

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Research to Build Present Knowledge	Grade level:	7
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Standards Relating to Research to Build and Present Knowledge

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.

- 7.W.8 Gather relevant information from multiple print and digital sources.
- a. Use search terms effectively. Assess the credibility and accuracy of each source.
 - b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
 - c. Follow a standard format for citation.

- 7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
- a. Apply grade 7 Reading standards for literature to writing.
 - b. Apply grade 7 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>
<p>How do questions drive research?</p> <p>What are effective research practices?</p> <p>How do effective research practices influence writing?</p>	<p>Proficient readers ask questions, make inferences, form generalizations, and draw conclusions when researching.</p> <p>Effective research practices promote efficiency, accuracy, reliability, and ethical citation practices.</p> <p>Using evidence from literary and/or informational texts provides context for different types of writing (analysis, reflection, research).</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	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.	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.
6.W.8 Gather relevant information from multiple print and digital sources. <ol style="list-style-type: none"> a. Assess the credibility of each source. b. Quote or paraphrase the data and conclusions of 	7.W.8 Gather relevant information from multiple print and digital sources. <ol style="list-style-type: none"> a. Use search terms effectively. Assess the credibility and accuracy of each source. b. Quote or paraphrase the data and conclusions of others while 	8.W.8 Gather relevant information from multiple print and digital sources. <ol style="list-style-type: none"> a. Use search terms effectively b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data

others while avoiding plagiarism and providing basic bibliographic information for sources.	avoiding plagiarism. c. Follow a standard format for citation.	and conclusions of others while avoiding plagiarism and following a standard format for citation.
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.	7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 7 Reading standards for literature to writing. b. Apply grade 7 Reading standards for informational texts to writing.	8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards for literature to writing. b. Apply grade 8 Reading standards for informational texts to writing.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
7.W.7 <ul style="list-style-type: none"> Sources (digital, print) Investigation Research questions 7.W.8 <ul style="list-style-type: none"> Sources (digital, print) Search terms Credibility Accuracy Data Conclusions Plagiarism Paraphrasing Citations format 7.W.9 <ul style="list-style-type: none"> Evidence Analysis Reflection Research 	7.W.7 Focused questions help guide research. Multiple sources provide accuracy and credibility to research writing. 7.W.8 Using key search terms will narrow search results. Effective researchers determine if a source is credible and accurate. It is necessary to use paraphrasing and citations in order to avoid plagiarism. Plagiarism is illegal. 7.W.9 Research can include literary or informational texts. Using evidence from literary and/or informational texts provides context for writing.	7.W.7 Conduct short research projects to answer a question, drawing on several sources. Generate additional questions to further research. 7.W.8 Gather relevant information from multiple print and digital sources. Use search terms effectively. Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Follow a standard format for citation. 7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

Student Friendly Language

7.W.7

I can use print or digital resources to answer a research question.
I can create questions for research purposes.

7.W.8

I can use search terms to find the information I need.
I can tell if my sources are credible and accurate.
I can put the information into my own words and use quotes correctly to avoid plagiarism.
I can cite my sources correctly.

7.W.9

I can use information from multiple texts to support my ideas.

Key Vocabulary

7.W.7

- Conduct
- Generate
- Research
- Sources
- Investigation
- Research questions

7.W.8

- Gather
- Assess
- Quote
- Paraphrase
- Print and digital sources
- Search terms
- Credibility
- Accuracy
- Data
- Conclusions
- Plagiarism
- Paraphrasing
- Citations format

7.W.9

- Apply
- Evidence
- 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?

In order to be lifelong learners, research is crucial. We ask and answer questions on a daily basis (e.g., job search, car purchases, planning a vacation). We must gather and evaluate information from multiple sources in order to weigh our options and make informed decisions.

In using a variety of sources, we also must be aware that plagiarism is illegal and can have negative consequences (e.g., loss of credibility; failing a course; loss of job). We should always give credit where credit is due.

Resources

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

Achievement Level Descriptors

Research to Build and Present Knowledge:

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.

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

- a. Use search terms effectively. Assess the credibility and accuracy of each source.
- b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- c. Follow a standard format for citation.

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

- a. Apply grade 7 Reading standards for literature to writing.
- b. Apply grade 7 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"> • Gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources. • Introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques. • Write or revise one simple informational/explanatory paragraph, minimally demonstrating the ability to organize ideas and maintain a focus, provide minimal supporting evidence and elaboration, or writing body paragraphs or an underdeveloped conclusion; and plan, write, revise, and edit full, simple informational/explanatory texts, in which there may be 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research project by posing a question, partially drawing on several sources and generating additional questions for further research. • Gather some relevant information from some sources, using search terms effectively, to assess the credibility and accuracy of each source; and quote/paraphrase the information avoiding plagiarism and following a standard format for citing sources. • Draw partial evidence from literary or informational text to support some written analysis, reflection, and research of the text. • Write or revise one informational/explanatory paragraphs, using basic language and formal style to partially demonstrate ability to organize ideas by stating 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research project by posing a question, drawing on several sources and generating additional questions for further research. • Gather relevant information from multiple sources, using search terms effectively, to assess the credibility and accuracy of each source; and quote/paraphrase the information avoiding plagiarism and following a standard format for citing sources. • Draw evidence from literary or informational text to support written analysis, reflection, and research of the text. • 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 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research project by posing a question, drawing on several sources and generating additional questions for further research. • Gather relevant information from multiple sources, using search terms effectively, to assess the credibility and accuracy of each source; and quote/paraphrase the information avoiding plagiarism and following a standard format for citing sources. • Draw evidence from literary or informational text to support written analysis, reflection, and research of the text. • 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

<p>minimal attention to purpose and audience, minimal organization of ideas, underdeveloped focus, simple structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.</p> <ul style="list-style-type: none"> • Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. • Draw minimal evidence from a literary or informational text to minimally support written analysis, reflection, and research of the text. 	<p>a focus, including partial transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or an underdeveloped conclusion appropriate to purpose and audience.</p>	<p>transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience.</p>	<p>transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience.</p>
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