

PART 5

DEVELOPING AND COMMUNICATING AN EVIDENCE-BASED PERSPECTIVE

OBJECTIVE:

Students draw from the research and their personal analysis to develop and communicate an evidence-based perspective. By the end of Part 5, students will have an organized body of research and have written an evidence-based perspective on the Area of Investigation.

ACTIVITIES

1- REVIEWING RESEARCH PORTFOLIOS

Students review their Research Portfolios and organize the evidence in preparation for final analysis.

2- EXPRESSING AN EVIDENCE-BASED PERSPECTIVE

Based on their claims for each Inquiry Question, students write a final EBC explaining their perspective on the Area of Investigation.

3- WRITING A BIBLIOGRAPHY

Students use their Potential Sources tool to write bibliographies listing all their sources.

MATERIALS:

Organizing EBC
Evidence-Based Perspective
EBC Criteria Checklist
Connecting Ideas Handout
Research Criteria Matrix

ALIGNMENT TO CCSS

TARGETED STANDARD(S):

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **W.6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **RI.6.9:** Compare and contrast one author's presentation of events with that of another. **RI.6.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SUPPORTING STANDARD(S):

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ACTIVITY 1: REVIEWING RESEARCH PORTFOLIOS

Students review their Research Portfolios and organize the evidence in preparation for final analysis.

INSTRUCTIONAL NOTES

After refining their inquiry, students organize their Research Portfolios in preparation for crafting their evidence-based perspective. Section 2 should be complete, containing all the sources, annotated copies, notes and EBCs made by the students during Parts 2-4. The portfolios should also contain Organizing EBC tools for each Inquiry Question that synthesize information across its Inquiry Questions. The claims addressing at least one of the Inquiry Questions should be written out. The claims addressing these Inquiry Questions become the first part of Section 3 of their portfolios and form the basis of their evidence-based perspective on their Area of Investigation.

ACTIVITY 2: EXPRESSING AN EVIDENCE-BASED PERSPECTIVE

Based on their claims for each Inquiry Question, students write a final EBC explaining their perspective on the Area of Investigation.

EVIDENCE-BASED PERSPECTIVE

The **EVIDENCE-BASED PERSPECTIVE** is a written expression of the personal conclusions and perspectives drawn by the students from their research. It results from the analysis of the outcomes of the research, organized and supported by the claims they have developed for each of their Inquiry Questions. Drawing from their Organizing EBCs, students write a synthesizing account of their findings, expressing their perspective and supporting it with evidence and reasoning.

INSTRUCTIONAL NOTES

- Have students draw from their Research Portfolios to write roughly a one-page synthesis expressing and supporting their perspective on their Areas of Investigation.
- The Writing EBC and the Connecting Ideas handouts can be used.
- These written perspectives should clearly and logically express their perspective, but do not need to fully summarize all of their research. The purpose of this writing is to develop their perspective based on their research. This perspective can then support the development of larger products by incorporating and explaining their entire body of research.
- Students should paraphrase and quote with proper citation the evidence they do use in crafting their perspectives.
- Students can write their perspectives as an in-class writing assignment for which they have prepared by organizing and finalizing their research portfolios.
- After teacher review, students can revise their writing inside or outside of class.



ACTIVITY 3: WRITING A BIBLIOGRAPHY

Students use their Potential Sources tool to write bibliographies listing all their sources.

INSTRUCTIONAL NOTES

As part of their evidence-based perspective and to complete their Research Portfolios, students write a one or two page bibliography of all their sources. Students can work from their Potential Sources tools, transferring the relevant information. Teachers should use the bibliographic format they prefer and provide direct instruction for students on formatting their information accordingly.



ASSESSMENT OPPORTUNITIES

After students have completed Part 5, teachers are able to assess if students have been able to successfully conclude a cycle of research. Many aspects of the proficiency can and should be assessed. The Research Portfolio can be used as evidence for the development of the full range of criteria expressed in the Research Criteria Matrix for all central areas of proficiency:

1. Setting direction for inquiry and research
2. Managing and evaluating research processes
3. Assessing sources
4. Analyzing/integrating/synthesizing Information
5. Recording and organizing Information
6. Developing and communicating an evidence-based perspective