10.3.2 | Lesson 7

Introduction

In this lesson, students begin conducting searches independently using the Research Frame (created in Lesson 6) and associated search tools. This lesson is the first of three lessons in which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research and continually assess sources for credibility and usefulness in answering inquiry questions.

This lesson is the first of three independent search lessons (10.3.2 Lessons 7–9) assessed using a Conducting Independent Searches Checklist. The Conducting Independent Searches Checklist serves as an assessment tool for the teacher while also focusing students on specific aspects of the search process for each independent search lesson. The teacher provides feedback on the two specific criteria from the Conducting Independent Searches Checklist for each of the three lessons. For this lesson, the focal criteria are 1 and 2. Lesson 8's focal criteria are 3 and 4, and Lesson 9's focal criteria are 5 and 6.

Students begin the lesson by engaging in a research process check-in during which they update their Student Research Plan. The teacher introduces students to the Conducting Independent Searches Checklist, and students conduct research using the steps that they were introduced to in previous lessons. For the lesson assessment, students turn in their completed research materials. For homework, students continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) and add to the vocabulary journal the new vocabulary the have learned throughout 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, c, d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases 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)
Student learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.
ⓘ Consider using a form of electronic folders or other technological media to house and manage the Research Portfolio contents. Teachers who choose to use Google Drive or other cloud-based online organizational formats should display sample folders for all students to see.
ⓘ The research tools are assessed using criteria 1 and 2 from the Conducting Independent Searches Checklist. Complete feedback for criteria 1 and 2 on the checklist for each student based on their research tools.
High Performance Response(s)
A High Performance Response should:
•   Align to criteria 1 and 2 from the Conducting Independent Searches Checklist.

Vocabulary

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

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals 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.9-10.4.a, c, d **Learning Sequence:**	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability and Research Check-In	2. 15%
3. Conducting Independent Searches Checklist	3. 15%
4. Independent Searches	4. 55%
5. Assessment	5. 5%
6. Closing	6. 5%

Materials

- Research Portfolios (refer to 10.3.2 Lesson 1)
- Student copies of the Research Plan (refer to 10.3.2 Lesson 2)
- Copies of the Conducting Independent Searches Checklist for each student
- Extra copies of the Research Frame Tool (refer to 10.3.2 Lesson 6)
- Extra copies of the Potential Sources Tool (refer to 10.3.2 Lesson 3)
- Student copies of the Assessing Sources Handout (refer to 10.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to 10.3.2 Lesson 4)
- Computers with Internet connection (one for each student)

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 the assessed standard for this lesson: W.9-10.8. Students begin the lesson with a research process check-in during which they update their Student Research Plan. Students are then introduced to the Conducting Independent Searches Checklist, and conduct research using the steps they learned in previous lessons. This lesson is the first of three independent search lessons (10.3.2 Lessons 7–9) that are assessed using a Conducting Independent Searches Checklist, which focuses students on specific aspects of the search process for each independent searches lesson.

▸ Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In   15%

Instruct students to take out the Lesson 6 homework: Select one to two of your strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the respective tools for each of the search activities. Additionally, continue to add new vocabulary learned through the research process to the vocabulary journal.

▸ Students take out the Lesson 6 homework.

Instruct students to Turn-and-Talk with a classmate, discussing one credible and relevant source they found related to one of the inquiry questions and two new vocabulary words learned through the source.

🗩 Student responses will vary by students' individual problem-based questions. Student responses may include:

  o My question "Does a patient have rights to tissue that's removed from their body?" led me to a source called "Do We Own Our Bodily Tissues?" in *The Voice of San Diego*. And, it is credible because the author is a medical expert and the information is relevant to my selected inquiry question because it discusses the various issues inherent in tissue ownership.
  o I learned *fundamental* means "forming a necessary base or core" and *innumerable* means "too many to be counted."

ⓘ Consider collecting students' homework to assess the progress of their research.

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Instruct students to take out the Student Research Plan from the front of their Research Portfolio.

▸ Students take out their Student Research Plans.

Return the previous lesson's assessment, the Research Frame, with feedback to each student, and instruct students to examine the feedback.

> ▸ Students examine the feedback on the Research Frame.

Instruct students to review the Research Plan Part 2, where it discusses annotating and taking notes on sources, and building a Research Frame. Instruct students to use the previous lesson's homework and assessment (Research Frame) to journal about their research progress and next steps.

> ▸ Students review the Research Plan Part 2, and use the previous lesson's homework and assessment to journal about their research progress and next steps.

> 🗨 Student responses will vary by individual research question/problem-based question, but look for students to use the language of the Research Plan when reflecting on their research progress and next steps.

> ⓘ Instruct students to continue the Research Journal started in Lesson 2. Students can write on separate sheets of paper or in a notebook and keep the Research Journal in the Research Portfolio.

Instruct students to file the Research Plan in the front section of the Research Portfolio and organize the materials from the previous lesson in Section 2: Gathering and Analyzing Information.

> ▸ Students file the Student Research Plan in the front section of the Research Portfolio.

Activity 3: Conducting Independent Searches Checklist   15%

Explain to students that this lesson begins a series of three lessons in which students conduct independent searches during class time and for homework. Inform students that each independent searches lesson (10.3.2 Lessons 7–9) has a different focus but includes all the steps of the research process taught in previous lessons.

> ▸ Students listen.

Display and distribute the Conducting Independent Searches Checklist. Explain to students that the Conducting Independent Searches Checklist synthesizes all the criteria for an effective search into one list. Explain to students that for each of the three independent searches lessons, students will focus on two criteria to assess their research progress. Inform students that for this lesson, criteria 1 and 2 are the focus. However, students should still consider all the research steps because all of the criteria are important in conducting effective research. Remind students that the skills necessary to meet the criteria have been taught throughout the previous lessons.

> ▸ Students examine the Conducting Independent Searches Checklist.

Instruct students to read the criteria in the Conducting Independent Searches Checklist and then Turn-and-Talk in pairs to consider the criteria's specific actions and any questions or clarification needed. Instruct student pairs to answer the following questions before sharing out with the class.

🗨 Student responses will vary but listen for students to use the language of the Conducting Independent Searches Checklist while discussing.

What specific action is required for criterion 1, "Uses inquiry questions to drive research and identify sources"?

🗨 The criterion's action is that the inquiry questions should drive the research. We should be searching for sources that provide information related to our inquiry questions. The research is based on inquiry or answering questions to gain a deeper understanding of the problem-based question.

What specific action is required for criterion 2, "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"?

🗨 This criterion is describing how to assess sources by using the Potential Sources Tool and Assessing Sources Handout introduced in earlier lessons. It is important to quickly get rid of any sources that are not credible, accessible, or relevant.

What specific action is required for criterion 3, "Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly"?

🗨 This criterion's action is describing how to assess the research and if there is enough to answer inquiry questions or address inquiry paths. Sometimes new questions emerge and some questions need to be eliminated based on the direction of the research. Sometimes additional sources need to be explored.

What specific action is required for criterion 4, "Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths"?

🗨 This criterion's action is about selecting key sources to read closely for information that addresses select inquiry questions and paths.

What specific action is required for criterion 5, "Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions"?

🗨 This criterion's action is about deciding which inquiry paths and questions have been addressed by the research and making decisions about which direction to go with the research.

What specific action is required for criterion 6, "Marks key info in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths"?

🗨 This criterion's action is about annotating and taking notes on key sources, but also beginning to analyze those sources for how they answer the selected inquiry question. This criterion also contributes to changes in research direction that might take place.

ⓘ Look for essential understanding of the criterion's action, its nonlinear nature, and the repetitive practices that research calls for. Consider generating follow-up questions as necessary.

ⓘ Students do not need to complete the Conducing Independent Searches Checklist; it is for assessment purposes only.

Lead a brief whole-class discussion of students' responses and questions.

Activity 4: Independent Searches   55%

Instruct students to begin working on their independent searches. Remind students they will be assessed on criteria 1 and 2 on the Conducting Independent Searches Checklist. Remind students of the research steps (planning for searches, assessing sources, annotating, taking notes, and evaluating arguments). Remind students to organize all search materials in their Research Portfolios, Section 2.

Transition students to independent searches. Distribute extra Potential Sources Tools, Taking Notes Tools, and Research Frame Tools as needed to each student.

▸ Students do their independent searches, using the Research Frame and the steps from earlier lessons (planning for searches, assessing sources, annotating, taking notes, and evaluating arguments).

ⓘ Consider displaying the search steps from 10.3.2 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 specialists.

ⓘ Students 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.

ⓘ Consider drawing students' attention to their application of standard W.9-10.7, through the use of research skills necessary to complete this activity.

Circulate to support students as they engage in the research process. Ask students to consult the Conducting Independent Searches Checklist as a reminder of the components of the research process.

ⓘ Place students in heterogeneous groups of four or five that 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.

ⓘ **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through http://novelnewyork.org/ such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students' reading levels.

ⓘ 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: Assessment   5%

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

▸ Students turn in the completed research tools from the lesson.

ⓘ **Differentiation Consideration:** For further assessment, and to have students begin developing their argument writing skills, consider having students respond briefly in writing to the following prompt:

Choose one central claim researched today. Identify the evidence that supports this claim and evaluate how the evidence is relevant and sufficient to the claim.

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 10.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument) and add to the vocabulary journal the new vocabulary learned through the research process.

▸ Students follow along.

ⓘ Distribute additional tools as needed. Students should bring to class annotated sources and completed research tools as evidence of their independent research.

ⓘ Consider reminding students to use the vocabulary strategies in standards L.9-10.4.a, c, d when completing the vocabulary journal.

Homework

Continue conducting searches independently, following the steps taught in 10.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument) and add to the vocabulary journal any new vocabulary you learn through the research process. Bring to class annotated sources and completed research tools from your searches.

Conducting Independent Searches Checklist

Name:		Class:		Date:	

Conducting Independent Searches Criteria	Teacher Feedback
1. Uses inquiry questions to drive research and identify sources.	
2. 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.	
3. Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.	
4. Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths.	
5. Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions.	
6. Marks key info in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths.	

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