



All About Writing Standard #7: Standard Progression and Research Base



6th – 12th – Research

(Underlined portions indicate what is new to the grade level)

6 th - 8 th Grade	9 th - 10 th Grade	11 th - 12 th Grade
<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Conduct short <u>as well as more sustained</u> research projects to answer a question (including a self-generated question) <u>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u></p>	<p>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.</p>
About Standard #7		
<p>Both short, focused projects (such as those commonly required in the workplace) and longer term, in depth research is emphasized throughout the standards. High school students need to synthesize information by combining parts from a variety of sources into a one unified understanding. To accomplish this, students need to recognize what is important in a source, how it supports the topic, and how it relates to other source information.</p>		



Research Base for Standard #7: Reliable Road to Research

Research in the world today does not consist of only looking at books and reciting facts. Today, we are asking students to delve through multiple sources of information such as texts, publications, white papers, primary sources, internet sites, and presentations. Testing these sources' credibility is not only required but expected and garnering the primary points, purpose, audience, and tone from the author's perspective is a necessity. Once these skills are honed, only then can a reader synthesize the material to utilize it in their writing, all the while making sure it is in their own words to avoid plagiarism. Quite a tall task and it is the reason the Standards have placed an emphasis for students to be emerged in research, short term and long term, all year long.

The CCSS state the following expectations in their introduction:

- *Students are independent.* "More broadly, they become self-directed learners, effectively seeking out and **using resources to assist** them, including teachers, peers, and **print and digital reference materials.**"
- *Students are to build strong content knowledge.* "Students establish a base of knowledge across a wide range of subject matter by **engaging with works of quality and substance.** They become proficient in new areas **through research** and study."
- *They value evidence.* "Students cite specific evidence when offering an oral or **written interpretation** of a text."
- *They use technology and digital media strategically and capably.* "Students **employ technology thoughtfully** to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to **acquire useful information efficiently**, and they **integrate what they learn using technology** with what they learn offline."

Geoff Petty's research found that optimal learning occurs when no more than 35% of instructional time is spent on the presentation of new material and at least 60% of instructional time should be spent allowing students to actively apply concepts (Petty, 2009). From both the Standards' statements and Petty's research, educators can conclude that inquiry and research practice optimally fit in the classroom. The inquire process and research process is best completed in a cyclical practice. The diagram below shows how the cycle of research or inquiry can be employed, even at the youngest grade levels. Students need time to have the teacher explain new concepts and then explore ideas through the topic and research. Skills are embedded in the research.



Students should be engaged in both short and long term research as an ongoing process regularly in the classroom. Partnership for Assessment of Readiness of College and Careers (PARCC) created a Model Content Frameworks for each grade level suggesting the time frames that research should be employed in each quarter. These are located at <http://parconline.org/mcf/ela/parcc-model-content-frameworks-browser>. It is suggested that most grade levels engage in the research process cycle at least once per quarter for longer term assignments. “When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts.” (PARCC, 2014).

References

- National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards: English Language Arts*. Washington D.C. : National Governors Association Center for Best Practices.
- Partnership for Assessment of Readiness for College and Careers. (2014). *Model Content Frameworks: 3rd Grade*. Retrieved from: <http://parconline.org/mcf/english-language-artsliteracy/structure-model-content-frameworks-elaliteracy>
- Petty, G. (2009). *Evidence based teaching: A practical approach* (2nd ed.). London, England: Nelson Thornes.