

Research Standards in the Common Core and Smarter Balanced: A Synthesis of Learning

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Common Core and Smarter Balanced emphasize research, which truly is a synthesis of students' disciplinary and literacy learning. What are the research expectations at each grade level and in disciplines? How will these be assessed? How do we effectively teach research? How does current work align? How do we help students with the rigor of research? Participants will discuss these questions and review resources. Strategies for scaffolding research skills will be presented.

"So much depends on a good question. A question invites students into a text or turns them away. A question provokes surprise or tedium. Some questions open up a text, and if followed, never let you see it the same way again." David Coleman, "Cultivating Wonder" <https://cultivatingwonder.org/wp-content/themes/twentythirteen/images/CultivatingWonder.pdf>

"...the process of writing a research paper can be one of the more rewarding experiences one may encounter in academics. What is more, many students will continue to do research throughout their careers, which is one of the reasons this topic is so important. Becoming an experienced researcher and writer in any field or discipline takes a great deal of practice. There are few individuals for whom this process comes naturally. Remember, even the most seasoned academic veterans have had to learn how to write a research paper at some point in their career." OWL at Purdue, <https://owl.english.purdue.edu/owl/resource/658/01/>

"Research and media skills blended into the Standards as a whole: To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section." *Key Design Considerations*, ELA Common Core State Standards, p. 4

Capacities of the Literate Individual:

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

Handouts available at <http://esd105.schoolwires.net/Page/514>

Helpful Links

- Common Core State Standards: www.commoncore.org
- Smarter Balanced Assessment: www.smarterbalanced.org
- Smarter Balanced Training and Practice Tests: <http://www.smarterbalanced.org/practice-test/>
- Smarter Balanced Item Specifications: <http://www.smarterbalanced.org/smarter-balanced-assessments>
- ELA Standards vertical progressions: <http://www.esd105.org/Page/505>
- Big 6 Research <http://big6.com/>
- Livebinder of Ideas: <http://www.livebinders.com/play/play?id=1005090>; also search for other Livebinders on research
- Odell Education: <http://odelleducation.com/literacy-curriculum>
- Depth of Knowledge Charts:
<http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm>

Common Core ELA Writing Standards

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Smarter Balanced Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

- Target 2: Interpret and Integrate Information: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
- Target 3: Analyze information sources: Distinguish relevant/irrelevant information.
- Target 4: Cite evidence to support opinions based on prior knowledge and information collected.