

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Research to Build Present Knowledge	<b>Grade level:</b>	9-10
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### Standards Relating to Research to Build and Present Knowledge

9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards for literature to writing.
- b. Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
<p>How can developing research skills help solve problems?</p> <p>How can learning to synthesize multiple sources help develop critical thinking skills?</p> <p>Why do writers need to draw relevant evidence from texts to support analysis and reflection?</p>	<p>Critical research skills will help writers to learn to develop problem solving skills, determine credibility, and demonstrate understanding.</p> <p>Selectively synthesizing relevant sources helps writers critically analyze all sources and develop world views.</p> <p>Supporting analysis, reflection and research with relevant and correctly cited evidence develops stronger writing and critical thinking skills.</p>

### Learning Progression: Research to Build and Present Knowledge (9-10.W.7 9-10.W.8 9-10.W.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b></p>	<p>11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

<p>8.W.8 Gather relevant information from multiple print and digital sources.</p> <ol style="list-style-type: none"> <li>Use search terms effectively.</li> <li>Assess the credibility and accuracy of each source.</li> <li>Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> </ol>	<p><b>9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b></p>	<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p>
<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 8 Reading standards for literature to writing.</li> <li>Apply grade 8 Reading standards for informational texts to writing.</li> </ol>	<p><b>9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <ol style="list-style-type: none"> <li><b>Apply grades 9–10 Reading standards for literature to writing.</b></li> <li><b>Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing.</b></li> </ol>	<p>11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards for literature to writing.</li> <li>Apply grades 11–12 Reading standards for literary fiction and nonfiction to writing.</li> </ol>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>9-10.W.7</b></p> <ul style="list-style-type: none"> <li>Research to answer a question</li> <li>Suitable/credible sources for investigation</li> <li>Primary/secondary sources for investigation</li> <li>Synthesis of multiple sources</li> </ul> <p><b>9-10.W.8</b></p> <ul style="list-style-type: none"> <li>Plagiarism</li> <li>Authoritative source</li> <li>Advanced search methods</li> <li>Citation rules</li> <li>Various citation formats, such as MLA and APA</li> <li>Library skills and available resources</li> <li>Website credibility</li> <li>Paraphrasing</li> <li>Research questions</li> </ul>	<p><b>9-10.W.7</b></p> <p>Writers research and compile a variety of suitable and credible information to answer an inquiry.</p> <p>Writers use appropriate methods for selective compilation of research materials.</p> <p><b>9-10.W.8</b></p> <p>The credibility of a source is influenced by sponsorship and security within the site.</p> <p>The concept of intellectual property (copyright laws) and the importance of working within the law are part of a code of ethics.</p> <p>Not all search engines and sources are created equal in credibility and</p>	<p><b>9-10.W.7</b></p> <p>Conduct an inquiry.</p> <p>Find multiple sources to answer the inquiry.</p> <p>Narrow or broaden the inquiry.</p> <p>Analyze the suitability and credibility of source materials to solve the inquiry.</p> <p>Synthesize compiled data.</p> <p><b>9-10.W.8</b></p> <p>Cite correctly the sources in a standard format.</p> <p>Operate search engines and databases in an effective and efficient manner.</p> <p>Assess sources based on credibility and usefulness within the chosen topic.</p>

<ul style="list-style-type: none"> <li>Primary and secondary sources in digital media</li> </ul> <p><b>9-10.W.9</b></p> <ul style="list-style-type: none"> <li>Alluded themes and ideas</li> <li>Biased information</li> <li>Credible and relevant information</li> <li>Informational/literary texts</li> <li>Writing for reflective purposes</li> </ul>	<p>variety.</p> <p>Information must be sorted and prioritized to effectively support research questions.</p> <p>Citations of authoritative sources can strengthen the research question (thesis).</p> <p>The focus of the paper will affect the type of sources gathered.</p> <p><b>9-10.W.9</b></p> <p>There is a difference between credible and biased information.</p> <p>To read for understanding means to question what is being read.</p> <p>Allusions are used to enhance an author's writing.</p> <p>The evidence must be relevant to support analysis.</p>	<p>Integrate information to maintain the flow of ideas.</p> <p>Paraphrase properly to avoid plagiarism.</p> <p>Use library resources effectively.</p> <p>Sort and prioritize information based on usefulness and trustworthiness.</p> <p>Prove understanding of the steps required to gather, assess, and integrate relevant information.</p> <p><b>9-10.W.9</b></p> <p>Allude and interact with other sources in own writing.</p> <p>Collect relevant evidence from literary, digital, or informational text.</p> <p>Support analysis, reflection, and research.</p> <p>Evaluate the argument in a text.</p> <p>Identify specific claims that support the author's point-of-view.</p> <p>Analyze fallacious reasoning.</p>
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### Student Friendly Language

**9-10.W.7**

- I can generate a research question.
- I can recognize the need to expand or limit my topic.
- I can find suitable and credible sources which address the research question.
- I can compile and synthesize information from several sources to demonstrate my understanding of the subject.

**9-10.W.8**

- I can distinguish between a quality source and a poor source, either printed or digital.
- I can find and use advanced search engines, such as ProQuest and SIRS.
- I can sort and prioritize information based on usefulness and credibility.
- I can narrow my searches, like using quotation marks, boolean phrases, or other narrowing techniques.
- I can integrate information to maintain the flow of ideas.
- I can balance research and my words and ideas to convey a message.
- I can identify and avoid plagiarism.
- I can follow the rules of correct citation.
- I can paraphrase and use direct quotes when necessary.

**9-10.W.9**

- I can see how an author has used themes and topics from a previous author's work to shape their own.
- I can decide whether an argument or conclusion has been presented effectively.
- I can distinguish credible facts from false statements.
- I can allude to another source to enhance my writing.
- I can draw relevant evidence from literary or informational text.
- I can support my writing through analysis, reflection, or research.

**Key Vocabulary**

**9-10.W.7**

- Synthesize
- Research project
- Plagiarism
- Credible source
- Primary/secondary source
- Narrow/broaden topic

**9-10.W.8**

- Relevant
- Authoritative
- Credible
- Integrate
- Paraphrase
- Plagiarism
- Citation
- Advanced search methods
- Assess
- Standard format
- Thesis
- Copyright
- Primary and secondary sources

**9-10.W.9**

- Theme
- Credible
- Relevant
- Evidence
- Fallacy
- Biased
- Allude
- Analysis
- Non-fiction
- Literary
- Informational texts
- Reflection
- Specific claims
- Perspective

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

We have to be able to pose an inquiry and find materials that will resolve a situation.

Health problems affect everyone; research can improve not only our understanding, but also allow us to make informed decisions regarding physicians, treatments and other options.

Before choosing a college/career, making major purchase, or voting for a candidate, we should know how to compile a variety of research to make the best choice.

Research is present in many careers, college, and life situations.

Determining the credibility of a source, while avoiding bias, can help us become higher-level thinkers.

Understanding printed fact helps us sort out illegal and deceitful information.

Administrators and managers will need to distinguish true information from deceitful information for the best interest of the company.

Acquiring knowledge and distinguishing fact from fiction helps us grow in the decision-making process.

Maintaining a code of ethics for “borrowing” words or ideas, like paraphrasing and quoting, is important in academic and professional integrity.

Drawing our own conclusions based on previous literature and text to support ideas will help us enhance our own writing.

We should be able to persuade in writing or verbal communication, using factual information to support our opinion; for example, trying to convince a supervisor that we deserve a raise.

**Resources**

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

## Achievement Level Descriptors

### Research to Build and Present Knowledge:

9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grades 9–10 Reading standards for literature to writing.
- Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to</p> <ul style="list-style-type: none"> <li>Conduct short research projects to answer a simple question; solve a simple problem; synthesize few sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>Gather and minimally analyze sources, determining how to integrate the information/evidence to support a presentation on the topic, avoiding plagiarism, and following a standard format for citation.</li> <li>Draw little evidence from literary or informational texts to support writing about texts.</li> </ul>	<p>Students should be able to</p> <ul style="list-style-type: none"> <li>Conduct short, as well as more sustained research projects, to answer a simple question; solve a simple problem; synthesize some sources with relevant information on the subject, demonstrating understanding of the subject under investigation.</li> <li>Gather and partially analyze sources, determining how to integrate the information/evidence to support a presentation on the topic, avoiding plagiarism, and following a standard format for citation.</li> <li>Draw some evidence from literary or informational texts to support analysis, reflection, and research while writing about texts.</li> </ul>	<p>Students should be able to</p> <ul style="list-style-type: none"> <li>Conduct short, as well as more sustained research projects, to answer a question; solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources with relevant information on the subject, demonstrating understanding of the subject under investigation.</li> <li>Gather and analyze diverse authoritative sources, determining how best to integrate the information/evidence to support a presentation on the topic, avoiding plagiarism, and following a standard format for citation.</li> <li>Draw relevant evidence from literary or informational texts to support analysis, reflection, and research while writing about texts.</li> </ul>	<p>Students should be able to</p> <ul style="list-style-type: none"> <li>Conduct short, as well as more sustained research projects, to answer a question; solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources with relevant information on the subject, demonstrating understanding of the subject under investigation.</li> <li>Gather and analyze diverse authoritative sources, determining how best to thoroughly integrate the information/evidence to support a presentation on the topic, avoiding plagiarism, and following a standard format for citation.</li> <li>Draw thorough, relevant evidence from literary or informational texts to support analysis, reflection, and research while writing about texts.</li> </ul>