Research Process/Products Expectations

Expectation: Grade 6 builds on the diverse elementary experience. Though we expect awareness of all skills listed below by the end of grade 6, some students may be able to demonstrate the skills with support.

Grade 6

Essential Questions:
- What is the role of inquiry in our lives?
- How does purpose influence how we approach inquiry?
- How does a writer use his/her craft to shape a meaningful research-based work?

Content – what students need to know	**Skills** – what students need to be able to do*			
		Awareness	Support	Independent
- Definition of paraphrase - Definition of internal citation* - Difference between open and closed questions - Definition of plagiarism - Definition of a thesis statement - Qualities of a credible source - Existence of Bib Me, Easy Bib or Noodle Tools	- Attempt to paraphrase text	☑	❑	❑
	- Identify and use direct quotations	☑	❑	❑
	- Identify and use internal citations	☑	❑	❑
	- Formulate open-ended research questions	☑	❑	❑
	- Assess credible sources	☑	❑	❑
	- Identify examples of plagiarism	☑	❑	❑
	- Recognize works cited	☑	❑	❑
*a.k.a., in-text citation	*The skill levels indicated above represent average expectations for the end of grade 6			

Product: A one-page product that demonstrates the ability to paraphrase facts/ideas and use direct quotation. Has one internal citation. Identifies the title, author, and publication of source.

Expectation Entering Grade 7: Students were introduced to the grade 6 content and skills. Grade 7 teachers will review and build upon them.

Grade 7

Essential Questions:
- What is the role of inquiry in our lives?
- How does purpose influence how we approach inquiry?
- How does a writer use his/her craft to shape a meaningful research-based work?

Content – what students need to know	**Skills** – what students need to be able to do*			
		Awareness	Support	Independent
• Definition of plagiarism	• Identify plagiarism	☐	☑	☐
• Definition of paraphrasing	• Develop compelling research questions	☐	☑	☐
• Definition of direct evidence*				
• Definition of internal citations**	• Accurately implement internal citations	☐	☑	☐
• Purpose and role of thesis statement				
• Difference between open and closed questions	• Develop a thesis	☐	☑	☐
	• Assess credible sources	☐	☑	☐
• Definition and purpose of works cited***	• Paraphrase accurately	☐	☑	☐
	• Use direct quotations accurately	☐	☑	☐
• Value of inquiry and role inquiry plays in driving paper	• Write a works cited			
• Definition of annotating	• Annotate to comprehend a source	☐	☑	☐
• Qualities of credible sources		☐	☑	☐
*a.k.a., quotation	* The skill levels indicated above represent average expectations for the end of grade 7			
**a.k.a., in-text citation				
***a.k.a., bibliography				

Product: A one-page product that demonstrates the ability to paraphrase facts/ideas and use direct quotation. Has more than one internal citation. Has a works cited.

Expectation Entering Grade 8: Students are expected to be able to demonstrate grade 7 skills with support. Grade 8 teachers will review and build upon them.

Grade 8

Essential Questions:
- What is the role of inquiry in our lives?
- How does purpose influence how we approach inquiry?
- How does a writer use his/her craft to shape a meaningful research-based work?

Content – what students need to know	**Skills** – what students need to be able to do*			
		Awareness	Support	Independent
• Plagiarism (types & consequences of) • Definition of paraphrasing • Definition of direct evidence* • Definition and purpose of internal citations** • Purpose and role of thesis statement • Definition & purpose of works cited*** • Value of inquiry and role inquiry plays in driving research process • Qualities of credible sources • Definition of annotating**** • Methods of notetaking****	• Creates compelling research questions	❑	☑	❑
	• Paraphrases accurately	❑	☑	❑
	• Uses direct quotations accurately	❑	❑	☑
	• Assess credibility of sources	❑	❑	☑
	• Accurately implement internal citations	❑	☑	❑
	• Annotate as a step toward note taking	❑	☑	❑
	• Determine the difference between information that helps or does not help advance the inquiry question	❑	☑	❑
*a.k.a., quotation **a.k.a., in-text citation ***a.k.a., bibliography ****an awareness of annotations as notes	• Identifies the usefulness of a source to the researcher (student) and the research question	❑	☑	❑
	• Creates an organized outline	❑	☑	❑
	* The skill levels indicated above represent average expectations for the end of grade 8			

Product: Outline AND a 1-2 page product that demonstrates the ability to paraphrase facts/ideas and use direct quotation. Has more than one internal citation. Has a works cited.

Expectation Entering Grade 9: Students have foundational skills from their 6-8 experience. Grade 9 teachers will review and build upon them.

Grade 9 Focus: The transition to determining the usefulness of a source vs. the credibility of a source -- includes the process of finding sources, reading and UNDERSTANDING sources, paraphrasing and citing ideas from sources.

Grade 9
Essential Questions:

Essential Questions:
- What is the role of inquiry in our lives?
- How does purpose influence how we approach inquiry?
- How does a writer use his/her craft to shape a meaningful research-based work?

Content – what students need to know	**Skills** – what students need to be able to do		
		Awareness	Support	Independent
• Definition of a claim/thesis statement • Qualities of credible sources • Definition of paraphrasing • Direct evidence vs. paraphrased idea • Methods of notetaking • Annotation leads to notetaking • Purpose of an outline • MLA style conventions • Types and consequences of plagiarism • The OWL at Purdue is a resource for research styles and process	• Create compelling research questions	☐	☑	☐
	• Develop a claim/thesis statement	☐	☑	☐
	• Paraphrase accurately	☐	☑	☐
	• Take notes efficiently	☐	☑	☐
	• Create an outline	☐	☑	☐
	• Use internal citations accurately	☐	☑	☐
	• Complete a works cited	☐	☑	☐
	• Annotate as a step toward notetaking	☐	☑	☐
	• Locate sources that are credible, relevant, and useful to the researcher (student) and research question	☐	☑	☐
	* The skill levels indicated above represent average expectations for the end of grade 9			

Product: Notes AND outline AND 2-3 page product (draft writing) that demonstrates the ability to paraphrase facts/ideas and use direct quotation. Has internal citations and a works cited.

Expectation Entering Grade 10: Students are expected to be able to demonstrate grade 9 skills with a mixture of support and independence. Grade 10 teachers will review and build upon them.

Grade 10 Focus: Argument

Grade 10
Essential Questions: • What is the role of inquiry in our lives? • How does purpose influence how we approach inquiry? • How does a writer use his/her craft to shape a meaningful research-based work?

Content – what students need to know	**Skills** – what students need to be able to do			
		Awareness	Support	Independent

• Definitions of:
  ✓ Claim/thesis
  ✓ Counterclaim
  ✓ Evidence
  ✓ Reliable source
  ✓ Plagiarism
  ✓ Bias
• Steps of the research process
  ✓ Annotate/take notes
  ✓ Evaluate and synthesize
  ✓ Narrow scope/focus
  ✓ Use internal citation
  ✓ Create works cited
• Direct evidence vs. paraphrased idea
• Difference between writing to explain and writing to argue
	• Focus a topic into an argument	☐	☑	☐

	• Develop a thesis (claim) which references counterclaim	☐	☑	☐
	• Address an opposing viewpoint (counterclaim)	☐	☑	☐
	• Locate sources that are credible, relevant, and useful to the researcher (student) and research question	☐	☐	☑
	• Use internal citations accurately			
	• Use MLA format/style	☐	☑	☐
	• Complete a works cited	☐	☑	☐
	• Use the writing process:	☐	☑	☐
	✓ Draft			
	✓ Revise/edit	☐	☑	☐
	✓ Publish	☐	☑	☐
		☐	☑	☐
	• Identify perspective and/or biases in sources	☐	☑	☐
	• Develop a research-based argument	☐	☑	☐
	* The skill levels indicated above represent average expectations for the end of grade 10			

Product: A 3-page argument product with internal citations and a works cited. Product should be in final form.

Expectation Entering Grade 11: Students are expected to be able to demonstrate grade 10 skills with a mixture of support and indepdendence. Grade 11 teachers will review and build upon them.

Grade 11

Essential Questions:
- What is the role of inquiry in our lives?
- How does purpose influence how we approach inquiry?
- How does a writer use his/her craft to shape a meaningful research-based work?

Content – what students need to know	**Skills** – what students need to be able to do*		
		Awareness	Support	Independent

Content – what students need to know	**Skills**	Awareness	Support	Independent
• Strategies for avoiding plagiarism • Consequences for plagiarism • Direct evidence vs. paraphrased idea • Importance of organizing to achieve a purpose • Determining reasonable research question for argument or exposition • The definition/purpose of an argument claim/thesis • The importance of an effective conclusion • Strategies for synthesizing information to support an argument	• Write a thesis with counter claim	☑	☑	☐
	• Accurately cite sources	☐	☐	☑
	• Take notes accurately**	☐	☑	☑
	• Select the best information**	☐	☑	☑
	• Choosing between paraphrasing and using direct evidence**	☐	☑	☑
	• Create a final product	☐	☑	☐
	• Choosing an organizational style	☐	☑	☐
	• Frame/contextualize a statement	☐	☑	☐
	• Synthesizing information	☐	☑	☐
	• Using transitions and linking for fluency and to support the argument	☐	☐	☑
	• Writing a conclusion which elevates closure beyond restating	☐	☑	☐

* The skill levels indicated above represent average expectations for the end of grade 11

**Depends on level

Product:
- ✓ Regents/honors – A 3-5 page argument product with internal citations and a works cited. Product should be in final form.
- ✓ AP - A 5-8 page argument product with internal citations and a works cited. Product should be in final form.
- ✓ OR a comparable product in a different medium

Expectation Entering Grade 12: Students are expected to be able to demonstrate grade 11 skills with a mixture of support and independence. Grade 12 teachers will review and build upon them.

Grade 12
Essential Questions: • What is the role of inquiry in our lives?   • How does purpose influence how we approach inquiry?   • How does a writer use his/her craft to shape a meaningful research-based work?

Content – what students need to know	**Skills** – what students need to be able to do*			
		Awareness	Support	Independent
• Strategies for avoiding plagiarism • Consequences for plagiarism • Direct evidence vs. paraphrased idea • Importance of organizing to achieve a purpose • Determining reasonable research question for argument or exposition • The definition/purpose of an argument claim/thesis • The importance of an effective conclusion • Strategies for synthesizing information to support an argument	• Write a thesis with counter claim	☐	☐	☑
	• Accurately cite sources	☐	☐	☑
	• Take notes accurately*	☐	☐	☑
	• Select the best information*	☐	☐	☑
	• Choosing between paraphrasing and using direct evidence*	☐	☐	☑
	• Create a final product	☐	☐	☑
	• Choosing an organizational style	☐	☐	☑
	• Frame/contextualize a statement	☐	☐	☑
	• Synthesizing information	☐	☐	☑
	• Using transitions and linking for fluency and to support the argument	☐	☐	☑
	• Writing a conclusion which elevates closure beyond restating	☐	☐	☑
	* The skill levels indicated above represent average expectations for the end of grade 12			

Product: A minimum 5-page product OR a comparable product in a different medium which demonstrates college readiness.