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 9–10 Standard (W.9–10.7): Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints.	GRADE LEVEL ACADEMIC DEMAND *Conduct Research Projects to Answer Questions or Solve a Problem* *Synthesize Multiple Sources* *Explore Different Viewpoints and Cultures*

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 an inquiry graphic organizer* to research a question or solve a problem, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on an inquiry graphic organizer* to research a question or solve a problem, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed inquiry graphic organizer* to research a question or solve a problem, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on an inquiry graphic organizer* to research a question or solve a problem, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information,* when taking notes *independently,* to research a question or solve a problem, as text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on notecards* to gather information for a short research project, from multiple written sources	**Reading-Centered Activity:** Organize *preidentified words and phrases on notecards* to gather information for a short research project, from multiple written sources	**Reading-Centered Activity:** Organize *preidentified phrases and sentences on notecards* to gather information for a short research project, from multiple written sources	**Reading-Centered Activity:** Organize *information on notecards, after teacher modeling,* to gather data for a short research project, from multiple written sources	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to gather data for a short research project, 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 synthesize information from multiple sources on a topic, 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 synthesize information from multiple sources on a topic, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to participate in a discussion that synthesizes information from multiple sources on a topic, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *glossary* to initiate a discussion that synthesizes information from multiple sources on a topic, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *researched data, independently,* to lead a discussion that synthesizes information from multiple sources on a topic, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that solve a problem and demonstrate understanding of a subject under investigation	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs to be used for a written piece* that solves a problem and demonstrates understanding of a subject under investigation	**Writing-Centered Activity:** Use a *word bank* and the *previously created graphic organizers to compose a short essay* that solves a problem and demonstrates understanding of a subject under investigation	**Writing-Centered Activity:** Use the *previously created graphic organizers* and *teacher-provided models to compose an essay* that solves a problem and demonstrates understanding of a subject under investigation	**Writing-Centered Activity:** Use *information, independently, to compose a multiple page essay* that solves a problem and demonstrates understanding of a 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 9–10 Standard (W.9–10.7): Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints.	GRADE LEVEL ACADEMIC DEMAND *Conduct Research Projects to Answer Questions or Solve a Problem* *Synthesize Multiple Sources* *Explore Different Viewpoints and Cultures*

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 topics to research in response to a question posed by the teacher or a self-generated question, (e.g., The main question is ___; 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 ___).
- Use sentence structures to identify and solve a problem (e.g., the issue/problem/complication is ___; the solution/explanation is ___), including those dealing with different cultures and viewpoints.

- Use introductory words and phrases to narrow or broaden the inquiry (e.g., One aspect that has not received attention is ___; the following factors need to be included _____).
- Use introductory words and phrases to synthesize multiple sources (e.g., All authors/sources agree on_____ but disagree on ____; what we take from this body of research is that_____).
- Use words and phrases to conclude the inquiry and present different cultures and viewpoints (e.g., The conclusion is ___; in summary, ____; in this book the cultural elements/viewpoints are ___).

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 9th–10th grades.