



5th Grade Writing Pathways to Proficiency (ELA) Standards and Achievement Level Descriptors (ALD)

This document aligns the Oregon English Language Arts (ELA) learning targets with corresponding Oregon Writing ELA Standards. The document serves as a guide in understanding the different levels of proficiency as aligned to these learning targets. Educators can use this document as a tool in making connections between the ELA Writing Standards and the different resources available: Evidence Statements, Achievement Level Descriptors and Progressions, and Statewide Interim Assessment Resources to support instruction.

STANDARDS: Although the Writing Standards are divided into multiple writing purposes the processes of communication are closely connected to other standard categories, as reflected throughout this document.

<p>Opinion/Argumentative: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Informational/Expository: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
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- While the Standards delineate specific expectations in writing, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task in combination of other ELA category standards and other content areas.
- Additionally, this document includes the writing process connections in **research/inquiry** to investigate topics, and to analyze, integrate, and present information.

LEARNING TARGETS: Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

EVIDENCE STATEMENTS: Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS: Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

INTERIM ASSESSMENT RESOURCES: A description of the statewide interim assessment resources connected to the identified learning target.

WRITING - Students can produce effective writing for a range of purposes and audiences.

COMPOSE FULL TEXTS – OPINION

LEARNING TARGET	STANDARDS
Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	<p>5.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.1a - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>5.W.1b - Provide logically ordered reasons that are supported by facts and details.</p> <p>5.W.1c - Link opinion and reasons using words and phrases.</p> <p>5.W.1d - Provide a concluding statement or section related to the opinion presented.</p> <p>5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.W.6 - With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS OPINION

The student will write and revise full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.

(Organization) The student will use information provided in a stimulus to organize opinion text by

- 1. providing an opening that states an opinion about a topic*
- 2. providing an opening that establishes a context*
- 3. organizing supporting evidence/reasons and elaboration*
- 4. using transition words and phrases to connect opinions to evidence/reasons and elaboration*
- 5. developing an appropriate conclusion related to the opinion presented*

(Elaboration) The student will use information provided in a stimulus to develop or elaborate on a designated part of an opinion text by

1. *developing the opinion with supporting evidence/reasons and elaboration*
2. *deleting details that do not support the opinion*

ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS OPINION

- **Students should be able to provide adequate evidence that they can plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attending to purpose and audience, organizing ideas by stating a context and focus, including structures and appropriate transitional strategies for coherence, developing supporting evidence/reasons and elaboration, and developing an appropriate conclusion.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can plan, write, revise, and edit simple opinion pieces, in which there may be a minimally stated opinion about a topic or source, minimal attention to purpose and audience, weakly organized ideas, use of few structures and few transitional strategies for coherence, weak identification of evidence/reasons, and an underdeveloped conclusion.	Students should be able to provide partial evidence that they can plan, write, revise, and edit opinion pieces, in which there may be a limited ability to state opinions about topics or sources, limited attendance to purpose and audience, limited organization of ideas, partial statement of a context and focus, some structures and transitional strategies for coherence, some development of evidence/reasons, some elaboration, and a simple conclusion.	Students should be able to provide adequate evidence that they can plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attending to purpose and audience, organizing ideas by stating a context and focus, including structures and appropriate transitional strategies for coherence, developing supporting evidence/reasons and elaboration, and developing an appropriate conclusion.	Students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex opinion pieces, demonstrating the ability to state opinions about topics or sources, effectively attending to purpose and audience, efficiently organizing ideas by stating a context and focus, including complex structures and appropriate transitional strategies for coherence, developing strong supporting evidence/reasons and elaboration, and developing a well-developed conclusion.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • IAB: Brief Writes; • FIAB: Write and Revise Opinion Text; • FIAB: Editing 	<p style="text-align: center;">Write and Revise Opinion Brief Writes Sample Items; Compose Opinion Full Texts Sample Items</p>	<p style="text-align: center;">Brief Writes; Write and Revise Opinion; Revisions; Language and Vocabulary Use; Editing; Compose Full Opinion Texts (PT)</p>

WRITING - Students can produce effective writing for a range of purposes and audiences.

COMPOSE FULL TEXTS – INFORMATIONAL

LEARNING TARGET	STANDARDS
<p>Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.</p>	<p>5.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>5.W.2a - Introduce a topic clearly, provide a general observation and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>5.W.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>5.W.2c - Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>5.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.W.2e - Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.W.6 - With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS INFORMATIONAL

The student will write and revise full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.

(Organization) The student will use information provided in a stimulus to organize informational text by

1. *introducing a topic clearly*
2. *making general observations*
3. *grouping related information*
4. *using transition words, phrases and clauses to link ideas*
5. *including a conclusion or section related to the information or explanation presented*

(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an informational text by

1. *integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.).*

2. *developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/example.*
3. *using precise language and domain-specific vocabulary to inform or explain*

ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS INFORMATIONAL

- **Students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including supporting evidence and elaboration and an appropriate conclusion.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can plan, write, revise, and edit full, simple informational/explanatory text on a topic, in which there may be minimal attention to purpose and audience, weak organization of ideas, an underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.	Students should be able to provide partial evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, in which there may be occasional attendance to purpose and audience, organization of ideas by partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion.	Students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including supporting evidence and elaboration and an appropriate conclusion.	Students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including strong supporting evidence and elaboration and a well-developed and appropriate conclusion.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • IAB: Brief Writes • IAB Revision • IAB Performance Task • FIAB: Write and Revise Informational Texts 	<p style="text-align: center;"> Write and Revise Informational Brief Writes Sample Items; Compose Informational Full Texts Sample Items </p>	<p style="text-align: center;"> Brief Writes; Write and Revise Informational Revisions; Language and Vocabulary Use; Editing </p>

WRITING - Students can produce effective writing for a range of purposes and audiences.

COMPOSE FULL TEXTS – NARRATIVE

LEARNING TARGET	STANDARDS
<p>Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p>	<p>5.W.3 -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>5.W.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>5.W.3b - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.W.3e - Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.W.6 - With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS NARRATIVE

The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

(Organization) The student will write or revise organized narratives that engage and orient the reader by

1. *providing an opening that establishes a situation*
2. *providing an opening that introduces a narrator and character(s)*
3. *organizing narrative with a sequence of events that unfolds naturally*
4. *using transition strategies to convey sequence*
5. *providing closure that follows from the narrative*

(Elaboration) The student will use information provided in a stimulus to revise narratives that apply narrative techniques such as

1. *including dialogue to convey events/experiences*
2. *including concrete words, phrases, and sensory details to convey events/experiences*
3. *using precise language to narrate events*

4. *identifying details that should be deleted because they are inconsistent with the rest of a narrative*

ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS NARRATIVE

- **Students should be able to provide adequate evidence that they can write and revise full compositions, adequately demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can plan, write, revise, and edit full but simply structured compositions, demonstrating minimal use of narrative techniques, chronology, and appropriate transitions for coherence.	Students should be able to provide partial evidence that they can plan, write, revise, and edit full compositions, demonstrating limited use of narrative techniques, chronology, appropriate transitions for coherence, and/or author's craft.	Students should be able to provide adequate evidence that they can plan, write, revise, and edit full compositions, demonstrating narrative techniques, chronology, appropriate transitions for coherence, and author's craft appropriate to purpose.	Students should be able to provide thorough evidence they can plan, write, revise, and edit full and complex compositions, demonstrating specific narrative techniques, chronology, appropriate transitions for coherence, and author's craft appropriate to purpose.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • IAB: Brief Writes • IAB: Revision • FIAB: Write and Revise Narrative Texts 	<p>Write and Revise Narrative Brief Writes Sample Items; Compose Narrative Full Texts Sample Items</p>	<p>Brief Writes; Write and Revise Narratives; Revisions; Language and Vocabulary Use; Editing</p>

WRITING - Students can produce effective writing for a range of purposes and audiences.

WRITING (All Purpose Types): LANGUAGE AND VOCABULARY USE

LEARNING TARGET	STANDARDS

Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	<p>5.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.L.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
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EVIDENCE STATEMENTS:

1. *The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience.*
2. *The student will identify and use the best concrete words and phrases.*
3. *The student will identify and use effective sensory details to convey experiences and events.*
4. *The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.*

ACHIEVEMENT LEVEL DESCRIPTORS:

- **Students should be able to provide adequate evidence that they can strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide, with significant support (e.g., select from a word list), minimal evidence that they can use some basic language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Students should be able to provide, with minimal support (e.g., with directive feedback), partial evidence that they can use common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Students should be able to provide adequate evidence that they can strategically use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Students should be able to provide thorough evidence that they can strategically use an extensive range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: • FIAB: Language and Vocabulary Use	Sample Items: Language and Vocabulary Use Sample Items	Tools for Teachers: Language and Vocabulary Use
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WRITING - Students can produce effective writing for a range of purposes and audiences.

WRITING (All Purpose Types): EDIT

LEARNING TARGET	STANDARDS
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Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	<p>5.L.1 (including 5.L1a – 5.L1g) – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 (including 5.L2a – 5.L2d) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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EVIDENCE STATEMENTS:

1. *The student will identify, edit to correct, and/or edit for correct use of grammar usage, spelling, capitalization, and punctuation.*

ACHIEVEMENT LEVEL DESCRIPTORS:

- **Students should be able to provide adequate evidence that they can apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can edit text, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Students should be able to provide partial evidence that they can apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Students should be able to provide adequate evidence that they can apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Students should be able to provide thorough evidence that they can effectively apply and edit text, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).

INTERIM ASSESSMENT RESOURCES:

<p>Interim Assessment Block:</p> <ul style="list-style-type: none"> • FIAB: Editing 	<p>Sample Items:</p> <p>Edit Sample Items</p>	<p>Tools for Teachers:</p> <p>Editing</p>
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WRITING/RESEARCH - Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

WRITING/RESEARCH: Interpret & Integrate Information; Analyze Information/Sources; Research / Inquiry

LEARNING TARGET	STANDARDS
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Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<p>5.W.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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EVIDENCE STATEMENTS: WRITING/RESEARCH

(Interpret & 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.

1. The student will locate information from a text source to support a central idea or subtopic related to research.
2. The student will interpret information from a text source to support a given purpose related to research tasks.

(Analyze Information / Sources): Distinguish relevant/irrelevant information.

1. The student will analyze digital and print sources in order to locate relevant information to support research.

(Use Evidence): Cite evidence to support opinions and ideas.

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

ACHIEVEMENT LEVEL DESCRIPTORS:

- Students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources, provide adequate evidence they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources, and provide adequate evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources, provide minimal evidence that they can gather and distinguish	Students should be able to provide partial evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources, provide partial evidence that they can gather and distinguish relevant	Students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources, provide adequate evidence they can gather and distinguish	Students should be able to provide thorough evidence that they can critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources, provide thorough evidence that they

<p>relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources, and provide minimal evidence that they can identify information from several sources on the same topic to generate an opinion and write about the subject knowledgeably.</p>	<p>information, summarize/paraphrase information from multiple sources, and provide a list of sources, and provide partial evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.</p>	<p>relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources, and provide adequate evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.</p>	<p>can critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources, and provide thorough evidence that they can critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.</p>
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INTERIM ASSESSMENT RESOURCES:

<p>Interim Assessment Block:</p> <ul style="list-style-type: none"> • IAB: Research • FIAB: Research: Interpret and Integrate • FIAB: Research: Analyze Information • FIAB: Research: Use Evidence 	<p>Sample Items:</p> <p>Research Inquiry Sample Items</p>	<p>Tools for Teachers:</p> <p>Research; Research: Analyze Information; Research: Interpret and Integrate; Research: Use Evidence</p>
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