

Grade 8 • 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 interrelationships among concepts or perspectives.

DOK 3, DOK 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 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL-2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL-4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL-5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- W-7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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 the textual evidence that most strongly supports an 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 acknowledges and responds to conflicting evidence or viewpoints.
- RI-8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI-9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- RI, 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, diagram, model, graph, or table).

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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 informational texts to support analysis, reflection, and research.

3 Evaluate 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.

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.

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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.

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.