claims</p>	<p>Reading-Centered Activity: Organize <i>information in a note taking guide, independently</i>, to logically organize evidence that supports claims</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	Speaking-Centered Activity: Use <i>pretaught words and phrases, including transitional words, and the previously completed graphic organizers to complete sentence starters</i> that show and clarify the relationships among claim(s), counterclaims, reasons and evidence	Speaking-Centered Activity: Use <i>preidentified words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that show and clarify the relationships among claim(s), counterclaims, reasons and evidence	Speaking-Centered Activity: Use a <i>word bank that includes transitional words, phrases and clauses</i> to show and clarify the relationships among claim(s), counterclaims, reasons and evidence	Speaking-Centered Activity: Use a <i>glossary that includes transitional words, phrases and clauses</i> to show and clarify the relationships among claim(s), counterclaims, reasons and evidence	Speaking-Centered Activity: Use <i>knowledge of the text and transitional words, phrases and clauses, independently</i> , to show and clarify the relationships among claim(s), counterclaims, reasons and evidence
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that use and maintain a formal style to introduce, conclude and support claims with relevant reasoning and evidence	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that use and maintain a formal style to introduce, conclude and support claims with relevant reasoning and evidence	Writing-Centered Activity: Use a <i>word bank and the previously completed graphic organizers to develop a short essay</i> that uses and maintains a formal style to introduce, conclude and support claims with relevant reasoning and evidence	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that uses and maintains a formal style to introduce, conclude and support claims with relevant reasoning and evidence	Writing-Centered Activity: Use <i>knowledge of the text to develop a multiple paragraph essay, independently</i> , that uses and maintains a formal style to introduce, conclude and support claims with relevant reasoning 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 8 Standard (W.8.1): Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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.

GRADE LEVEL ACADEMIC DEMAND
*Write Arguments with Reasoning and 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 introductory words and phrases to distinguish claims from opposing claims (e.g., The author(s) think(s) _____; The author'(s) beliefs/assumptions are _____; An opposing view is _____; Some researchers would argue that _____).
- Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives).
- Use linking words (e.g., because, so, that is why, but, however, nonetheless, yet, if) to explain claims, counterclaims and reasons.
- Use transitional words and phrases (e.g., cause and effect words/phrases: 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 precise 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, during, meanwhile); 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 (e.g., in summary, that is why, in essence, therefore, thereupon, forthwith, accordingly, as can be seen, generally speaking, in the final analysis, all things considered, as shown above, given these points) 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 8th grade.