

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 <i>Conduct Research Projects Based on Questions and Understanding</i>	
Common Core Grade 4 Standard (W.4.7): Conduct short research projects that build knowledge through investigation of different aspects of a topic.				GRADE LEVEL ACADEMIC DEMAND <i>Conduct Research That Targets Different Aspects of a Topic</i>	
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 <i>pretaught words and phrases on a cluster/word web</i> to identify different aspects of a research topic, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a cluster/word web</i> to identify different aspects of a research topic, as a text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed cluster/word web</i> to identify different aspects of a research topic, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a cluster/word web</i> to identify different aspects of a research topic, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a research web</i> to synthesize information based on focused questions, demonstrating understanding of the subject under investigation	Reading-Centered Activity: Organize <i>preidentified words and phrases on a research web</i> to synthesize information based on focused questions, demonstrating understanding of the subject under investigation	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed research web</i> to synthesize information based on focused questions, demonstrating understanding of the subject under investigation	Reading-Centered Activity: Organize <i>sentences on a research web</i> to synthesize information based on focused questions, demonstrating understanding of the subject under investigation
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

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 <i>pretaught words and phrases</i> and the <i>previously completed webs</i> to complete sentence starters that answer focused research questions, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed webs</i> to complete sentence starters that answer focused research questions, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in discourse that answers focused research questions, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to participate in discourse that answers focused research questions, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to lead discourse that answers focused research questions, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to complete a <i>cloze paragraph</i> that explains different aspects of a topic under investigation	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to write <i>two or more paragraphs</i> that explain different aspects of a topic under investigation	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that explains different aspects of a topic under investigation	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that explains different aspects of a topic under investigation	Writing-Centered Activity: Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that explains different aspects of a topic under investigation
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Common Core Grade 4 Standard (W.4.7): Conduct short research projects that build knowledge through investigation of different aspects of a topic.

GRADE LEVEL ACADEMIC DEMAND
Conduct Research that Targets Different Aspects of 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 ____; some authors think that ____, while others think that ____).
- Identify books and/or sources (e.g., *Weather*, Donald Silver & Patricia J. Wynne [2011] and the *Life and Times of a Drop of Water*, Angela Royston [2005]) that deal with different aspects of the same topic (e.g., the water cycle and the weather).
- Use sentence structures to introduce different sources used in the research (e.g., We used the following books ____; we used the following sources ____; this research is based on ____).
- Use sentence structures to build knowledge of different aspects of a topic (e.g., another aspect, furthermore, in addition).

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 4th grade.