

Correlations between Guided Inquiry Process and Understanding by Design  
Guided Inquiry Process Alignment with Standards

Understanding by Design Curriculum Planning Model	Guided Inquiry Steps and Descriptions	Denton ISD Information Literacy Curriculum Unit Plans Alignment	TEKS Alignment K-12 (paraphrased)	AASL 21st Century Learner Standards	College and Career Readiness Standards	ACRL Information Literacy Competency Standards for Higher Education, 2000 (currently under revision) (paraphrased)	Creating a New Vision For Texas Public Schools Texas Association of School Administrators May 2008 <i>A Vision of What Texas Education Should Be</i>
Stage 1:Desired results for the unit							
What is the <b>transfer</b> goal - big idea (T)							
What are the established <b>goals</b> (Standards)? (G)							
What <b>meanings</b> should the students make? (U)							
What <b>knowledge</b> and <b>skills</b> students need to acquire? (K & S)							
What <b>essential questions</b> will students explore? (Q)							
Stage 2: What is the Evidence that Students have met the Desired Results?							
What performances and products will demonstrate evidence of meaning and transfer? (TT)	<b>Share</b> <ul style="list-style-type: none"><li>•Learn from each other</li><li>•Share learning</li><li>•Tell your story</li></ul>	Synthesize, Create and Share	<b>Research/Organizing and presenting Ideas. ELAR 23, 25, 26C; 23, 25, 26D; 23E</b> •Presents findings in an interesting, meaningful, and consistent format appropriate for the purpose of the research and the audience. •Uses a variety of formats and rhetorical strategies. •Uses appropriate forms of documentation including quotation marks and citations.	<b>3.1.1</b> Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.4 Use technology and other information tools to organize and despolay knowledge andunderstaning in ways that otheres can view, use, and assess. 3.1.5 Connect learning to community issues. 3.1.6 Use information and technology ethically and responsibly. 3.2.1 Domonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	<b>E/LAS : V. Research: C.1.</b> Produce and design a document. <b>C.2.</b> Use source material ethically.	<b>IV. 3.</b> Communicate the product or performance effectively to others. <b>IV.3.d.</b> Communicates clearly and with a style that supports the purposes of the intended audience.	<b>Article IV:Accountability for Learning.b.</b> Assessment results and other examples of work products and performances of students should be used as the primary information source for understanding where students are and what they need.
What criteria will be used to assess the performance/products?	<b>Evaluate</b> <ul style="list-style-type: none"><li>•Evaluate achievement of learning goals</li><li>•Reflect on content</li><li>•Reflect on process</li></ul>	Evaluate	<b>Research/Synthesizing. ELAR 22C; 23 D</b> •Critique the research process at each step to implement changes as needed. •Use a variety of evaluative tools to examine the quality of the research.	<b>3.4.1</b> Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. 3.4.2 Assess the quality and effectiveness of the learning product. 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.			<b>Article III:Assessments for Learning.c.</b> Assessment should be used primarily for obtaining student feedback and informing the student and the teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.
What additional evidence will be collected to demonstrate the growth of understanding? (OE)							
Stage 3: What is the Learning Plan that will help students achieve the desired results?							
Create lesson plans, activities, experiences. (Code learning activites with T=transfer, M=meaning, A= acquisition)	<b>Open</b> <ul style="list-style-type: none"><li>•Invitation to inquiry</li><li>•Open minds</li><li>•Stimulate curiosity</li></ul>	Developing the Research Plan - <ul style="list-style-type: none"><li>*Stimulate curiosity</li><li>*Brainstorm topic</li><li>*Consult with others</li></ul>	<b>Research/Research Plan. ELAR 19, 20, 22-25A.</b> Students generate topics, ask open-ended questions and formulate a research question.	<b>1.1.3</b> Develop and refine a range of questions to frame the search for new understanding.	<b>E/LAS (English/Language Arts Standards): V. Research: A.1.</b> Formulate research questions.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>I.1.b.</b> Develops a thesis statement and formulates questions based on the information needed.	<b>Article I:Digital Learning Environment. h.</b> Children and youth need role models and adult guidance and connections even more than in the pre-digital era, but the role of the adults is different, becoming one that is more about facilitating undersatnding, raising questions, and designing engaging tasks that produce learning than lecturing and instruction. <b>Article II:New Learning Standards.d.</b> Standards should respect and value studetns' "multiple intelligences" and talents and provide opportunities for all students to excel and experience success. <b>Article V:Organizational Transformation.b.</b> The teacher's most important role is to be a designer of engaging experiences for students, supporting students in their wor by incorporating more traditional roles a planner, presenter instructor, and performer.

**Correlations between Guided Inquiry Process and Understanding by Design**  
**Guided Inquiry Process Alignment with Standards**

Understanding by Design Curriculum Planning Model	Guided Inquiry Steps and Descriptions	Denton ISD Information Literacy Curriculum Unit Plans Alignment	TEKS Alignment K-12 (paraphrased)	AASL 21st Century Learner Standards	College and Career Readiness Standards	ACRL Information Literacy Competency Standards for Higher Education, 2000 (currently under revision) (paraphrased)	Creating a New Vision For Texas Public Schools Texas Association of School Administrators May 2008 <i>A Vision of What Texas Education Should Be</i>
	<b>Immerse</b> <ul style="list-style-type: none"><li>•Build background knowledge</li><li>•Connect to content</li><li>•Discover interesting ideas</li></ul>	Developing the Research Plan - * Build background knowledge *Connect with content to find intersting ideas, topics to explore	<b>Research/Research Plan. ELAR 19-25A.</b> Students generate topics, ask open-ended questions and formulate a research question about the major topic.	<b>1.1.2</b> Use prior and background knowlege as context for new learning.	<b>E/LAS: V. Research: A.2.</b> Explore a research topic.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>1.1.f.</b> Recognizes that existing informaiton can be combined with original thought, experimentation, and/or analysis to produce new information.	<b>Article II:New Learning Standards.c.</b> Learning standards should embrace development of the whole person to build students' capacity to shape their own destiny as individuals and as contributing members of society.
	<b>Explore</b> <ul style="list-style-type: none"><li>•Explore interesting ideas</li><li>•Look around</li><li>•Dip in</li></ul>	Developing the Research Plan - *Explore interesting ideas to develop inquiry questions *Create lots of questions	<b>Research/Research Plan. ELAR 19, 20, 22-25B.</b> Generate a research plan and decide what sources to use.	<b>1.2.3.</b> Demonstrate creativity by using multiple resources and formats.	<b>CDS (Cross- Disciplinary Standards): II. Foundation Skills.C.</b> Research across the curriculum. <b>E/LAS: V. Research: A.2.</b> Explore a research topic.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>1.1.c.</b> Explorers general information sources to increase familiarity with the topic.	<b>Article I:Digital Learning Environment. b.</b> The virtual social network connected and tech-savvy generation will not tolerate the one-size-fits-all mass production structures that limit learning to particular times and places and conventions. <b>Article I:..e.</b> Virtual learning should become the norm in every community to meet the needs of students who prefer such an environment.
	<b>Identify</b> <ul style="list-style-type: none"><li>•Pause and ponder</li><li>•Identify inquiry questions</li><li>•Decide on a focus/direction</li></ul>	Developing the Research Plan - *Formulate a good research question *Generate a research plan by determining appropriate sources and creating a plan for gathering relevant information from a wide variety of sources.	<b>Research/Research Plan. ELAR 19, 20, 22-25A.</b> Students generate topics, ask open-ended questions and formulate a research question about the major topic. <b>Research/Synthesizing. ELAR 22, 24-27A.</b> Revise the topic and refine the research question if necessary to refocus the research plan.	<b>1.2.5.</b> Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. <b>1.4.1</b> Monitor own information-seeking processes and adapt as necessary.	<b>CDS (Cross- Disciplinary Standards): II. Foundation Skills.C.</b> Research across the curriculum. <b>3.</b> Refine research topic based on preliminary research and devise a timeline for completing work. <b>E/LAS : V. Research: A.3.</b> Refine research topic and devise a timeline for completing work.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>1.1.d.</b> Defines or modifies the information need to achieve a manageable focus. <b>I.4.a.</b> Reviews the initial informaiton need to clarify, revise, or refine the question. <b>II.4.</b> Refines the search strategy if necessary to <b>(a.)</b> determine whether other systems or methods shold be used, <b>(b.)</b> identifies gaps in the information, and <b>(c.)</b> repeats the search if necessary.	<b>Article II: New Learning Standards.d.</b> Standards should respect and value students "multiple intelligences" and talents and provide opportunities for all students to excel and experience success ( <i>students can choose their direction/method for research</i> ).
	<b>Gather</b> <ul style="list-style-type: none"><li>•Gather important information</li><li>•Go broad</li><li>•Go deep</li></ul>	Gather Sources and Information - *Locate sources; *Select appropriate sources; *Locate information within a source (using format features, skimming, parts of a book, etc.); *Note taking; *Cite sources.	<b>Research/Gather. ELAR 20-26A; 20, 24,25 26B; 21, 23,24-26C; 21,23,24,26D;</b> *Gather information from a wide variety of sources, including print, electronic, oral, and authoritative sources. •Distinguish between reliable and unreliable sources. •Use text features. •Record and organize information. •Differentiate between primary and secondary sources. •Differentiate between paraphrasing and plagiarism. •Accurately cite sources.	<b>1.1.4.</b> Find, evaluate, and select appropriate sources to answer questions. <b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. <b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. <b>1.1.9</b> Collaborate with others to broaden and deepen understanding. <b>1.2.3</b> Demonstrate creativity by using multiple resources and formats. <b>1.2.7</b> Display persistence by continuing to pursue information to gain a broad perspective. <b>1.4.3</b> Monitor gather information and assess for gaps or weaknesses. <b>2.2.1</b> Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.	<b>E/LAS : V. Research: B.</b> Select Information from a variety of sources. <b>B.1.</b> Gather relevant sources. <b>B.4.</b> Use source material ethically.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>I.2.</b> Identifies a variety of types and formats of potential sources for information. <b>I.2.a.</b> Knows the organization of information. <b>I.2.c.</b> Identifies potential resources in a variety of formats (multimedia, database, website, data set, audiovisual, book). <b>I.2.d.</b> Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical) <b>I.2.e.</b> Differentiates between primary and secondary sources. <b>I.3.a.</b> Determine the availability of needed information beyond local sources. <b>II.</b> The information literate student accesses needed information effectively and efficiently. <b>II.2.</b> Construct and implement effectively-designed search strategies. <b>II.3.</b> Retrieves information online or in person using a variety of methods - search systems, classification schemes, specialized services, surveys, letter, interviews, etc. <b>V.</b> The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and usesinformation ethically and legally. <b>V.1.</b> Understands many of the ethical, legal and socio-economic issues surrounding information and information technology. <b>V.2.</b> Follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources. <b>V.2.e.</b> Legally obtains, stores, and disseminates text, data, images, or sounds. <b>V.2.f.</b> Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own <b>V.3.</b> Acknowledges the use of information sources in communicating the product or performance.	<b>Article I:Digital learning Environment. g.</b> We cannot control access to information by the young and recognize that once existing boundaries no longer exist.

Correlations between Guided Inquiry Process and Understanding by Design  
Guided Inquiry Process Alignment with Standards

Understanding by Design Curriculum Planning Model	Guided Inquiry Steps and Descriptions	Denton ISD Information Literacy Curriculum Unit Plans Alignment	TEKS Alignment K-12 (paraphrased)	AASL 21st Century Learner Standards	College and Career Readiness Standards	ACRL Information Literacy Competency Standards for Higher Education, 2000 (currently under revision) (paraphrased)	Creating a New Vision For Texas Public Schools Texas Association of School Administrators May 2008 <i>A Vision of What Texas Education Should Be</i>
How will the lesson plans help students with acquisition of knowledge, meaning making, and transfer?	<b>Create</b> <ul style="list-style-type: none"><li>•Reflect on learning</li><li>•Go beyond facts to make meaning</li><li>•Create to communicate</li></ul>	Synthesize, Create and Share - *Revise the topic to improve the focus *Evaluate the information sources for validity, relevance, reliability, accuracy, authority and objectivity. *	<b>Research/Synthesizing. ELAR 22, 24,25B; 22C.</b> •Evaluate the relevance to the topic, reliability, validity and accuracy of the sources. •Evaluate the research process to implement changes as needed. <b>Research/Organizing and presenting Ideas. ELAR 23, 25-28A; 23, 25, 26B; 25, 26D.</b> Compiles information, draws conclusions, summarizes findings, and develops an argument that incorporates the complexities and discrepancies in the information.	<b>1.1.5</b> Evaluate information found on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. <b>1.1.7.</b> Make sense of information gathered from diverse sources by indentifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. <b>1.2.4.</b> Demonstrate a critical stance by questioning the validity and accuracy of all information. <b>2.1.1</b> Apply cirital thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new undrestandings, draw conclusions, and create new knowledge. <b>2.1.2</b> Organize knowledge so that it is useful. <b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigation. <b>2.1.4</b> Use technology and other information tools to analyze and organize information. <b>2.1.5</b> Collaborate with others to exchange ideas, develop understandings, make decisions, and solve problems. <b>2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. <b>2.2.4</b> Demonstrate personal productivity by completing products to express learning.	<b>E/LAS : V. Research: B.2.</b> Evaluate the validity and reliability of sources. <b>B. 3.</b> Synthesize and organize information effectively.	<b>IV.</b> The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. <b>IV.1.</b> Applies new information to the planning and creation of a product or performance. <b>IV.2.</b> Revises the development process for the product or performance. <b>IV. 3. a.</b> Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience. <b>IV.3.b.</b> Uses a range of information technology applications in creating the product or performance	<b>Article II.New Learning Standards.b</b> Learning should be specified to the "profound level", that is, students are able to apply their learning to new situations, to synthesize, solve problems, create knowledge, and cultivate and utilize the full range of their capabilities. <b>II.c.</b> Learning standards should embrace development of the whole person to build students' capacity to shape their own destiny as individuals and as contributing members of society. <b>II.f.</b> New learning standards should reflect realities of the new digital era, where students are not just consumers of knowledge, but creators of knowledge.
How will the unit be sequenced and differentiated to optimize achievement for all learners?							