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 Understandings*
Common Core Grade 7 Standard (W.7.7): Conduct short research projects to answer a question, drawing on several sources and generating additional related and focused questions for further research and investigation.	GRADE LEVEL ACADEMIC DEMAND *Develop a Research Topic Using Several Sources to Answer and Generate 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 cloze outline* to identify information that answers a research question, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a cloze outline* to identify information that answers a research question, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences in a partially completed outline* to identify information that answers a research question, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in an outline* to answer a research question, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a self-created outline, independently,* to answer a research question, as text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Arrange *pretaught words and phrases on a gathering grid* to combine information from various written sources	**Reading-Centered Activity:** Arrange *preidentified words and phrases on a gathering grid* to combine information from various written sources	**Reading-Centered Activity:** Arrange *phrases and sentences on a partially completed gathering grid* to combine information from various written sources	**Reading-Centered Activity:** Arrange *information on a gathering grid* to combine research from various written sources	**Reading-Centered Activity:** Arrange *information in a note-taking guide, independently,* to combine research from various 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 research questions by drawing from several sources, when speaking in 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 research questions by drawing from several sources, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to answer research questions by drawing from several sources, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed charts* to contribute to a discussion that answers research questions by drawing from several sources, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the topic, independently,* to contribute to or lead a discussion that answers research questions by drawing from several sources, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that combine information from different sources to answer a research question and provide ideas for further investigation	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that combine information from different sources to answer a research question and provide ideas for further investigation	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that combines information from different sources to answer a research question and provides ideas for further investigation	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that combines information from different sources to answer a research question and provides ideas for further investigation	**Writing-Centered Activity:** Use *knowledge of the topic, independently, to develop a multiple paragraph essay* that combines information from different sources to answer a research question and provides ideas 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.*

Common Core Grade 7 Standard (W.7.7): Conduct short research projects to answer a question, drawing on several sources and generating additional related and focused questions for further research and investigation.	GRADE LEVEL ACADEMIC DEMAND *Develop a Research Topic Using Several Sources to Answer and Generate 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 or information (e.g., In addition, the question of ___; another related question is ___; as a result ___).
- Use sentence structures to introduce the use of several sources (e.g., the following trade books, textbooks and websites 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 Reading for Information and Reading Literature standards for 7th grade.