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 3 Standard (W.3.7): Conduct short research projects that build knowledge about a topic.		GRADE LEVEL ACADEMIC DEMAND *Conduct Research Projects on a Topic*	

5 Levels of Language Development	**Entering** (Beginner)	**Emerging** (Low Intermediate)	**Transitioning** (High Intermediate)	**Expanding** (Advanced)	**Entering** (Beginner)
	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 research-project organizer* to identify a topic as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a research-project organizer* to identify a topic, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed research-project organizer* to identify a topic, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a research-project organizer* to identify a topic, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, independently,* to identify a topic, as a text is read aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on a research-project organizer* to analyze information, when reading informational texts	**Reading-Centered Activity:** Organize *preidentified words and phrases on a research-project organizer* to analyze information, when reading informational texts	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed research-project organizer* to analyze information, when reading informational texts	**Reading-Centered Activity:** Organize *sentences on a research-project organizer* to analyze information, when reading informational texts	**Reading-Centered Activity:** Organize *information, independently, on a research-project organizer,* to analyze information, when reading informational texts
	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)	Entering (Beginner)
PRODUCTIVE	**Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed research-project organizers* to complete *sentence starters* that explain research conducted about a given topic, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed research-project organizers* to complete *sentence starters* that explain research conducted about a given topic, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain research conducted about a given topic, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain research conducted about a given topic, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain research conducted about a given topic, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* to *complete a cloze paragraph* that demonstrates understanding of the subject under investigation	**Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more paragraphs* that demonstrate understanding of the subject under investigation	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers* to develop a *short essay* that demonstrates understanding of the subject under investigation	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that demonstrates understanding of the subject under investigation	**Writing-Centered Activity:** Use *information, independently,* to develop a *multiple paragraph essay* that demonstrates understanding of the subject under investigation
		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 3 Standard (W.3.7): Conduct short research projects that build knowledge about a topic.	GRADE LEVEL ACADEMIC DEMAND *Conduct Research Projects on a Topic*

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.

- Use words and phrases to introduce the research topic (e.g., This research is about___; it will explain that ___).
- Identify books and/or sources that deal with the same topic but use related words (e.g., for the water cycle, students can find the following titles that deal with this topic using associated words: *A Drop Around the World,* Barbara McKinney & Michael S. Maydak [1998] and the *Snowflake: A Water Cycle Story,* Neil Waldman [2003]).

- Use sentence structures to introduce different sources used in the research (e.g., We used the following trade books and websites ___).
- Use sequence words and phrases to introduce multiple steps (e.g., first, second, then, after) in a science observation (e.g., the water cycle).

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 Reading for Information and Reading Literature standards for 3rd grade.