

## 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>	6
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### Standards Relating to Research to Build and Present Knowledge

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.8 Gather relevant information from multiple print and digital sources.

- a. Assess the credibility of each source.
- b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

- a. Apply grade 6 Reading standards for literature to writing.
- b. Apply grade 6 Reading standards for informational texts 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>
How do students find information about things they find interesting?	Information comes in a variety of credible sources.
How do students give credit to authors for their information attained?	Plagiarism is illegal.
Is the information from a credible site or source?	Basic bibliographic information needs to be cited properly.

### Learning Progression: Research to Build and Present Knowledge (6.W.7 6.W.8 6.W.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic	<b>6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b>	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
5.W.8 Recall and gather relevant information from experiences and multiple print and digital sources; <ol style="list-style-type: none"> <li>a. Summarize or paraphrase information in notes and finished work.</li> <li>b. Provide a list of sources.</li> </ol>	<b>6.W.8 Gather relevant information from multiple print and digital sources.</b> <ol style="list-style-type: none"> <li><b>a. Assess the credibility of each source.</b></li> <li><b>b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</b></li> </ol>	7.W.8 Gather relevant information from multiple print and digital sources. <ol style="list-style-type: none"> <li>a. Use search terms effectively. Assess the credibility and accuracy of each source.</li> <li>b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>c. Follow a standard format for citation.</li> </ol>

<p>5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 5 reading standards for literature to writing.</li> <li>Apply grade 5 reading standards for informational texts to writing.</li> </ol>	<p><b>6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.</b></p> <ol style="list-style-type: none"> <li><b>Apply grade 6 Reading standards for literature to writing.</b></li> <li><b>Apply grade 6 Reading standards for informational texts to writing.</b></li> </ol>	<p>7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 7 Reading standards for literature to writing.</li> <li>Apply grade 7 Reading standards for informational texts to writing.</li> </ol>
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<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>6.W.7</b> To use multiple sources Investigating resource options Determining key idea (concepts)/topics Inquiry process</p> <p><b>6.W.8</b> How to avoid plagiarism Credible relevant information Using direct quotes and paraphrase Citing sources for a bibliography</p>	<p><b>6.W.7</b> Resources are used to explain key points and answer questions.  Refocusing research may be necessary.</p> <p><b>6.W.8</b> Plagiarism is illegal.  Not all information is relevant to the topic being researched.  Paraphrasing is restating the information in their own words.  There is a formal way to cite sources.  Not all sources are credible.</p>	<p><b>6.W.7</b> Sixth grade students will conduct short research projects.  Students will break down and restate the prompt in their own words.  Students will brainstorm and compile a list of sources they could use for their writing project.  Sources may change as students' research progresses. This allows students to refocus the intent of the research when appropriate.</p> <p><b>6.W.8</b> Students learn to gather relevant information from multiple print and digital sources to support research product(s).  They develop the ability to judge each source and assess its overall accuracy and value to the task.  In conjunction with the reading standards for literature and informational texts, students draw evidence from what they read to support their research.  They also learn how to best integrate the information without plagiarizing.  Students practice citing sources and weaving the information into their own work.  Students will also include a works cited page detailing all sources used</p>

<p><b>6.W.9</b> Identifying types of genres Difference between fiction and nonfiction Difference between compare and contrast Difference between fact and opinion</p>	<p><b>6.W.9</b> They must use facts from text to support their ideas.  The organization of text is different between fiction and nonfiction.  Determining similarities and differences in text can lead to a better understanding of the text.</p>	<p>in proper format.</p> <p><b>6.W.9</b> Students in sixth grade are able to draw from texts (either literary or informational) to support research, analysis, and reflection.  Students are able to compare and contrast literary works from different genres.  Students must be able to determine the accuracy of key details that support claims within informational pieces.</p>
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<b>Student Friendly Language</b>		
<p><b>6.W.7</b> I can complete short research projects to answer a specific question by using several sources and by refocusing my research when needed.</p> <p><b>6.W.8</b> I can gather appropriate information about a topic from different resources including books and technology.</p> <p><b>6.W.9</b> I can use evidence from my grade level fiction or nonfiction reading to support my thoughts and research.</p>		

<b>Key Vocabulary</b>		
<p><b>6.W.7</b></p> <ul style="list-style-type: none"> <li>● Key words</li> <li>● Site source</li> <li>● Internet search</li> <li>● Synthesize</li> <li>● Research</li> <li>● Project</li> <li>● Inquiry</li> <li>● Bibliography</li> <li>● Investigation</li> <li>● Precise</li> </ul>	<p><b>6.W.8</b></p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Source</li> <li>● Digital source</li> <li>● Credible quote</li> <li>● Quotation marks</li> <li>● Summarize</li> <li>● Paraphrase</li> <li>● Plagiarism</li> <li>● Bibliography</li> </ul>	<p><b>6.W.9</b></p> <ul style="list-style-type: none"> <li>● Analyze</li> <li>● Evidence</li> <li>● Support</li> <li>● Research</li> <li>● Credible</li> <li>● Author</li> <li>● Reason</li> </ul>
<b>Relevance and Applications:</b> How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?		
<p>We need to know this in order to be able to answer questions and create projects using a variety of sources.</p> <p>We need to know this in order to be able to tell if an answer is a valid answer (not just opinion or not based on facts).</p> <p>We need to know this in order to be able to learn the process of inquiry.</p>		

We need to know this in order to be able to evaluate how to question for the best answer.

We need to know this in order to determine which product (cell phone, bike, computer) is the best.

We need to understand that our own conclusions become more credible when they are supported using information from the text. E.g., Changing a school lunch menu, student council elections, letter to the editor.

## Resources

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

## Achievement Level Descriptors

### Research to Build and Present Knowledge:

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- a. Assess the credibility of each source.
- b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

- a. Apply grade 6 Reading standards for literature to writing.
- b. Apply grade 6 Reading standards for informational texts to writing.

Level 1	Level 2	Level 3	Level 4
Students should be able to provide evidence that they can  • With significant support, conduct short research project by posing a question, generating a claim/main idea and citing minimal evidence to support analyses, arguments, or critiques, refocusing the question when necessary.  • Gather relevant information from few sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing	Students should be able to provide evidence that they can  • With minimal support, conduct short research project by posing a question, generating a claim/main idea and citing partial evidence to support analyses, arguments, or critiques, refocusing the question when necessary.  • Gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding	Students should be able to provide evidence that they can  • Conduct short research project by posing a question, generating a claim/main idea and citing adequate evidence to support analyses, arguments, or critiques, refocusing the question when necessary.  • Gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing	Students should be able to provide evidence that they can  • Conduct a research project by posing a question, generating a claim/main idea and citing thorough evidence to support analyses, arguments, or critiques, refocusing the question when necessary.  • Gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing

<p>basic bibliographic information for sources.</p> <ul style="list-style-type: none"> <li>• Draw minimal evidence from literary or informational text to support written analysis, reflection, and research of the text.</li> <li>• Write or revise one informational/explanatory paragraph, using language and minimal formal style to demonstrate ability to organize ideas by stating a focus, including few transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or an underdeveloped conclusion.</li> </ul>	<p>plagiarism and providing basic bibliographic information for sources.</p> <ul style="list-style-type: none"> <li>• Draw partial evidence from literary or informational text to support written analysis, reflection, and research of the text.</li> <li>• Write or revise one or more informational/explanatory paragraphs, using language and partial formal style to demonstrate ability to organize ideas by stating a focus, including some transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or an underdeveloped conclusion.</li> </ul>	<p>basic bibliographic information for sources.</p> <ul style="list-style-type: none"> <li>• Draw evidence from literary or informational text to support written analysis, reflection, and research of the text.</li> <li>• Write or revise one or more informational/explanatory paragraphs, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience.</li> </ul>	<p>bibliographic information for sources.</p> <ul style="list-style-type: none"> <li>• Draw evidence from literary or informational text to support written analysis, reflection, and research of the text.</li> <li>• Write or revise one or more informational/explanatory paragraphs, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience.</li> </ul>
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