

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,

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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.

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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.

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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.