PART 3

DEEPENING UNDERSTANDING

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

ACTIVITIES

MATERIALS:
Texts # 7-10
Research Frame
Assessing Sources Handout
Forming EBC
Forming EBC Handout
EBC Criteria Checklist
Writing EBC Handout
Connecting Ideas Handout
Research Criteria Matrix

1- SELECTING KEY SOURCES
The teacher discusses how to identify the most relevant sources and helps students select key sources to analyze through close reading.

2- READING SOURCES CLOSELY
Students use their Inquiry Questions to read key sources closely, analyzing them for content, perspective, and relevance.

3- DISCUSSING TYPES OF CLAIMS
The teacher explains, models and works with students on making various types of evidence-based claims using student research.

4- WRITING EVIDENCE-BASED CLAIMS ABOUT SOURCES
Students develop evidence-based summaries and evaluations/interpretations/criticisms of relevant sources using their notes and annotations.

ALIGNMENT TO CCSS

TARGETED STANDARD(S):
W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **RI.8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **RI.8.10:** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

SUPPORTING STANDARD(S):
W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.8.5:** 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, focusing on how well purpose and audience have been addressed. **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **RI.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RI.8.6:** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

ACTIVITY 1: SELECTING KEY SOURCES

The teacher discusses how to identify the most relevant sources and helps students select key sources to analyze through close reading.

INSTRUCTIONAL NOTES

CONNECTING SOURCES TO INQUIRY PATHS

- Using the Research Frame, the general comments on content in the Potential Sources tools, and the notes on Taking Notes, model connecting sources to Inquiry Paths.
- The connection is recorded in the "Connection to Inquiry Paths" box using the reference number assigned to each Inquiry Path.
- Students connect their sources to their Inquiry Paths.

SELECTING KEY SOURCES

- Introduce the idea that some key sources require close reading in order to extract important details and to analyze more deeply their ideas and perspectives.
- The selection should be made based on the assessment of credibility, accessibility/interest, and relevance/richness performed in the Potential Sources tool. Personal notes recorded on the same tool may also help select key sources.
- Model using the information recorded in a Potential Sources tool to select key sources (the Assessing Sources handout can also be used).
- Then have students review their notes on Potential Sources and Taking Notes, and their annotation on the sources to determine which sources need close reading.
- Students select at least one key source per Inquiry Path to analyze through close reading.

ACTIVITY 2: READING SOURCES CLOSELY

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

INSTRUCTIONAL NOTES

In this activity, students employ skills developed in the Reading Closely for Textual Details and Making Evidence-Based Claims units to analyze selected sources for content and perspective. The approach to close reading developed in those units 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.

ACTIVITY 2: READING SOURCES CLOSELY (CONT'D)

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

- Model close reading to answer Inquiry Questions with the students using a common text. **(Text #7 from a Topic Resource Repository presenting rich argumentation and a perspective or a rich student-found source can be used).**
- Orient students to the Forming EBC tool.
- Work through the tool as a class, guiding your reading with an Inquiry Question, marking the text for relevant details, selecting key ones, recording what you think about them and connections you make among them, and (possibly) developing a claim that answers your Inquiry Question from your thinking and the textual evidence.

INDEPENDENT CLOSE READING OF SOURCES

- Students close read the sources they have selected in Activity 1 using the Forming EBC tool.
- Support students as they work, helping them select details that relate to their Inquiry Questions and make connections among them.

Teachers can choose to have students work across several days in class, reading closely and analyzing a number of their key sources.

- At the end of this activity, instruct students to store their Forming EBC tools in SECTION 2 of their Research Portfolios: Gathering and Analyzing Information.

ACTIVITY 3: DISCUSSING TYPES OF CLAIMS

The teacher explains, models and works with students on making various types of evidence-based claims using student research.

INSTRUCTIONAL NOTES

The ability to make claims based on evidence gleaned from a close strategic reading of sources is essential to the research process. Activities 1 and 2 stressed the importance of analyzing sources guided by Inquiry Questions. Now instruction moves to developing an understanding of the different types of claims that may emerge in response to different types of Inquiry Questions.

ACTIVITY 3: DISCUSSING TYPES OF CLAIMS (CONT'D)

INSTRUCTIONAL NOTES

Some Inquiry Paths are satisfied with **paraphrasing** claims. Some aspects of research require the collection of information. For example, it might be essential for my research to know, "What are the various ways water can be made potable?" I need to look for sources that contain this information and summarize it in my analysis. Within the same area, another Inquiry Question might be, "What are the most sustainable ways to develop potable water?" Answering this Inquiry Question might involve evaluation on behalf of the researcher and require an **evaluative** evidence-based claim. If my Inquiry Question was, "Why do people buy bottled water?", I might need to make an **interpretive** claim based on my assessment of the evidence. I will also need to make **synthesizing** claims that connect multiple claims associated with several of my Inquiry Questions or paths as I develop my evidence-based perspective.

- As a class, discuss a variety of Inquiry Questions and determine what types of claims and evidence would be necessary to address them. **(Model Inquiry Questions from a Text Resource Repository or student questions can be used as a basis for class discussion.)**
- Explain and model for students making different types of claims to address various Inquiry Questions.
- Select at least one Inquiry Question to model each type of EBC. The EBC Criteria Checklist can be used.
- Use notes on Taking Notes tools to find important related details, and work from Forming EBC tool to develop different types of claims to answer each Inquiry Question.
- At the end of the activity, instruct students to store their material in SECTION 2 of their Research Portfolios: Gathering and Analyzing Information.

ACTIVITY 4: WRITING EVIDENCE-BASED CLAIMS ABOUT SOURCES

Students develop evidence-based summaries and evaluations/interpretations/criticisms of relevant sources using their notes and annotations.

INSTRUCTIONAL NOTES

At this point, students will have analyzed several key sources and discussed the various types of evidence-based claims employed in answering Inquiry Questions. They now develop a few written evidence-based claims addressing some of their Inquiry Questions, based on their analyzed sources.

- Have students pick one of the Forming EBC tools that contains their analysis of a source based on an Inquiry Question.
- Students determine what type of claim is needed to address that particular Inquiry Question.
- Students review the Forming EBC tool and assess whether they have made an appropriately supported claim. They should revise it if needed.
- Based on their Forming EBC tool, students develop the claim into a written paragraph.
    - ◊ 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.
    - ◊ The EBC Criteria Checklist, Writing Evidence-Based Claims and Connecting Ideas handouts can be used to support instruction on writing evidence-based claims.
- Have students determine and write at least two different types of claims that appropriately address different Inquiry Questions. They should then file them in SECTION 2 of their Research Portfolios.

ASSESSMENT OPPORTUNITIES

In this part of the unit students will have produced:

- ◊ Forming EBC tools
- ◊ Annotated common texts
- ◊ Annotated sources
- ◊ 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
- Framing Inquiry Paths
- Monitoring and evaluating progress
- Assessing sources for credibility and relevance
- Organizing researched information
- Paraphrasing, quoting and referencing sources
- Annotating sources 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