

PART 3

DEEPENING UNDERSTANDING

OBJECTIVE:

Students analyze sources through close reading to deepen their understanding and draw personal conclusions about the Area of Investigation. By the end of Part 3, students will have a series of evidence-based claims addressing their Inquiry Questions.



ACTIVITIES

1- READING SOURCES CLOSELY

Students use their Inquiry Questions to read sources closely, analyzing them for content, perspective, and relevance.

2- WRITING EVIDENCE-BASED CLAIMS ABOUT SOURCES

Students develop evidence-based claims on some of the common sources using their notes and annotations.

3- DISCUSSING UNDERSTANDING OF THE AREA OF INVESTIGATION

Students share with the class the evidence-based claims they have developed independently on the common sources, and discuss their understanding of the Area of Investigation based of these EBCs.

MATERIALS:

Texts # 7-10
Forming EBC
Forming EBC Handout
EBC Criteria Checklist
Writing EBC Handout
Connecting Ideas Handout
Research Criteria Matrix



ALIGNMENT TO CCSS

TARGETED STANDARD(S):

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):

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. **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: READING SOURCES CLOSELY

FORMING EBC TOOL

The **FORMING EVIDENCE-BASED CLAIMS** tool incorporates skills students develop in the Reading Closely and Making Evidence-Based Claims units. Students use an Inquiry Question to guide their reading, marking details that help them answer this question. Then, they select details that seem most relevant, record their thoughts and connections, and make a claim they have come to from their analysis that answers their Inquiry Question.

INSTRUCTIONAL NOTES

In this activity, students employ skills developed in the Reading Closely for Textual Details unit to analyze selected sources for content. The approach to close reading developed in that unit and incorporated here involves strategically questioning texts to access deep meaning associated with key textual details. In the Reading Closely unit, students develop this proficiency using a general Guiding Question framework. Now, in the context of their research, students use their Inquiry Questions to guide their analysis. If their students need further work on developing independence in close reading, teachers are encouraged to use the additional materials and approaches contained in the Reading Closely unit.

- Orient students to the Forming EBC tool. Explain that the tool incorporates the process of the Analyzing Details tool from the Reading Closely unit and the Forming EBC tool from the Making EBC unit. Following this process, students will:
 - ◇ use an Inquiry Question to guide their reading
 - ◇ mark details that help them answer this question
 - ◇ select details that seem most relevant
 - ◇ record their thoughts and connections
 - ◇ make a claim they have come to from their analysis that answers their Inquiry Question
- Work through the tool as a class. Model close reading to answer Inquiry Questions using **Text #7 from the Topic Resource Repository.**

CLOSE READING OF SOURCES IN SMALL GROUPS

- Select one of the common sources previously read in class and an Inquiry Question from your list that the source addresses.
- Have students work in small groups to close read the source using the Inquiry Question and the Forming EBC tool.
- Support students as they work, helping them select details that relate to the Inquiry Question, make connections among them and write a claim that answers the Inquiry Question.
- Read and comment on volunteer student groups' work and discuss the process again as a class.

Teachers can choose to have students work across several days in class, alternating work in small groups and as a class, reading closely and analyzing a number of common sources. **Questions to guide close reading can be found in the Research Topic Repository.**

ACTIVITY 1: READING SOURCES CLOSELY **(CONT'D)**

INSTRUCTIONAL NOTES

INDEPENDENT CLOSE READING OF SOURCES

- Select a common source and an Inquiry Question from your list that the source addresses.
- Have students work independently to close read the source using the Inquiry Question and the Analyzing Sources tool, supporting them as they work.
- As a class, share and discuss the EBCs developed independently, and have students take notes of each other's EBCs to complete their personal Research Portfolios.

ORGANIZING THE RESEARCH PORTFOLIO

- Instruct students to store all their notes and handouts in SECTION 2 of their Research Portfolios: Gathering and Analyzing Information.

ACTIVITY 2: WRITING EVIDENCE-BASED **CLAIMS ABOUT SOURCES**

Students develop evidence-based claims on some of the common sources using their notes and annotations.

INSTRUCTIONAL NOTES

At this point, students will have analyzed several sources. They now develop a few written evidence-based claims addressing some of their Inquiry Questions, based on their analyzed sources.

WRITING EVIDENCE-BASED CLAIMS AS A CLASS

- As a class, pick one of the Forming EBC tools that contains their analysis of a source based on an Inquiry Question.
- Review the Forming EBC tool and discuss the claim and how it is supported by the selected details.
- Based on the Forming EBC tool, develop the claim into a written paragraph as a class.
 - ◇ The paragraph should state and explain the claim, and incorporate evidence through direct quote and paraphrase to support it.
 - ◇ Proper transitional phrases and citations should be included.
 - ◇ After the class has drafted an initial EBC, guide students in using the EBC Criteria Checklist and Writing Evidence-Based Claims to support revision of their evidence-based claims, and the Connecting Ideas handout if they need support integrating transitional phrases.

WRITING EVIDENCE-BASED CLAIMS IN SMALL GROUPS

- Pick common sources, and have students work in groups to review the corresponding Forming EBC tools and to write evidence-based claims.
- Support students as they work and orient them to the handouts for help.
- Read and comment on volunteer student groups' paragraphs, using the handouts to analyze, discuss and improve the work.
- Model the process again as a class if necessary.

ACTIVITY 2: WRITING EVIDENCE-BASED CLAIMS ABOUT SOURCES (CONT'D)

INSTRUCTIONAL NOTES

WRITING EVIDENCE-BASED CLAIMS INDEPENDENTLY

- Pick a common source, and have students work independently to review the corresponding Forming EBC tools and to write an evidence-based claim.
- Support students as they work and orient them to the handouts for help.
- Read and comment on volunteer students' paragraphs, using the handouts to analyze, discuss and improve the work.

ORGANIZING THE RESEARCH PORTFOLIO

- Instruct students to store all their notes and handouts in SECTION 2 of their Research Portfolios: Gathering and Analyzing Information.

ACTIVITY 3: DISCUSSING UNDERSTANDING OF THE AREA OF INVESTIGATION

Students share with the class the evidence-based claims they have developed independently on the common sources and discuss their understanding of the Area of Investigation.

INSTRUCTIONAL NOTES

SHARING EVIDENCE-BASED CLAIMS

- Have students read the EBCs they have developed independently.
- Discuss them as a class.
- Students take notes. You may also photocopy some of the most relevant EBCs so that all students can include them in their personal Research Portfolios.

DISCUSSING UNDERSTANDING OF THE AREA OF INVESTIGATION

- As a class, discuss the information gathered and analyzed so far.
- Encourage students to express their understanding of the Area of Investigation based on the information gathered. At this point, they should not yet focus on their personal perspective, but rather how the information they have gathered and the analysis they have performed of the sources have helped expand and deepen their knowledge and their understanding of the Area of Investigation.

ORGANIZING THE RESEARCH PORTFOLIO

- Instruct students to store all their notes and their peers' EBCs in SECTION 2 of their Research Portfolios: Gathering and Analyzing Information. Recommend that they group together all the EBCs that address the same Inquiry Question.



ASSESSMENT OPPORTUNITIES

In this part of the unit students will have produced:

- ◇ Forming EBC tools
- ◇ Annotated common texts
- ◇ Written Evidence-Based Claims

Evaluate these products, as well as their participation and discussion using the Research Criteria Matrix.

For Part 3, examine student products and performance for ability in the following criteria:

- Posing Inquiry Questions
- Monitoring and evaluating progress
- Assessing sources for credibility and relevance
- Paraphrasing, quoting and referencing sources
- Annotating texts and noting connections and observations
- Reorganizing information based on deepening understanding
- Analyzing sources for inquiry purposes
- Evaluating sources for evidence, claims, and arguments
- Identifying fallacious or unsupported reasoning
- Demonstrating understanding
- Supporting claims