10.3.2 | 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 asking students to determine if the research surfaced is sufficient to address established inquiry paths and questions, while adjusting the search accordingly. Additionally, students read sources closely, analyze details and ideas, evaluate a source's argument, and take notes for each source to determine how it addresses inquiry questions and paths.

Students begin by using the previous lesson's assessment (completed research tools), with teacher feedback, to assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. As a result, students update their Research Frames as needed. Students continue to independently research, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). 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, record notes, and evaluate arguments) 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, 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)
The learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame. ⓘ The research tools will be assessed using the Conducting Independent Searches Checklist (refer to 10.3.2 Lesson 7). Complete feedback for criteria 3 and 4 on the checklist for each student based their research tools.
High Performance Response(s)
A High Performance Response should: • Align to criteria 3 and 4 in 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.

File: 10.3.2 Lesson 8 **Date:** 4/18/14 **Classroom Use:** Starting 4/2014

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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. 25%
3. Independent Searches	3. 60%
4. Assessment	4. 5%
5. Closing	5. 5%

Materials

- Research Portfolios (refer to 10.3.2 Lesson 1)

- Extra copies of the Assessing Sources Handout (refer to 10.3.2 Lesson 3)

- Extra copies of the Potential Sources Tool (refer to 10.3.2 Lesson 3)

- Extra copies of the Taking Notes Tool (refer to Lesson 10.3.2 Lesson 4)

- Student copies of the current Research Frame (refer to 10.3.2 Lesson 6)

- Student copies of the Conducting Independent Searches Checklist (refer to 10.3.2 Lesson 7)

- 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. In this lesson, students use the previous lesson's assessment (completed research tools), with teacher feedback, to assess their search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students continue to research independently, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). 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 and Research Check-In   25%

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 "Uses inquiry questions to drive research and identify sources." Criterion 2 is "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 discussion to monitor students' research progress and hold students accountable for homework completion.

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

_____

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

▸ Students examine teacher feedback on the previous lesson's completed research tools.

ⓘ Criteria 1 and 2 of the Conducting Independent Searches Checklist were used to assess the completed research tools. Prepare for the lesson ahead of time by preparing feedback for each student on criteria 1 and 2 of the checklist, based on individual students' completed research tools.

Remind students that this type of inquiry-based research is cyclical and nonlinear. Sometimes new paths develop and some paths are abandoned depending on the direction of the research. 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 form pairs. Post or project the following questions for student pairs to discuss:

Which 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?

🗩 Student responses will vary based on the individual students' problem-based questions. However, listen for students to discuss changes, additions, and deletions to inquiry questions/paths.

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

▸ Students independently revise/refine their Research Frame.

ⓘ **Differentiation Consideration:** If students need additional support, consider modeling changes, additions, and deletions to the model Research Frame that was developed in Lesson 6.

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

ⓘ **Differentiation Consideration:** Some students may not need to alter their Research Frames as a result of their research, provided the research is sufficient to support 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.

Activity 3: Independent Searches   60%

Remind students of the search steps from Lessons 3–5 (planning for searches, assessing sources, annotating sources, taking notes, and evaluating arguments). Inform students that at the end of this lesson they will submit their independent search materials to be assessed on criteria 3 and 4 on the Conducting Independent Searches Checklist.

Transition students to independent searches.

> ▸ Students work on independent searches.

ⓘ 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.

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 10.3.2 Lessons 3–5 (planning for searches, assessing sources, annotating sources, recording notes, and evaluating arguments).

ⓘ 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 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 with regard to accessing these databases and creating filtered searches that support students' reading levels.

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

Activity 4: 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 their 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:

Write an evidence-based claim about an inquiry question researched in class using evidence found in your sources.

Instruct students to look at the annotations in their sources and research tools to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses and to practice using specific language and domain-specific vocabulary.

Activity 5: Closing   5%

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, record notes, and evaluate argument). Additionally, instruct students to add new vocabulary learned through the research process to their vocabulary journal.

▸ Students follow along.

ⓘ 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 arguments). Additionally, add new vocabulary learned through the research process to the vocabulary journal.