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 6 Standard (W.6.7): Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	GRADE LEVEL ACADEMIC DEMAND *Conduct Research Projects Based on Questions and Sources* *Refocus Inquiry if Appropriate*

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 spider map*, to classify information relevant to a research question, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a spider map*, to classify information relevant to a research question, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed spider map*, to classify information relevant to a research question, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a spider map*, to classify information relevant to a research question, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information,* when taking notes *independently,* to classify information relevant to a research question, 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-oriented graphic organizer* to combine information from multiple written sources	**Reading-Centered Activity:** Organize *preidentified words and phrases on a research-oriented graphic organizer* to combine information from multiple written sources	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed research-oriented graphic organizer* to combine information from multiple written sources	**Reading-Centered Activity:** Organize *information on a research-oriented graphic organizer*, after teacher modeling, to combine information from multiple written sources	**Reading-Centered Activity:** Organize *information* when taking notes *independently*, to combine information from multiple 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 answer established research questions, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that answer established research questions, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank of words and phrases* to answer established research questions, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *glossary of words and phrases* to contribute to a discussion that explains the answers to established research questions, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to lead a discussion that explains the answers to established research questions, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that respond to inquiry questions and discuss areas for further investigation	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* to respond to inquiry questions and discuss areas for further investigation	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that responds to inquiry questions and discusses areas for further investigation	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that responds to inquiry questions and discusses areas for further investigation	**Writing-Centered Activity:** Use *knowledge of the topic, independently, to develop a multiple paragraph essay* that responds to inquiry questions and discusses areas for further 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.*

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NLAP Writing (W)
W.7: W.6.7

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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 answer established research questions, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that answer established research questions, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank of words and phrases* to answer established research questions, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *glossary of words and phrases* to contribute to a discussion that explains the answers to established research questions, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to lead a discussion that explains the answers to established research questions, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that respond to inquiry questions and discuss areas for further investigation	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* to respond to inquiry questions and discuss areas for further investigation	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that responds to inquiry questions and discusses areas for further investigation	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that responds to inquiry questions and discusses areas for further investigation	**Writing-Centered Activity:** Use *knowledge of the topic, independently, to develop a multiple paragraph essay* that responds to inquiry questions and discusses areas for further investigation
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NLAP Writing (W)
W.7: W.6.7

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Common Core Grade 6 Standard (RW.6.7): Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	GRADE LEVEL ACADEMIC DEMAND *Conduct Research Projects Based on Questions and Sources* *Refocus Inquiry if Appropriate*

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 these linguistic demands in the new and/or home language.

- Use words, phrases and questions to focus on a topic to be developed (e.g., This project report is about ____; the main question was ___).
- Use sentence structures to introduce the use of several sources (e.g., The following trade books, textbooks and websites were consulted ___).

- Use sentence structures to refocus the inquiry (if appropriate) (e.g., Therefore, the main question is ___ and not ____; the issue is ____ and not ___).

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 6th grade.