

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Research to Build Present Knowledge	Grade level:	5
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Standards Relating to Research to Build and Present Knowledge

5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

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.

5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research.
 a. Apply grade 5 reading standards for literature to writing.
 b. Apply grade 5 reading standards for informational texts 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>
What do researchers want to find out about...?	Research involves more than one source.
Where are the best sources to find information about...?	Research sources can be in print or digital.
What do writers need to do to use ideas from other people's writing?	Ideas from other sources must be written in the writer's own words.
How can writers use someone else's idea in their own words?	Writers must give credit to the sources they use in their work.
How do details in a reading influence their thoughts?	Writers can use ideas from sources to explain what they think about a topic. When writers write about a text, details from the text will support their reflections and analysis.

Learning Progression: Research to Build and Present Knowledge (5.W.7 5.W.8 5.W.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 5 reading standards for literature to writing. b. Apply grade 5 reading standards for informational texts to writing.</p>	<p>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.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>5.W.7</p> <ul style="list-style-type: none"> ● Research ● Multiple ● Source ● Investigation <p>5.W.8</p> <ul style="list-style-type: none"> ● Recall ● Relevant ● Digital source ● Print source ● Paraphrase ● Summarize <p>5.W.9</p> <ul style="list-style-type: none"> ● Evidence ● Analysis ● Reflection ● Research 	<p>5.W.7 It is necessary to use multiple resources in research.</p> <p>It is important to look at a topic through different viewpoints.</p> <p>5.W.8 Information gathered from other sources must be written in their own words.</p> <p>Notes are a useful strategy for gathering information during research.</p> <p>Sources must be cited.</p> <p>5.W.9 Details from a text support what the student thinks and knows about the text.</p> <p>Details from a text help the student demonstrate understanding of the Literature and Informational Text standards (i.e. comparing characters, author support of the central idea).</p>	<p>5.W.7 Investigate a topic using multiple resources.</p> <p>5.W.8 Gather information from more than one source. Write the information in own words. Write a bibliography that cites the sources that were used.</p> <p>5.W.9 Find and use details from the text to support their writing.</p>

Student Friendly Language

5.W.7

I can use more than one source when investigating a specific topic.
I can use the information I have found to write about a topic.

5.W.8

I can gather relevant information from multiple sources including my own experience.
I can summarize or paraphrase information in notes and in my finished work.
I can provide a list of sources.

5.W.9

I can locate specific details from literature to support my analysis, reflection and research.
I can locate specific details from informational text to support my analysis, reflection, and research.

Key Vocabulary

5.W.7

- Investigate
- Resources
- Compose
- Variety
- Information
- Results
- Conduct
- Evaluate

5.W.8

- Recall
- Relevant
- Print source
- Digital source
- Summarize
- Paraphrase

5.W.9

- Evidence
- Literary text
- Informational text
- 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?

It is important to use evidence to support my thinking about any topic.

Citing evidence makes my opinion valid.

Identifying details from what I read helps me know I understood the text.

Identifying details from what I read helps me discuss what I understood about a text.

Resources

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

Achievement Level Descriptors

Research to Build and Present Knowledge:

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 a. Summarize or paraphrase information in notes and finished work.
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 a. Apply grade 5 reading standards for literature to writing.
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Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide 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 and take minimal notes, with significant support, from a source to organize information into useful categories that can be used for evidence. • Write or revise one simple informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a weak focus or weak supporting evidence and some elaboration, or writing weak body paragraphs or an underdeveloped conclusion; and plan, write, revise, and edit full, simple 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct, with minimal support, short research projects and partially gather and assess information that builds knowledge about a topic. • Recall partial personal experiences in order to gain knowledge about a topic. • Gather information and take partial notes, summarizing and paraphrasing, with minimal support, from some sources to organize information into useful categories that can be used for evidence. • Write or revise one informational/explanatory paragraph, partially demonstrating a limited ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research projects that use multiple sources and investigate different aspects of a topic in order to gather, assess, and summarize information that builds knowledge about a topic. • Recall personal experiences in order to gather, assess, and summarize relevant information to gain knowledge about a topic. • Gather, assess, and synthesize relevant information from multiple sources, including print and digital, and take notes, summarizing and paraphrasing the information, to organize information into useful categories that can be used for evidence including a list of sources. • Write or revise one or more 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct research projects that use multiple sources, and thoroughly investigate different aspects of a topic in order to gather, assess, and synthesize information that builds knowledge about a topic. • Thoroughly reflect on personal experiences in order to gather, assess and synthesize the relevant information to gain knowledge about a topic. • Gather, assess and synthesize relevant information from multiple sources, including print and digital, and take thorough notes, summarizing and paraphrasing the information to organize information into useful categories that can be used for evidence including a list of sources. • Write or revise more than one complex

<p>informational/explanatory texts, in which there may be minimal attention to purpose and audience, weak organization of ideas, underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.</p> <ul style="list-style-type: none"> • Draw minimal evidence from a literary or informational text to minimally support written analysis, reflection, and research of the text. 	<p>conclusion; and plan, write, revise, and edit full informational/explanatory texts on a topic, in which there is occasional attention to purpose and audience, organization of ideas by a partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion.</p> <ul style="list-style-type: none"> • Draw partial evidence from few literary or informational texts to partially support written analysis, reflection, and research of the text. 	<p>informational/explanatory paragraphs, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience; and plan, write, revise, and edit full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, supporting evidence and elaboration, and an appropriate conclusion.</p> <ul style="list-style-type: none"> • Draw evidence from literary or informational text to support written analysis, reflection, and research of the text. 	<p>informational/explanatory paragraph, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and writing body paragraphs and a strong conclusion appropriate to purpose and audience; and plan, write, revise, and edit full complex informational/explanatory texts on a topic, attending to purpose and audience, efficiently organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed conclusion.</p> <ul style="list-style-type: none"> • Draw thorough evidence from several literary or informational texts to support written analysis, reflection, and research of the text.
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