

## Student Research Plan Handout

<b>Name</b> :		<b>Class</b> :		<b>Date</b> :	
------------------	--	-------------------	--	------------------	--

Research Process	Process Outcomes	Associated Materials	Standards
Part 1: Initiating Inquiry	<ul style="list-style-type: none"> <li>Generates, selects, and refines inquiry questions to explore topics.</li> <li>Develops two to three research topics/areas of investigation from the research topic exploration.</li> <li>Develops inquiry questions about areas of investigation.</li> <li>Conducts pre-searches of areas of investigation.</li> <li>Arrives at a research-based topic by vetting areas of investigation.</li> <li>Generates specific inquiry questions for the research topic/area of investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Surfacing Issues Tool</li> <li>Posing Inquiry Questions Handout</li> <li>Exploring a Topic Tool</li> <li>Pre-Search Tool</li> <li>Area Evaluation Checklist</li> <li>Specific Inquiry Questions Checklist</li> </ul>	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.

File: 11.3.2 Lesson 2 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



Research Process	Process Outcomes	Associated Materials	Standards
Part 2: Gathering Information	<ul style="list-style-type: none"> <li>Plans for searches by determining key words/phrases and finding credible and relevant sources.</li> <li>Assesses sources for how credible, relevant, and accessible they are.</li> <li>Annotates sources and records notes that help answer the inquiry questions.</li> <li>Evaluates arguments using an evidence-based arguments checklist.</li> <li>Builds an initial Research Frame with a problem-based question to guide independent searches.</li> <li>Conducts searches independently.</li> </ul>	<ul style="list-style-type: none"> <li>Potential Sources Tool</li> <li>Assessing Sources Handout</li> <li>Taking Notes Tool</li> <li>Research Frame</li> <li>Conducting Independent Searches Checklist</li> <li>Evidence-Based Arguments Checklist</li> </ul>	<p>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.</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Research Process	Process Outcomes	Associated Materials	Standards
Part 3: Organizing and Synthesizing Inquiry	<ul style="list-style-type: none"> <li>Organizes, connects, and synthesizes evidence to develop evidence-based claims about inquiry questions and inquiry paths.</li> <li>Further organizes, connects, and synthesizes evidence-based claims about inquiry paths and the problem-based question.</li> <li>Reviews and synthesizes the research to develop a written evidence-based perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Forming Evidence-Based Claims Tool</li> <li>Organizing Evidence-Based Claims Tool</li> <li>Evidence-Based Claims Criteria Checklist</li> <li>Forming Counterclaims Tool</li> <li>Evidence-Based Perspective Rubric</li> </ul>	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.

From Student Research Plan, by Odell Education, [www.odelleducation.com](http://www.odelleducation.com). Copyright (2012-2013) by Odell Education. Adapted with permission under an Attribution-NonCommercial 3.0 Unported license: <http://creativecommons.org/licenses/by-nc/3.0/>.