

WRITING

CCR Anchor Standard 7:

Conduct short as well as more sustained research projects based on focused questions

W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Describe an instructional activity which would demonstrate this standard.

Students conduct an “I-Search” project in which they determine a question to be answered, describe the method of getting information, present their findings, and reflect on the process of finding information.

Go to the standards document and read the grade 7 standards.

Describe how this standard relates to other specific standards in the grade. If not, explain why it doesn't.

Make inferences about text and support inference with multiple examples of text evidence (r 1)

Evaluate an argument in a text and whether the reasoning is sound (r 8)

Write informative essays to convey ideas (w 2)

Produce clear and coherent writing (w 4)

Plan, revise, edit, rewrite (w 5)

Use technology (w 6)

Gather relevant information from multiple print and digital resources (w 8)

Draw evidence from text to support analysis, reflection, research (w 9)

Demonstrate command of grammar and usage when writing (l 1)

Demonstrate command of conventions (l 2)

Use knowledge of conventions (l 3)

Determine the meaning of unknown and multiple meaning words (l 4)

WRITING

<p>Study the Writing #7 developmental progression for grades K-12. How does this grade 7 standard naturally follow what has come before and logically precede what comes after? What are the <u>implications</u> for instruction?</p>	<p><i>Grade 3 requires students to conduct short research projects to build knowledge about a topic, then grades 4, 5, and 6 take students through investigating different aspects of a topic, using several sources, and focusing when appropriate. This follows a developmental progression that reflects a student’s ability to synthesize information from several sources and revise the original question as learning suggests. Grade 8 then requires students generate more questions for exploration as naturally follow investigation. Secondary expectations are for students to develop deep knowledge of a topic.</i></p>
<p>Go to Appendix C and review the student writing samples for grade 7. Explain how the exemplars influence your understanding of the standard.</p>	<p><i>The grade 7 report indicates that the student conducted research using existing research. The overall format of the project follows the “I Search” model, but indicates a level of complexity and sophistication which far exceeds the usual “I Search” parameters.</i></p>
<p>What level of DOK should be the instructional target to demonstrate achievement of this standard? Explain why.</p>	<p><i>Definitely a DOK 4 for both reading and writing. This standard asks students to read a variety of texts and make evaluative decisions. It must be accomplished over time.</i></p>

Summarizing the activity:

Describe how your comprehension of the standard developed relative to the layers of additional information.

By conducting short research or inquiry projects, students become proficient with multiple tasks that they must utilize in order to reach the secondary and CCR expectations. The I Search model appears to be a better tool for younger students – 3, 4, 5, perhaps – with a focus on developing automaticity with inquiry as opposed to a lengthy research project.