GRADE 8Research

*Student Learning Objective: Students evaluate and select sources, and integrate, analyze, and evaluate information to develop research skills.*

| **ABOVE STANDARD**  |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| * Identify relevant and credible source(s) for a topic when it is either stated as a research question or in a text with an implicit central idea. (*Evaluating & Selecting Sources)*
* Select relevant sources to support claims implicit in texts. (*Evaluating & Selecting Sources)*
* Identify paraphrased sentences that integrate complex information from two sources (including graphics). *(Integrating Information)*
* Identify idea(s) plagiarized from provided sources. *(Integrating Information)*
* Identify information that supports or conflicts with an author's argument/point of view/analysis in a given text. *(Analyzing Information)*
* Differentiate between claims that are supported by credible evidence and those that are not. *(Analyzing and Evaluating Information)*
 | Instructional next steps include helping students to:* Identify implicit central ideas/claims within increasingly complex texts.
* Paraphrase and integrate information drawn from two sources that are increasingly complex (including graphics).
* Differentiate between information that is common knowledge vs information that needs to be acknowledged.
* Identify information that is in conflict with an author's argument/point of view/analysis in increasingly complex texts. Digital Library example: [**The Titanic: Shifting Responses to its Sinking**](https://www.smarterbalancedlibrary.org/content/titanic-shifting-responses-its-sinking)
* Identify claims that are supported and not supported by credible evidence. Digital Library example: [**Judging the Evidence**](https://www.smarterbalancedlibrary.org/content/judging-evidence)
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| **AT/NEAR STANDARD**  |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| * Identify relevant and credible source(s) for a topic when it is either stated as a research question or in a text with an implicit central idea. (*Evaluating & Selecting Sources)*
* Select relevant source(s) to support claims implicit in the text. (*Evaluating & Selecting Sources)*
* Identify a paraphrased sentence that integrates information from two sources. *(Integrating Information)*
* Identify an idea plagiarized from provided sources. *(Integrating Information)*
* Identify additional information that would support an author's clearly defined argument/point of view/analysis in a given text. *(Analyzing Information)*
 | Instructional next steps include helping students to:* Identify implicit central ideas/claims within a complex text. Digital Library example: **[Making Evidence-Based Claims Unit: Women’s Rights](https://www.smarterbalancedlibrary.org/content/making-evidence-based-claims-unit-womens-rights%22%20%5Co%20%22This%20resource%20provides%20a%20framework%20for%20helping%20students%20to%20develop%20evidence-based%20claims.)**
* Paraphrase information.
* Integrate information drawn from two sources that are more complex (including graphics).
* Differentiate between information that is common knowledge vs information that needs to be acknowledged. Digital Library example: [**Paraphrasing and Summarizing Research Pieces**](https://www.smarterbalancedlibrary.org/content/paraphrasing-and-summarizing-research-pieces)
* Identify information that is in conflict with an author's argument/point of view/analysis in a text.
* Identify claims that are supported and not supported by credible evidence. Digital Library example: [**Judging the Evidence**](https://www.smarterbalancedlibrary.org/content/judging-evidence)
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| **BELOW STANDARD** |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| * Identify a relevant source for a familiar topic when it is either stated as a research question or in a text with an explicit central idea. *(Evaluating & Selecting Sources)*
* Identify a paraphrased sentence that integrates information from two sources when the paraphrased sentence expresses central ideas from the texts. *(Integrating Information)*

  | Instructional next steps include helping students to:* Distinguish between credible and non-credible sources.
* Paraphrase information.
* Integrate information drawn from two sources.
* Differentiate between information that is common knowledge vs information that needs to be acknowledged. Digital Library example: [**Introduction to Paraphrasing**](https://www.smarterbalancedlibrary.org/content/introduction-paraphrasing)
* Identify an author's clearly defined argument/point of view/analysis in a text. Digital Library example: **[Reading History Texts: Analyzing Point of View](https://www.smarterbalancedlibrary.org/content/reading-history-texts-analyzing-point-view%22%20%5Co%20%22This%20is%20a%2015-minute%20video%20that%20shows%20a%20teacher%20working%20with%20students%20on%20identifying%20an%20author%E2%80%99s%20point%20of%20view%20and%20the%20impact%20it%20has%20on%20the%20author%E2%80%99s%20writing.)**
* Identify additional support from another source for an author's argument / POV / analysis. Digital Library example: [**VIP Very Important Points**](https://www.smarterbalancedlibrary.org/content/vip-very-important-points)
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