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.		MAIN ACADEMIC DEMAND *Evaluate Author's Claims and Supporting Evidence*	
Common Core Grade 5 Standard (RI.5.8): Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		GRADE LEVEL ACADEMIC DEMAND *Connect Author's Claims with Supporting Evidence*	

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 *pretaught words and phrases on a T-chart* to identify the reasons and evidence an author uses to support his or her points, as text is read *in partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a T-chart* to identify the reasons and evidence an author uses to support his or her points, as text is read *in partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* to identify the reasons and evidence an author uses to support his or her points, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a T-chart* to identify the reasons and evidence an author uses to support his or her points, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created T-chart, independently,* to identify the reasons and evidence an author uses to support his or her points , as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a matrix* to identify and connect reasons and evidence with the author's claims	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify and connect reasons and evidence with the author's claims	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify and connect reasons and evidence with the author's claims	**Reading-Centered Activity:** Organize *sentences on a matrix, after teacher modeling,* to identify and connect reasons and evidence with the author's claims	**Reading-Centered Activity:** Organize *information on a self-created matrix, independently,* to identify and connect reasons and evidence with the author's claims
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain how an author uses reasons and evidence to support his or her claims, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain how an author uses reasons and evidence to support his or her claims, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain how an author uses reasons and evidence to support his or her claims, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain how an author uses reasons and evidence to support his or her claims, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain how an author uses reasons and evidence to support his or her claims, when speaking in *partnership, small group and/or whole class settings*
	Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that analyzes how an author uses reasons and evidence to support particular points in a text	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how an author uses reasons and evidence to support particular points in a text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes how an author uses reasons and evidence to support particular points in a text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes how an author uses reasons and evidence to support particular points in a text	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how an author uses reasons and evidence to support particular points in a text
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 5 Standard (RI.5.8): Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	GRADE LEVEL ACADEMIC DEMAND *Connect Author's Claims with Supporting 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.

- Use words and phrases to identify reasons (examples and descriptions).
- Use words and phrases (e.g., since, but) to identify signal words that introduce reasons.

- Identify/use sentence structures to explain the reasons and evidence an author presents to support a particular point (e.g., The author/book says ___, which means that ___; the fact that ___ explains ___).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Like most mammals, horses came after the dinosaurs. The earliest horse fossils date back about 50 million years and were found in North America. This seems odd, *since* **history books tell us Europeans brought the first horses to the Americas**. *But* 50 million years ago, **planet Earth was one large mass, which separated into continents divided by oceans.** You wouldn't have recognized the first horse, **Hyracotherium. It was the size of a lamb,** and it had four toes on each of its front feet and three on its back feet. As the earth's climate changed and steamy swamps gave way to grassy plains, the horse changed too. Crisp, M. (2005). *Everything horse. What kids really want to know about horses.* New York: Cooper Square.	Analyze in a small group or whole class discussion how to connect the author's claims with supporting evidence: - Use words and phrases to identify reasons (examples and descriptions; **bold**) (e.g., **history books tell us Europeans brought the first horses to the Americas; it was the size of a lamb**). - Use words and phrases (*italics*) (e.g., *since, but*) to identify signal words that introduce reasons. - Identify/use sentence structures to explain the reasons and evidence an author presents to support a particular point (e.g., The author/book says ___, which means that ___; the fact that ___ explains ___).