

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Research to Build Present Knowledge	Grade level:	11-12
----------------	-------------------	-------------------------	-------------------------------------	---------------------	-------

Standards Relating to Research to Build and Present Knowledge

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.

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.

11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards for literature to writing.
- b. Apply grades 11–12 Reading standards for literary fiction and nonfiction to writing.

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>
Why is it important to be able to write short or more sustained research projects?	It is important to be able to write both short and more sustained research projects because some research tasks may require single or multiple sources.
Why is it important to know where to find relevant information from multiple sources?	It is important to know where to find relevant information from multiple sources so that the evidence supporting the research claim is reliable.
Why is it important to follow a standard format for citation?	It is important to follow a standard format for citation to avoid any appearance of plagiarism and provide a system of verification of the evidence used.
Why is it important to draw relevant evidence from literary or informational texts to support research and analysis?	Depending upon the purpose of the writing, it may be necessary to draw upon evidence from either informational text or literary text.

Learning Progression: Research to Build and Present Knowledge (11-12.W.7 11-12.W.8 11-12.W.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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,	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.	N/A

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.	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.	N/A
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.	11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards for literature to writing. b. Apply grades 11–12 Reading standards for literary fiction and nonfiction to writing.	N/A

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
11-12.W.7 <ul style="list-style-type: none"> Research-based inquiry Self-generated questions Synthesis of multiple sources 11-12.W.8 <ul style="list-style-type: none"> Citation of sources Plagiarism Credible sources Relevance Citation style guidelines (MLA, APA, etc.). 	11-12.W.7 Research includes the process of gathering, broadening or narrowing, and synthesizing information from multiple sources to answer a question or solve a problem.	11-12.W.7 Generate solutions to an inquiry based on research. Synthesize multiple sources. Demonstrate understanding of the topic.
	11-12.W.8 Evaluating sources for credibility and relevance is essential to the research process. Effective research incorporates information drawn from a number of authoritative sources. Correct use of summarizing, paraphrasing, and citing of sources is necessary to avoid plagiarism.	11-12.W.8 Analyze sources for credibility and relevance. Cite correctly the source in a standard format. Demonstrate ability to support ideas with source material. Prove understanding of the steps required to gather, assess, and integrate relevant information.

<p>11-12.W.9</p> <ul style="list-style-type: none"> • Literary texts • Informational texts 	<p>11-12.W.9</p> <p>Evaluating literary and informational texts in written form will help individuals better understand themes and topics related to research and analysis.</p>	<p>11-12.W.9</p> <p>Support analysis, reflection, and research.</p> <p>Analyze specific claims that support the author's point-of-view.</p> <p>Synthesize evidence from multiple sources.</p> <p>Generate sources from both literary and informational texts to find useful evidence.</p> <p>Write analysis, reflection, and research documents utilizing previously studied literary and informational texts.</p>
---------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Student Friendly Language

<p>11-12.W.7</p> <p>I can develop both short or more sustained research projects to answer a question or solve a problem. I can narrow or broaden my information for my research project. I can compile, evaluate, and combine the researched information from multiple sources into a final form.</p> <p>11-12.W.8</p> <p>I can gather information from a variety of print and digital sources. I can evaluate information for credibility and relevance. I can summarize, paraphrase, and format citations correctly to avoid plagiarism.</p> <p>11-12.W.9</p> <p>I can read and comprehend literary and informational texts. I can analyze and reflect on literary and informational texts in written format. I can research important historical texts to support a thesis. I can write essays which use evidence from texts previously studied in class.</p>

Key Vocabulary

<p>11-12.W.7</p> <ul style="list-style-type: none"> • Sustained research • Self-generated question • Inquiry • Synthesis • Investigation 	<p>11-12.W.8</p> <ul style="list-style-type: none"> • Evaluate • Citation • Plagiarism • Purpose • Audience • Relevance • Authoritative • Integrate • Summarize • Paraphrase • Database • Search engine 	<p>11-12.W.9</p> <ul style="list-style-type: none"> • Literary texts • Informational texts • Primary source • Secondary source
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Students will conduct the process of research to find answers and solve problems in everyday life, whether in the workplace or academic setting.

Students attending post-secondary education will be required to produce evidence of authentic research of varying lengths.

Plagiarism is punishable by failure of class, expulsion from a university, lawsuits, and/or possible jail time.

Analyzing informational documents will help individuals build skills that will aid them in understanding day-to-day issues.

Resources

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

Achievement Level Descriptors

Research to Build and Present Knowledge:

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.

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.

11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards for literature to writing.

b. Apply grades 11–12 Reading standards for literary fiction and nonfiction to writing.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able provide evidence that they can</p> <ul style="list-style-type: none"> • Gather and analyze few, diverse authoritative sources, determining how best to integrate the information/evidence to conduct short research projects to answer a question, solve a problem, and broaden the inquiry in order to understand the subject. • Write or revise brief and full informational/explanatory texts while applying writing strategies, to develop a topic by organizing ideas, using appropriate language to consistently maintain a focus/tone, including supporting evidence from sources and elaboration with minimal attention to purpose and audience. • Search from few print and digital sources, using advanced searches for information and minimally 	<p>Students should be able provide evidence that they can</p> <ul style="list-style-type: none"> • Gather and analyze some, diverse authoritative sources, determining how best to integrate the information/evidence to conduct short research projects to answer a question, solve a problem, and broaden the inquiry in order to understand the subject. • Write or revise brief and full informational/explanatory texts while applying writing strategies, to develop a topic by organizing ideas, using appropriate language to consistently maintain a focus/tone, including supporting evidence from sources and elaboration with partial attention to purpose and audience. • Search from some print and digital sources, using advanced searches effectively for information 	<p>Students should be able provide evidence that they can</p> <ul style="list-style-type: none"> • Gather, analyze, and synthesize multiple, diverse authoritative sources, determining how best to integrate the information/evidence to conduct short, as well as more sustained, research projects to answer a question, solve a problem, and broaden the inquiry in order to understand the subject. • Write or revise brief and full informational/explanatory texts while applying writing strategies, to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a focus/tone, including relevant supporting evidence from sources and elaboration with adequate attention to purpose and audience. 	<p>Students should be able provide evidence that they can</p> <ul style="list-style-type: none"> • Gather, analyze, and synthesize multiple, diverse authoritative sources, determining how best to integrate the information/evidence to conduct short, as well as more sustained, research projects to answer a question, solve a problem, and broaden the inquiry in order to understand the subject. • Write or revise brief and full informational/explanatory texts while applying writing strategies, to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a focus/tone, including relevant supporting evidence from sources and elaboration with adequate attention to purpose and audience.

<p>assessing the strengths and limitations of each source, avoiding plagiarism and overreliance on any one source, and citing in a standard format.</p> <ul style="list-style-type: none"> • Draw few relevant evidence from literary or informational texts to support analysis while writing about texts. 	<p>and partially assessing the strengths and limitations of each source, integrate the information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and citing in a standard format.</p> <ul style="list-style-type: none"> • Draw some relevant evidence from literary or informational texts to support analysis while writing about texts. 	<ul style="list-style-type: none"> • Search from multiple authoritative print and digital sources, using advanced searches effectively for relevant, authoritative information and adequately assessing the strengths and limitations of each source, integrate the information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and citing in a standard format. • Draw relevant evidence from literary or informational texts to support analysis, reflection, and research while writing about texts. 	<ul style="list-style-type: none"> • Search from multiple authoritative print and digital sources, using advanced searches effectively for relevant, authoritative information and adequately assessing the strengths and limitations of each source, integrate the information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and citing in a standard format. • Draw thorough and relevant evidence from literary or informational texts to thoroughly support analysis, reflection, and research while writing about texts.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------