

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	8
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Standards Relating to Research to Build and Present Knowledge

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.

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

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

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.

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 can I use questioning and research to solve problems?</p> <p>What makes information credible?</p> <p>How can I avoid plagiarism?</p>	<p>Generating questions about a topic can help direct our research.</p> <p>There are several characteristics of credible information.</p> <p>Using multiple sources helps ensure that the information is accurate and credible.</p> <p>There are multiple ways to give credit for information and ideas and avoid plagiarism.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	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, demonstrating understanding of the subject under investigation.
7.W.8 Gather relevant information from multiple print and digital	8.W.8 Gather relevant information from multiple print and digital sources.	9-10.W.8 Gather relevant information from multiple

<p>sources.</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Use search terms effectively Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<p>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.</p>
<p>7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards for literature to writing.</p> <p>Apply grade 7 Reading standards for informational texts to writing.</p>	<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 8 Reading standards for literature to writing. Apply grade 8 Reading standards for informational texts to writing. 	<p>9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards for literature to writing. Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>8.W.7</p> <ul style="list-style-type: none"> How to generate effective research questions Primary vs. Secondary sources Search engines, databases, and other research tools <p>8.W.8</p> <ul style="list-style-type: none"> Common search terms and symbols (i.e. AND, OR, +, etc.) Characteristics of credible sources The differences between direct quotes, paraphrasing, and summarizing Standard citation format(s) (i.e. MLA, APA, Chicago, etc.) 	<p>8.W.7</p> <p>There are many ways to find information.</p> <p>Asking a clear research question helps direct research to locate more relevant information.</p> <p>8.W.8</p> <p>The use of search terms and symbols can make finding information easier.</p> <p>Some sources are more credible than others.</p> <p>Quoting, paraphrasing, and summarizing are methods of including evidence and supporting information for one’s assertions.</p> <p>Authors have earned the right to have their work acknowledged through citations.</p> <p>Plagiarism is a form of theft.</p> <p>Irrelevant information is a distraction</p>	<p>8.W.7</p> <p>Write a research question.</p> <p>Conduct research to answer a question.</p> <p>Use several sources to learn about a topic.</p> <p>8.W.8</p> <p>Gather information from multiple print and digital sources.</p> <p>Determine which information is relevant to a topic or main idea.</p> <p>Generate key words and use search terms to refine a search.</p> <p>Determine the credibility and accuracy of a source.</p> <p>Quote, paraphrase, and summarize information without plagiarizing.</p> <p>Use in-text citations when needed.</p> <p>Use a standard citation format and</p>

<p>8.W.9</p> <ul style="list-style-type: none"> ● Relevant vs. irrelevant evidence ● The difference between analysis, interpretation, and reflection 	<p>from the main idea.</p> <p>8.W.9 Writing is one way to show understanding of a text.</p> <p>Evidence from a text supports an analysis or reflection.</p>	<p>create a works cited page to give credit to sources used.</p> <p>8.W.9 Cite examples from literature or informational text to support ideas.</p> <p>Demonstrate understanding of reading standards for literature in writing.</p> <p>Demonstrate understanding of reading standards for informational text in writing.</p>
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Student Friendly Language
<p>8.W.7 I can write my own research question(s). I can conduct research to answer a question. I can use several sources to learn about my topic.</p> <p>8.W.8 I can collect relevant information about a topic from multiple sources. I can use search terms and symbols to effectively find information about my topic. I can determine if a source is credible and the information is accurate. I can quote, paraphrase, and summarize information without plagiarizing. I can use a standard citation format and create a works cited page to give credit to the sources used in my work.</p> <p>8.W.9 I can provide examples from what I read to support my ideas when I write about literature and informational texts. I can show that I've understood a text (literary or informational) by writing about it.</p>

Key Vocabulary		
<p>8.W.7</p> <ul style="list-style-type: none"> ● Self-generated question ● Primary and secondary sources ● Search terms ● Search engine ● Research database ● Reference book 	<p>8.W.8</p> <ul style="list-style-type: none"> ● Search terms ● Boolean search ● Credibility ● Accuracy ● Primary and secondary sources ● Relevant and irrelevant evidence ● Quote ● Paraphrase ● Plagiarism ● Citation ● Citation format ● Bibliography / works cited 	<p>8.W.9</p> <ul style="list-style-type: none"> ● Evidence ● Literary text ● Informational text ● Analysis ● Interpretation ● Reflection ● Relevant ● Irrelevant

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

Every day, we are exposed to a massive amount of information (some estimates put it at 100,000 words a day.) Asking the right questions, using the right sources, and using search terms helps us find relevant and credible information while filtering out the irrelevant and inaccurate.

Many careers require an individual to conduct research on a topic. This would include a doctor researching a new treatment option, a mechanic researching a new tool, or a farmer researching a new implement.

Decision making in real life and in many careers requires us to find and evaluate data, evidence and claims. Examples include a student purchasing a car, a banker approving or denying a loan application, and a judge evaluating evidence in a case.

Resources

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

Achievement Level Descriptors

Research to Build and Present Knowledge:

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- a. Use search terms effectively
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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.
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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 short research projects by posing a question, minimally drawing on several sources and generating additional questions for further research. • Gather minimal relevant information from few sources 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 minimal evidence from literary or informational text to support some written analysis, reflection, and research of the text. • Write one informational/explanatory paragraphs, using basic language and formal style to minimally demonstrate ability 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research projects 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 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research projects 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 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Conduct short research projects 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

<p>to organize ideas by stating a focus, including minimal 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>language and formal style to partially demonstrate ability to organize ideas by stating 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>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.</p>	<p>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.</p>
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