

Grade 7 • Claim 4 • Research Targets

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Research Targets

- 1 Plan/Research: [Not assessed on the Summative Assessment]** Conduct short research projects to explore a topic, issue, or problem, analyzing concepts and supporting evidence.
- DOK 3, 4
- Standards:**
- SL-1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - SL-2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 - SL-4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 - SL-5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
 - 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.
- 2 Interpret & Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
- CAT: DOK 2, PT: DOK 3, 4
- Standards:**
- RI-1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RI-6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
 - RI-8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
 - RI-9** 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.
- RH and RST 1, 2, 7, 8, 9** (as appropriate to research task or topic)
- RH-1** Cite specific textual evidence to support analysis of primary and secondary sources.
 - RST-1** Cite specific textual evidence to support analysis of science and technical texts.
 - RH-2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - RST-2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
 - RH-7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - RST-7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart,

Grade 7 • Claim 4 • Research Targets

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Research Targets

diagram, model, graph, or table).

RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.

RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RH-9 Analyze the relationship between a primary and secondary source on the same topic.

RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

3 Analyze Information/Sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.

CAT: DOK 2, PT: DOK 3, 4

Standards:

W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 7 • Claim 4 • Research Targets

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Research Targets

4 Use Evidence: Cite evidence to support arguments, ideas, or analyses.

CAT: DOK 2, PT: DOK 3, 4

Standards:

RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.

RST-1 Cite specific textual evidence to support analysis of science and technical texts.

RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.

RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RH-9 Analyze the relationship between a primary and secondary source on the same topic.

RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

W-1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W-9 Draw evidence from informational texts to support analysis, reflection, and research.

5 Language & Vocabulary Use: [Not assessed on the Summative Assessment] Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.

DOK 1, 2

Standards:

W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W-3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6 Edit: [Not assessed on the Summative Assessment] Apply grade-appropriate grammar usage and mechanics to clarify a message.

DOK 1

Standards:

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 7 • Claim 4 • Research Targets

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Research Targets

7 Technology: [Not assessed on the Summative Assessment] Use tools of technology to gather information, make revisions, or produce texts/presentations.

DOK 1, 2

Standards:

W-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.