Common Core Anchor Standard (W.7): Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	MAIN ACADEMIC DEMAND *Conduct Research Projects Based on Questions and Understanding*
Common Core Grade 8 Standard (W.8.7): Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related and focused questions that allow for multiple avenues of exploration.	GRADE LEVEL ACADEMIC DEMAND *Develop a Research Project Using Several Sources to Answer and Generate Focused Questions*

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
	When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE — **Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a topic-question graphic organizer*, to generate appropriate research questions about a topic, when reading in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a topic-question graphic organizer*, to generate appropriate research questions about a topic, when reading in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed topic-question graphic organizer*, to generate appropriate research questions about a topic, when reading in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a topic-question graphic organizer*, to generate appropriate research questions about a topic, when reading in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, when taking notes independently*, to generate appropriate research questions about a topic, when reading in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on a partially completed outline* to be used for answering a research question by drawing on several written sources	**Reading-Centered Activity:** Organize *preidentified words and phrases on a partially completed outline* to be used for answering a research question by drawing on several written sources	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed outline* to be used for answering a research question by drawing on several written sources	**Reading-Centered Activity:** Organize *information on an outline* to be used for answering a research question by drawing on several written sources	**Reading-Centered Activity:** Organize *information* in a note-taking guide, *independently,* to answer a research question by drawing on several written sources
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE — **Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explore additional research questions about a topic in *partnership and/or small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explore additional research questions about a topic in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers* to contribute to a discussion that explores additional research questions about a topic in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *glossary* and the *previously completed graphic organizers* to initiate a discussion that explores additional research questions about a topic in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to lead a discussion that explores additional research questions about a topic in *partnership, small group and/or whole class settings*
	Writing-Centered Activity: Use *pretaught words and phrases* to *complete cloze paragraphs* that provide additional research questions allowing for multiple avenues of exploration of a given topic	**Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more paragraphs* that provide additional research questions allowing for multiple avenues of exploration of a given topic	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that provides additional research questions allowing for multiple avenues of exploration of a given topic	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that provides additional research questions allowing for multiple avenues of exploration of a given topic	**Writing-Centered Activity:** Use *information, independently,* to develop a *multiple paragraph essay* that provides additional research questions allowing for multiple avenues of exploration of a given topic
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 8 Standard (W.8.7): Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related and focused questions that allow for multiple avenues of exploration.	**GRADE LEVEL ACADEMIC DEMAND** *Develop a Research Project Using Several Sources to Answer and Generate Focused Questions*

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach the standard in their new and/or home language.

- Identify subtopics to research in response to a question posed by the teacher or self-generated by the student (e.g., In addition, the question of ___; another related question is ___).
- Use sentence structures to introduce different sources used in the research (e.g., In order to answer these questions, the following trade books, textbooks, websites and newspapers were consulted ___).

- Identify additional questions found in information from the sources to further research and investigate (e.g., Other questions that are worth investigating are ___; further research should analyze ___).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the the Reading for Information and Reading Literature standards for 8th grade.