9.3.2	Lesson 8

Introduction

In this lesson, students continue to conduct searches independently using the **Research Frame** as a guide, with the associated search tools. This is the second lesson of the independent search process and builds on the previous lesson by focusing students on determining if the research surfaced is sufficient to address established inquiry paths and questions while adjusting the search accordingly. Additionally, students are reading sources closely, analyzing details and ideas, and taking notes for each source to determine how it addresses inquiry questions and paths.

Students begin by using the previous lesson's assessment, with teacher feedback, to assess their current search process by making strategic decisions about changes, additions, and deletions to the **Research Frame**. As a result, students update their **Research Frame** as needed. Students continue to independently research, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes). For the lesson assessment, students turn in all completed research tools, including **Potential Sources Tools**, **Taking Notes Tools**, and a current **Research Frame**. For homework, students continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes) and add to the **Vocabulary Journal** any new vocabulary learned through the research process.

Standards

Assessed Standard(s)	
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Addressed Standard(s)	
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.
L.9-10.4.a,	Determine or clarify the meaning of unknown and multiple-meaning words and phrases

c, d	based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Assessment

Assessment(s)
The learning in this lesson is captured through individual student's completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.
High Performance Response(s)
A high performance response may include the following: • See the tools in Lessons 3–5 for model responses.   ⓘ The research tools will be assessed using the Conducting Independent Searches Checklist (refer to 9.3.2 Lesson 7). Complete feedback for Criteria #3 and #4 on the checklist for each student based on their research tools.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
o   None.*
Vocabulary to teach (may include direct word work and/or questions)
o   None.*

*Students will encounter domain-specific vocabulary related to their individual research question/problem by reading, annotating, and recording notes on various sources. Students will track some of this vocabulary in their Vocabulary Journal when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
○　Standards: W.9-10.8, W.9-10.7, L.9-10.a, c, d	
Learning Sequence:	
1.　Introduction of Lesson Agenda	1.　5%
2.　Homework Accountability	2.　10%
3.　Research Check-In	3.　15%
4.　Independent Searches	4.　60%
5.　Closing	5.　10%

Materials

- **Research Portfolios** (students have these)
- Student copies of the current **Research Frame** (refer to 9.2.3 Lesson 6)
- Computers with Internet connection (one for each student)
- Student copies of the **Assessing Sources Handout** (refer to 9.3.2 Lesson 4)
- Student copies of the **Potential Sources Tool** (refer to 9.3.1 Lesson 8)
- Student copies of the **Taking Notes Tool** (refer to Lesson 9.3.2 Lesson 5)
- Student copies of the **Conducting Independent Searches Checklist** (refer to 9.3.2 Lesson 7)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
✏	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: W.9-10.8. in this lesson, students use the previous lesson's assessment, with teacher feedback, to assess their search process by making strategic decisions about changes, additions, and deletions to the Research Frame. Students continue to independently research, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes). Additionally, students turn in all completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame to close the lesson.

▶ Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to take out the independent research completed for the previous lesson's homework and the Conducting Independent Searches Checklist from the previous lesson.

▶ Students take out their completed research and the Conducting Independent Searches Checklist.

Instruct students to Turn-and-Talk in pairs about Criteria #1 and #2 on the Conducting Independent Searches Checklist by discussing two examples from the homework (independent research) that best exemplify these criteria.

🗨 Student responses will vary based on their individual research but listen for students to use the language of Criteria #1 and #2 from the Conducting Independent Searches Checklist.

ⓘ Criterion #1 on the Conducting Independent Searches Checklist is the following: Uses inquiry questions to drive research and identify sources. Criterion #2 on the Conducting Independent Searches Checklist is the following: Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.

ⓘ Students were introduced to the Conducting Independent Searches Checklist in the previous lesson.

ⓘ Consider circulating during the partner discussion to monitor students' research progress and hold students accountable for homework completion.

Activity 3: Research Check-In   15%

Distribute the previous lesson's completed research tools and Conducting Independent Searches Checklist (with teacher feedback on Criteria #1 and #2 only) to each student. Instruct students to examine the materials.

▸ Students examine the previous lesson's completed research tools and Conducting Independent Searches Checklist (with teacher feedback on Criteria #1 and #2 only).

ⓘ The Conducting Independent Searches Checklist (Criteria #1 and #2) was used to assess the completed research tools. Prepare for the lesson ahead of time by giving feedback on the checklist (Criteria #1 and #2) for each student, based on individual student's completed research tools.

Remind students that this type of inquiry-based research is cyclical and nonlinear. Sometimes new paths will develop and some paths will be abandoned depending on where the research takes you. Instruct students to reflect on their research from the previous lesson's homework and assessment by thinking about how their Research Frame should change or stay the same. Instruct students to Turn-and-Talk in pairs about the following questions:

What inquiry paths deserve more attention and further development?

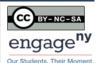**Which inquiry paths need to be discontinued or abandoned?**

What new inquiry questions are emerging?

What new inquiry paths are emerging?

▸ Students listen and Turn-and-Talk in pairs about the reflection questions.

🗨 Student responses will vary based on the individual student's research question/problem. However, listen for students to discuss changes, additions, and deletions to inquiry questions/paths.

ⓘ Consider modeling changes, additions, and deletions to the model Research Frame that was developed in Lesson 6 if students need more support.

Instruct students to independently revise/refine their Research Frames based on the previous pair reflection.

▸ Students independently revise/refine their Research Frame.

ⓘ Students can write their revisions directly on their current Research Frame, on an additional Research Frame, or another sheet of paper.

ⓘ Some students may not need to alter their Research Frame as a result of their research. This is okay as long as the research is sufficient in supporting the current Research Frame. Consider having these students peer review each other's Research Frames and research notes/tools to ensure no alterations are necessary.

Instruct students to organize and file all research and associated materials in the Research Portfolio (Section 2: Gathering and Analyzing Information).

▸ Students organize and file all research and associated materials in Section 2 of the Research Portfolio.

Activity 4: Independent Searches   60%

Remind students of the search steps from Lessons 3–5 (planning for searches, assessing sources, annotating sources, and taking notes). Also remind students that at the end of this lesson they will be assessed on Criteria #2 and #3 on the Conducting Independent Searches Checklist. Transition students to independent searches.

▸ Students listen and transition to independent searches.

ⓘ Consider displaying the search steps from Lessons 3–5 for students to see.

ⓘ Consider using the media center or library for this lesson so students have access to librarians or media center teachers.

ⓘ Students will need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.

Circulate around the room to support students as they engage in the research process. Consider using the Conducting Independent Searches Checklist to monitor students' progress as they research.

▸ Students independently search for sources using their current Research Frame and the steps from Lessons 3–5 (planning for searches, assessing sources, annotating sources, and recording notes).

ⓘ Place students in heterogeneous groups of four or five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates' topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other's research processes, which they may use to potentially refine their own inquiry topics and questions.

ⓘ Remind students to continue considering print and non-text media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from text.

Activity 5: Closing   10%

Collect the completed research tools, including Potential Sources Tools, Taking Notes Tools, and the current Research Frame.

▸ Students turn in all completed research tools along with their current Research Frames.

ⓘ Assess the completed research tools by completing a Conducting Independent Searches Checklist for each student (Criteria #3 and #4 only).

Instruct students to organize this lesson's research in the Research Portfolio.

▸ Students organize this lesson's research mainly in Section 2 of their Research Portfolios.

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes). Additionally, instruct students to add new vocabulary to their Vocabulary Journal by writing about the following:

- Describe where you encountered the word/phrase in the research and why it is proving problematic.
- Discuss how you tried to figure out the meaning of the word/phrase.
- Confirm the word's meaning as it is used in the research text using a reference source (dictionary, encyclopedia, etc.).

ⓘ Consider reminding students to use any of the vocabulary strategies introduced in Unit 1: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the meaning of the word or phrase (by checking the inferred meaning in context or in a dictionary). Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical). How do changes in prefixes and suffixes affect word meaning? Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

ⓘ Students are expected to read a variety of texts, including appropriately challenging texts with some words they will not necessarily understand. At least one source should be challenging/above grade level in order to provide quality vocabulary for the vocabulary journaling process.

Homework

Continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes). Additionally, add new vocabulary to the Vocabulary Journal by writing about the following:

- Describe where you encountered the word/phrase in the research and why it is proving problematic.
- Discuss how you tried to figure out the meaning of the word/phrase.
- Confirm the word's meaning as it is used in the research text using a reference source (dictionary, encyclopedia, etc.).