

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p><u>Questions to Focus Learning</u></p> <p>Why is it essential for authors to support their ideas? How do reasons and evidence support an author's particular points in a text?</p> <p>Providing reasons and support brings validity to an author's particular points.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I can identify reasons and evidence used to support particular points in a text. I know that reasons and evidence are pieces of information that support particular points within a text.</p> <p><i>Reasoning Targets</i></p> <p>I can explain how an author uses specific reasons and evidence to support particular points within a text. I can evaluate whether or not the reasons and evidence given support the particular points posed by the author.</p> <p><u>Vocabulary</u></p> <p>argument evidence particular points reasons support themes validity</p>

Teacher Tips

[Evaluating an Argument](#)—This lesson plan is designed for secondary students, but the steps could be applied to a fourth grade level text.

[Identifying Supporting Evidence from a Text: What is a Hero?](#)—This lesson plan focuses on identifying supporting evidence.

[Is that a Fact?](#)—In this lesson, students investigate commonly-accepted scientific claims and gather evidence that supports or refutes them. They culminate their learning by writing their own “Really?” columns modeled after those found in *The New York Times*’s weekly Science Times section.

[Reader Response Lesson](#)—Students use double-entry journals to record quotes or evidence to support their findings.

[Two- and Three-Column Note Taking](#)—Page 53 of this PDF document offers suggestions for students to record evidence that supports an author’s viewpoint. Page 53 also offers simple to implement examples of formative assessment.

Vertical Progression

RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.

RI.1.8 - Identify the reasons an author gives to support points in a text.

RI.2.8 - Describe how reasons support specific points the author makes in a text.

RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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).

RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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.

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.

RI.11-12.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.
Direct link for this standard: [RI.4.8](#)