



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<p><u>Questions to Focus Learning</u></p> <p>Why is research important to answer a question? Why must several sources be used in research?</p> <p>The use of several sources helps verify an answer or refocus an inquiry in a research project.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know how to develop focused questions about a topic that will lead to further exploration. I know research is an investigation of a topic that uses more than one credible resource (e.g., books, websites, investigations, experiments). I know to paraphrase researched material without plagiarizing it. I know plagiarism includes using another writer's ideas as your own. I know that sometimes an inquiry may change based on the information found during research.</p> <p><i>Reasoning Targets</i></p> <p>I can select appropriate sources to obtain information (e.g., books, websites, interviews, observations, magazines, movies). I can adapt source information to support my own thoughts rather than just repeating another person's ideas. I can cite all sources for information I gather. I can determine a method for displaying my information with an audience. I can organize information in a logical manner to share research for all aspects of the topic. I can explain how different aspects of my topic relate to a broader topic. I can formulate appropriate queries and questions for a topic, refocusing them when necessary. I can combine paraphrasing and quotes within a paper to support my topic.</p>

*Product Targets*

I can create a research project from information gained through investigations of different aspects of a topic.

Vocabulary

appropriate  
aspect  
cite  
credible  
inquiry  
relevant  
resources  
sources

Teacher Tips

[Literature Biography Project](#) - Students will learn to develop the various processes used in researching and writing a biographical research paper, including brainstorming, note taking, outlining, creating a bibliography, and writing the final draft.

[Campaigning for Fair Use: Public Service Announcements on Copyright Awareness](#) - This multi-media unit introduces students to fair use and copyright rules. After evaluating their personal usage of text and media, students research actual laws using kid-friendly Internet sites that explain intellectual property rights.

[Child Labor: Giving Voice to the Industrial Revolution Through Monologues](#) - In this lesson from ReadWriteThink, students gather information using selected websites and explore issues related to child labor, particularly as it occurred in England and the United States during the Industrial Revolution.

[The History Behind Song Lyrics](#) - In this lesson from ReadWriteThink, students research and categorize the people, places, and events referenced in the lyrics of Billy Joel's "We Didn't Start the Fire."

[Let it Grow: An Inquiry-Based Organic Gardening Research Project](#) - In this lesson from ReadWriteThink, students learn about organic gardening by developing their own research questions, conducting research, and gardening at their school. They then create signs about their plants and present their research to the class.

Vertical Progression

- W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.1.7 - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.3.7 - Conduct short research projects that build knowledge about a topic.
- W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.8.7 - 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.
- W.9-10.7 - 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.
- W.11-12.7 - 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.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.6.7](#)