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) |

| **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" \o "This resource provides a framework for helping students to develop evidence-based claims.)** * 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) |

| **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" \o "This is a 15-minute video that shows a teacher working with students on identifying an author’s point of view and the impact it has on the author’s writing.)** * 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) |