

## 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>	4
----------------	-------------------	-------------------------	-------------------------------------	---------------------	---

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

4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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.

4.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research.  
 a. Apply grade 4 reading standards for literature to writing.  
 b. Apply grade 4 reading standards for informational texts to writing.

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

<p style="text-align: center;"><b><i>Essential Questions</i></b> <i>(Drive Intellectual Curiosity-The Hook)</i></p>	<p style="text-align: center;"><b><i>Big Idea Statements</i></b> <i>(What students need to discover)</i></p>
<p>What kind of research projects can writers choose and what are the expectations?</p> <p>What questions can writers ask to help get the information they need to learn more about a topic?</p> <p>Where do writers get this information and what information should be included in notes?</p> <p>How can writers organize or categorize the information?</p> <p>What sources can writers use for this research and how can writers keep track of these sources?</p> <p>When writers use technology or digital sources, how are they marking them so that they can go back to them or share them with others?</p> <p>How do details in reading (character thoughts, words, or actions; setting, important events) influence thoughts?</p> <p>What evidence can writers find in the literary or informational text(s) or claim(s) that support the topic they are writing about</p>	<p>Conducting a short research project requires that students must build knowledge about the topic through different aspects. You need to draw evidence from all you read, view, hear, or see about a subject to determine what evidence best supports the claim. To do this you need to research, ask questions, know where to gather information, and what information is necessary to be included within the project.</p> <p>Information should be organized and categorized in a clear and concise manner (timeline, outline, web, t-chart, etc.).</p> <p>Creating a list of sources is important so that you can go back and check your sources or share them with others. The sources must be appropriate and useful as well as high quality, complete, and thorough for the research to be effective, reliable, and credible.</p> <p>Marking your list of sources as they are used helps keep the sources organized for revisiting or sharing later. This may require students to annotate or code the texts they read so they can locate possible quotations worth using later.</p> <p>I can use ideas from my reading to explain what I think about a topic. Using the details from the text can support description in written analysis, reflection, and research.</p> <p>Using specific evidence and claims from literary or information texts can support description in written analysis, reflection, and research.</p>

and how does this evidence support analysis, reflections, or findings?	
--	--

<b>Learning Progression: Research to Build and Present Knowledge (4.W.7 4.W.8 4.W.9)</b>		
<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
3.W.7 Conduct short research projects that build knowledge about a topic.	<b>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b>	5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of 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.	<b>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.</b>	5.W.8 Recall and gather relevant information from experiences and multiple print and digital sources; a. Summarize or paraphrase information in notes and finished work. b. Provide a list of sources.
3.W.9 (Begins in grade 4)	<b>4.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research.</b> a. Apply grade 4 reading standards for literature to writing. b. Apply grade 4 reading standards for informational texts to writing.	5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 5 reading standards to literature to writing. b. Apply grade 5 reading standards to informational texts to writing.

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>4.W.7</b></p> <ul style="list-style-type: none"> <li>• Short research projects</li> <li>• Investigation</li> <li>• Different aspects of a topic</li> </ul> <p><b>4.W.8</b></p> <ul style="list-style-type: none"> <li>• Recall relevant information</li> <li>• Print and digital resources</li> <li>• Take notes</li> <li>• Categorize information</li> <li>• List of resources</li> </ul> <p><b>4.W.9</b></p> <ul style="list-style-type: none"> <li>• Draw evidence</li> <li>• Literary text</li> <li>• Informational text</li> <li>• Written analysis</li> <li>• Reflection</li> <li>• Research</li> </ul>	<p><b>4.W.7</b> Conducting a short research projects requires that you must investigate to build knowledge about the different aspects of a topic.</p> <p><b>4.W.8</b> Recalling relevant information involves drawing on experiences and gathering relevant information from print and digital sources.</p> <p>Taking notes is a way to gather relevant information. Categorizing information helps organize ideas when writing. Creating a list of sources is important so that you can go back and check your sources or share them with others.</p> <p><b>4.W.9</b> Using specific evidence and claims from literary or information texts can support description in written analysis, reflection, and research.</p>	<p><b>4.W.7</b> Conduct a short research project. Investigate different aspects of a topic.</p> <p><b>4.W.8</b> Recall relevant information from experiences. Gather relevant information from print and digital sources. Take notes. Categorize information. Provide a list of sources.</p> <p><b>4.W.9</b> Draw evidence from literary text to support written analysis, reflection, and research. Draw evidence from informational text to support written analysis, reflection, and research.</p>

<b>Student Friendly Language</b>
<p><b>4.W.7</b> I can conduct short research projects. I can investigate different aspects of a topic.</p> <p><b>4.W.8</b> I can use my own experiences to recall relevant information. I can gather relevant information using print and digital sources. I can take notes. I can categorize information. I can provide a list of sources.</p> <p><b>4.W.9</b> I can draw evidence from literary texts to support written analysis. I can draw evidence from literary texts to support reflection. I can draw evidence from literary texts to support research. I can draw evidence from informational texts to support written analysis. I can draw evidence from informational texts to support reflection. I can draw evidence from informational texts to support research.</p>

## Key Vocabulary

### 4.W.7

- Short research projects
- Investigation
- Different aspects of a topic

### 4.W.8

- Recall relevant information
- Print and digital resources
- Take notes
- Categorize information
- List of resources

### 4.W.9

- Draw evidence
- Literary text
- Informational text
- Written analysis
- Reflection
- Research

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

When purchasing an item, we can research brands or types and compare them. Create a proposal for the best item or brand to be purchased.

When researching products, find factual, reliable, and accurate information based on information gathered through research on a given topic.

We can research somewhere you are going on vacation and create an itinerary of things to do.

We can use online news media to stay up to date with current events. We can accurately inform others about the current event.

We can research a topic as part of our job requirement.

We can use the text of the rules of a game to prove how it should be played.

We can read and give evidence from the text to know how to build, do, or explain something.

We can prove to someone that we understand what we have read or researched, by using evidence from what we read.

## Resources

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

## Achievement Level Descriptors

### Research to Build and Present Knowledge:

4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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.

4.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research.  
 a. Apply grade 4 reading standards for literature to writing.  
 b. Apply grade 4 reading standards for informational texts to writing.

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

<ul style="list-style-type: none"> <li>• Draw minimal evidence from a literary or informational text to minimally support written analysis, reflection, and research.</li> </ul>	<p>by stating an underdeveloped focus, including transitional strategies for coherence, structure of few supporting details, or an appropriate underdeveloped conclusion.</p> <ul style="list-style-type: none"> <li>• Draw partial evidence from few literary or informational texts to partially support written analysis, reflection, and research.</li> </ul>	<p>supporting details, or an appropriate conclusion; and write full, simple informational/explanatory texts, demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, structure of supporting details, or a developed conclusion.</p> <ul style="list-style-type: none"> <li>• Draw evidence from literary or informational text to support written analysis, reflection, and research.</li> </ul>	<p>transitional strategies for coherence, strong supporting details, or an appropriate conclusion; and write full complex 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.</p> <ul style="list-style-type: none"> <li>• Draw thorough evidence from several literary or informational texts to support written analysis, reflection, and research.</li> </ul>
--	---	--	--