

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Research to Build Present Knowledge	Grade level:	3
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Standards Relating to Research to Build and Present Knowledge

3.W.7 Conduct short research projects that build knowledge about a topic.

3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.W.9 Begins in Grade 4

Research to Build and Present Knowledge: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>How do writers build knowledge about a topic?</p> <p>How do writers gather and organize information?</p>	<p>Writers conduct research to build knowledge about a topic.</p> <p>Writers use experiences and information from multiple sources to gather and organize information.</p>

Learning Progression: Research to Build and Present Knowledge (3.W.7 3.W.8 3.W.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.7 Participate in shared research and writing projects.	3.W.7 Conduct short research projects that build knowledge about a topic.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question	3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	4.W.8 Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Begins in Grade 4	Begins in Grade 4	4.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 4 reading standards for literature to writing b. Apply grade 4 reading standards for informational texts to writing.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>3.W.7</p> <ul style="list-style-type: none"> • Research • Informational text • Subject • Topic • Writing process <p>3.W.8</p> <ul style="list-style-type: none"> • Recall information • Taking notes • Collecting evidence • Category <p>3.W.9</p> <ul style="list-style-type: none"> • Begins in 4th Grade 	<p>3.W.7 Informational texts help us gain knowledge about a subject.</p> <p>3.W.8 Information can be gathered from a variety of sources. Notes help organize information into useful categories.</p> <p>3.W.9 Begins in 4th grade</p>	<p>3.W.7 Conduct short research projects to build knowledge about a topic.</p> <p>3.W.8 Gather information from multiple sources. Take notes and categorize information.</p> <p>3.W.9 Begins in 4th grade</p>

Student Friendly Language
<p>3.W.7 I can research a topic to increase my knowledge.</p> <p>3.W.8 I can use experiences and information from multiple sources to gather and organize information. I can take notes.</p> <p>3.W.9 Begins in Grade 4</p>

Key Vocabulary		
<p>3.W.7</p> <ul style="list-style-type: none"> • Research • Informational text 	<p>3.W.8</p> <ul style="list-style-type: none"> • Experiences • Evidence • Information • Sources • Accurate • Categorize 	<p>3.W.9</p> <ul style="list-style-type: none"> • Begins in Grade 4
<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p>		
<p>Research helps me learn more about the world around me.</p> <p>Using information from multiple sources helps me make educated decisions.</p>		

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Research to Build and Present Knowledge:

3.W.7 Conduct short research projects that build knowledge about a topic.

3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.W.9 Begins in Grade 4

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide minimal evidence that they can</p> <ul style="list-style-type: none"> • Conduct, with significant support, simple research projects and minimally gather information that builds knowledge about a topic. • Recall minimal personal experiences in order to gain knowledge about a topic. • Gather information from a few sources and take minimal notes, with significant support, to organize information into useful categories that can be used for evidence. • Write or revise one informational/explanatory paragraph and full, simple informational/explanatory texts, minimally demonstrating the ability to organize ideas by stating an underdeveloped focus, including transitional strategies for coherence, structure of few supporting details, or an appropriate 	<p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> • Conduct, with minimal support, short research projects and partially gather and summarize information that builds knowledge about a topic. • Recall partial personal experiences in order to gain knowledge about a topic. • Gather information from some sources and take partial notes, with minimal support, to organize information into useful categories that can be used for evidence. • Write or revise one informational/explanatory paragraph, partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or an appropriate conclusion. 	<p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research projects to gather and summarize information that builds knowledge about a topic. • Recall personal experiences and summarize the information to gain knowledge about a topic. • Gather information from multiple sources, including print and digital, and take notes to organize information into useful categories that can be used for evidence. • Write or revise one informational/explanatory paragraph, partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or an appropriate conclusion. 	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> • Conduct research projects and gather, assess, and summarize information that builds knowledge about a topic. • Thoroughly reflect on personal experiences, and assess and summarize the information to gain knowledge about a topic. • Gather, assess and summarize information from multiple sources, including print and digital, and take notes to organize information into useful categories that can be used for evidence. • Write or revise more than one informational/explanatory paragraph, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion; and write full complex

underdeveloped conclusion.			informational/explanatory texts, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies strategically for coherence, and well-developed supporting details and a strong conclusion.
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