

11.3.2 Lesson 9

Introduction

This lesson is the last in a series of three lessons focused on conducting searches independently. This lesson focuses on criteria 5 and 6 of the research process in the Conducting Independent Searches Checklist. As in Lesson 8, students use 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. Students update the Research Frame as needed. Students continue to research independently, using the steps taught in 11.3.2 Lessons 3-5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). 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.

For homework, students continue conducting searches independently, following the steps outlined in 11.3.2 Lessons 3-5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, students organize their research by inquiry paths in the Research Portfolio.

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

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Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
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.
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). 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, its etymology, or its standard usage. 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

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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.

- The research tools will be assessed using the Conducting Independent Searches Checklist (refer to 11.3.2 Lesson 7). Complete feedback for criteria 5 and 6 on the checklist for each student based on their research tools.

High Performance Response(s)

A High Performance Response should:

- Align to criteria 5 and 6 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.*

Additional vocabulary to support English Language Learners (to provide directly)

- 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: <ul style="list-style-type: none"> Standards: W.11-12.8, W.11-12.7, L.11-12.4.a-d 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability and Research Check-In 3. Independent Searches 4. Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 60% 4. 5% 5. 10%

Materials

- Research Portfolios (refer to 11.3.2 Lesson 1)
- Extra copies of the Assessing Sources Handout (refer to 11.3.2 Lesson 3)
- Extra copies of the Potential Sources Tool (refer to 11.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to 11.3.2 Lesson 4)
- Student copies of the current Research Frame (refer to 11.3.2 Lesson 6)
- Student copies of the Conducting Independent Searches Checklist (refer to 11.3.2 Lesson 7)
- Computers with Internet connection (one for each student)

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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.
	<i>Italicized text indicates a vocabulary word.</i>
►	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.11-12.8. In this lesson, students use 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. Students continue to research independently, using the steps previously taught in 11.3.2 Lessons 3-5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). At the close of the lesson, students turn in all completed research tools from the lesson, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to talk in pairs and discuss the homework from the previous lesson (Continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3-5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Add new vocabulary learned through the research process to the vocabulary journal.) Instruct student pairs to discuss criteria 3 and 4 on the Conducting Independent Searches Checklist by

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discussing two examples from the homework (independent research) that best exemplify these criteria.

- Student pairs discuss the homework from the previous lesson.
- Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of criteria 3 and 4 from the Conducting Independent Searches Checklist.
- Criterion 3 on the Conducting Independent Searches Checklist is “Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.” Criterion 4 is “Reads sources closely, analyzes details and ideas, and takes notes for each source to determine how it addresses inquiry questions and paths.”
- Students were provided with a Conducting Independent Searches Checklist in 11.3.2 Lesson 7.
- Circulate during the pair discussion to monitor students’ research progress and to hold students accountable for homework completion.
- Consider drawing students’ attention to their application of standard W.11-12.7 through the use of research skills necessary to complete this activity.

Instruct students to organize and file their research materials from the previous lesson’s homework and assessment in the Research Portfolio.

- Students organize and file their research materials in the Research Portfolio.
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Return to each student the previous lesson’s completed research tools (with teacher feedback on criteria 3 and 4 of the Conducting Independent Searches Checklist). Instruct students to examine the materials.

- Students examine teacher feedback on the previous lesson’s completed research tools.
- Criteria 3 and 4 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 3 and 4 of the checklist, based on individual students’ completed research tools.

Inform students that this is the final lesson on independent searches. Explain that, before doing more independent research in this lesson, students must reflect on the previous lesson’s homework and assessment materials, considering how the Research Frame should change or stay the same.

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

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- Students listen.

Instruct students to reflect individually on the following questions and revise or refine their Research Frame accordingly:

What inquiry paths deserve more attention and further development?

What inquiry paths need to be discontinued or abandoned?

What new inquiry questions are emerging?

What inquiry questions can be discontinued or abandoned?

- Student responses will vary based on their individual research questions/problems and research conducted. Students should discuss changes, additions, and deletions to inquiry questions/paths.
- Students independently revise/refine their Research Frame.
- Consider reminding students to use their completed research and teacher feedback, based on the assessments from 11.3.2 Lessons 7 and 8 to support their revisions.
- Students can write their revisions directly on the current Research Frame, on an additional Research Frame, or another sheet of paper.
- **Differentiation Consideration:** Some students may not need to alter the Research Frame as a result of their research. Consider having these students peer review each other's Research Frames and research notes/tools to ensure that they do not need to make any changes.
- **Differentiation Consideration:** If students need more support, consider modeling for students how to revise or refine the Research Frame by using the Model Research Frame developed in 11.3.2 Lesson 6.

Activity 3: Independent Searches

60%

Remind students of the search steps from 11.3.2 Lessons 3-5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). Inform students that at the end of this lesson they will submit their independent search materials to be assessed on criteria 5 and 6 on the Conducting Independent Searches Checklist.

Transition students to independent searches.

- Students work on independent searches.

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

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- Consider displaying the search steps from 11.3.2 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 student progress as they research.

- Students independently search for sources using a current Research Frame and the steps from 11.3.2 Lessons 3-5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).
- Place students in heterogeneous groups of four to 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 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 non-text media when researching and to think about how visuals or auditory media can provide or demonstrate information in ways different from text.
- Remind students to avoid overreliance on one source by collecting a variety of sources that offer diverse perspectives and a range of evidence, and target different audiences.

Activity 4: Assessment

5%

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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:

Identify a claim that counters a claim identified in 11.3.2 Lesson 7 or 11.3.2 Lesson 8. Identify the evidence that supports this counterclaim and evaluate how the evidence is relevant and sufficient to the counterclaim.

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 when responding.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3-5 (plan searches, assess sources, annotate sources, record notes, evaluate arguments). Additionally, instruct students to organize the multiple sources and research tools by inquiry path in the Research Portfolio.

Explain to students how to organize the multiple sources and research tools by inquiry path in the Research Portfolio. Students should examine their current Research Frames and Research Portfolios, and then compile and organize all of their notes, annotated sources, and tools by inquiry path. Students can do this either by reorganizing Section 3 of the Research Portfolio by inquiry path, or by marking their notes, annotated sources, and tools by the inquiry path number that is located on the Research Frame. Remind students to put research information that is not useful or relevant in Section 4 of the Research Portfolio.

- Students follow along.
- Section 3 of the Research Portfolio is the Drawing Conclusions Section. Section 4 of the Research Portfolio is the Discarded Material Section.
- Students may have their own systems for organizing their research materials by inquiry path; how this goal is achieved may look different for individual students.
- This homework requires students to take home the Research Portfolio.

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- Distribute additional tools as needed. Students should bring in annotated sources and completed research tools as evidence of their independent research.
- Consider reminding students to use the vocabulary strategies in standards L.11-12.4.a-d when completing the vocabulary journal.

Homework

Continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3-5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). In addition, organize your sources and research tools by inquiry path in the Research Portfolio.

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