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## Information Literacy Curriculum Unit Based on the Guided Inquiry Process: Research Plan

Includes the Guided Inquiry Steps Open, Immerse, Explore and Identify.

### Stage 1 Desired Results

ESTABLISHED GOALS <span>Ⓒ</span>	<i>Transfer</i>	
<p><b>TEKS 110:11(19)(A)</b> Ask questions about topics of class-wide interest (with adult assistance); <b>(19) (B)</b> decide what sources of people in the classroom, school, library, or home can answer these questions (with adult assistance) <b>K (23)(A)</b>Generate a list of topics of class-wide interest and formulate open-ended questions about one-or two of the topics (with adult assistance); <b>(23) (B)</b> decide what sources of information might be relevant to answer these questions (with adult assistance) <b>Gr.1 (24)(A)</b>Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; <b>24(B)</b> decide what sources of information might be relevant to answer these questions. <b>Gr.2 25(A) Gr.3; 23 (A) Gr.4</b> Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; <b>25(B) Gr.3; 23 (B) Gr.4</b> Generate a research plan for gathering information <b>23 (A) Gr.5; 22 (A) Gr.6</b> brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; <b>23(B) Gr5; 22 (B) Gr.6</b> Generate a research plan for gathering information <b>22 (A)</b> brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; <b>22 (B) Gr.7-8</b> Apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after</p>	<p><i>Students will be able to independently use their learning to ask open-ended research questions and create a plan for answering them.</i></p>	
	<p><i>Meaning</i> <i>Effective readers use appropriate strategies to construct meaning.</i></p>	
	<p><b>UNDERSTANDINGS</b> <span>Ⓢ</span></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Researchers ask questions.</li> <li>• Independent learners ask authentic, open-ended questions.</li> <li>• Researchers connect with the topic to find personal meaning and sustain interest in their research.</li> <li>• Researchers explore widely to develop a meaningful research question.</li> <li>• Researchers formulate a plan focused on finding answers to research questions.</li> <li>• Research is a process that changes as needs change.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <span>Ⓢ</span></p> <p>Essential questions</p> <ul style="list-style-type: none"> <li>• What are important research questions? <b>(K)</b></li> <li>• How do researchers create good questions? <b>(1,2,3,4,5)</b></li> <li>• How do researchers use meaningful questions to formulate their research plan?</li> <li>• How does a research plan frame the inquiry process?</li> <li>• How do researchers use a research plan to set the context for creating new knowledge?</li> <li>• Why do researchers revise, modify, and evaluate their research plan during the research process? <b>(1,2,3,4,5)</b></li> </ul>
	<p><i>Acquisition</i> <i>This goal seeks to help learners acquire factual information and basic skills.</i></p>	
	<p><i>Students will know...</i> <span>Ⓢ</span></p> <ul style="list-style-type: none"> <li>• How to brainstorm good questions.</li> <li>• How to brainstorm list of possible research topics <b>(1,2,3, 4, 5)</b></li> <li>• How to write good questions <b>(1,2,3, 4,5)</b></li> <li>• How to reflect on and evaluate their research plan <b>(1,2,3,4)</b> and modify and adjust the on-going research process <b>(5)</b></li> </ul>	<p><i>Students will be skilled at...</i> <span>Ⓢ</span></p> <ul style="list-style-type: none"> <li>• Creating questions on a topic.</li> <li>• Reflecting on initial information, finding personal connections to the topic, and formulating a good researchable question.</li> <li>• Formulating a research plan that helps construct new knowledge.</li> <li>• Revising the research plan as needed.</li> </ul>



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preliminary research in reference works and additional text searches; <b>(20)(B) Gr.9-12</b> Formulate a plan for engaging in research on a complex, multifaceted topic. <b>AASL 21<sup>st</sup> Century Learner Std. 1.1.1-1.1.3:</b> Follow and inquiry process; use prior knowledge as a context for new learning; develop and refine a range of questions to frame the search for new understandings.		
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Include evaluative criteria for evaluating student's work. 4 types of criteria: <ul style="list-style-type: none"><li>• Impact</li><li>• Content</li><li>• Quality</li><li>• Process</li></ul> <ul style="list-style-type: none"><li>• Students will show evidence of their ability to explain what a researchable question is.</li><li>• Students will show evidence of their ability to reflect on a selected topic for research and determine if it is researchable or not.</li><li>• Students will show evidence of their ability to personally connect with the research topic.</li><li>• Students will show evidence of their ability to explain how they developed their research plan.</li></ul> Tools: Think, Pair, Share in inquiry circles, Oral Answers, KWL Chart , Inquiry journals, Inquiry charts, Inquiry logs, Exit Tickets (Reflection)	<b>Performance tasks:</b> The student's task is to create a written research plan after generating open-ended questions, finding personal connections with the topic(s), and exploring the body of research available on the topic. The student is to include an explanation of why the topic was selected and how the plan was constructed.  <b>OTHER EVIDENCE:</b> (can include tests, quizzes, assignments, or other assessments). What performances/products will be used to assess if the desired results have been accomplished? Provide evidence of a strong research plan using the rubric provided. Provide evidence of a researchable question through inquiry logs, inquiry charts, inquiry circle discussions, or individual conversations with the learning team. Provide evidence of personal connections with the topic through inquiry journals, inquiry circle discussions, KWL charts, or Exit tickets.



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Stage 3 – Learning Plan						
Library Information Concept	Librarian Understandings	Grade Level	Competencies What students should be able to do; key skills	ELAR 110.11-110.34	Sample Lessons	Resources/Tools
Stimulate Curiosity or Thinking (Open)	Establish an Inquiry Stance by using Questioning techniques by showing a video, reading a book, using a demonstration, etc.	K-12 (Librarian or Teacher)	Introduction to the material (Example: Prop: water bottle. Ask “Is water scarce?” After students answer, then look at water around the world. Ask “Is water scarce?” again after the introduction about water issues around the world.)	19 (A) 23 (A) 24 (A)	<a href="https://dentoninquiry4lifelonglearning.wikispaces.com/file/detail/3rd_Grade_Open_Lesson_Plan_Full.pdf">https://dentoninquiry4lifelonglearning.wikispaces.com/file/detail/3rd_Grade_Open_Lesson_Plan_Full.pdf</a>	Grade 3: <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_3_resources">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_3_resources</a> Grade 8: <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8_resources">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8_resources</a> Grade 9: <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9_resources">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9_resources</a>
Immerse in the Topic	(Teacher and Librarian provide materials; no notes are being taken at this stage)	K-12	Looking at material in all formats, (books, online, databases, etc.)	19 (B) 20(B) 22(B) 23 (B) 24(B) 25(B)	Grade 3: <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/file/detail/3rd_Grade_Immerse_Lesson_Plan_Full.pdf">https://dentoninquiry4lifelonglearning.wikispaces.com/file/detail/3rd_Grade_Immerse_Lesson_Plan_Full.pdf</a> Grade 8: <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8_resources">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8_resources</a>	



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					<a href="https://aces.com/file/detail/8thGradeImmerseLessonPlanFull.pdf">aces.com/file/detail/8thGradeImmerseLessonPlanFull.pdf</a> <b>Grade 9:</b> <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiryunit9immerse">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiryunit9immerse</a>	
	(If collaborating with a teacher a lot of immersion might happen in the classroom with the librarian providing resources.)	3-12	Build background knowledge on topic.	<b>19 (B)-24 (B)</b>		
		K-12	Connect topic to personal interests. (Modeling, discussion, whole group, inquiry circles,)			
		K-12	Connect with content to find interesting ideas to explore further.			
	Reflect	K-12	Use an Exit Ticket to reflect on the learning thus far.			
Explore	List possible sources to find this information	K-2	Brainstorm a list of topics of class-wide interest (K-1 with adult assistance)	<b>19 (B) 20(B) 22(B) 23 (B) 24(B) 25(B)</b>		
		Grades 3-12	Brainstorm, Consult with others. How can you stimulate their curiosity visually?	<b>See above</b>	<b>Grade 3:</b> <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiryunit9immerse">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiryunit9immerse</a>	



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					<a href="https://aces.com/inquiry/unit/3/explore">aces.com/inquiry unit 3 explore</a> <b>Grade</b> <b>8:</b> <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry/unit/8/explore">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry unit 8 explore</a> <b>Grade</b> <b>9:</b> <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry/unit/9/explore">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry unit 9 explore</a>	
	(Narrow to 3 interesting ideas to explore further)	K-2	Explore interesting ideas to develop their inquiry questions (K-1 with adult assistance).	See above		
		Grades 3-12	What 3 things would you like to know more about?	See above		
		Grades 3-12	Raise lots of additional questions. Begin to develop questions that you would like to have answered.	See above		
	Reflect on the process	K-12	Use an Exit Ticket to reflect on the learning.			
			Look at a variety of Sources, formats of sources. If we expect students to use a variety of types of sources, we need to model this in the Immersion stage.	See above		
			Student pauses and ponders the top three ideas to determine which the most interesting idea to research is.	See above		
Formulate a Good Questions	Model open vs. closed research questions.	K	Ask questions about topics of class wide interest (with adult assistance).	19 (A)		



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(Identify)						
	Help students develop open ended questions that are researchable.	Grades 1-2	Formulate open-ended question about one or two of the topics (with adult assistance).	<b>23 (A)</b> <b>24 (A)</b>		
		Grades 3-6	Narrow to one topic, and formulate open-ended research questions about the major research topic.	<b>22(A)</b> <b>23(A)</b> <b>25 (A)</b>		
		Grades 7-12	Decide upon a topic, and formulate a major research question to address the major research topic.	<b>20 (A)</b> <b>22(A)</b>		
	Reflect	K-12	Use an Exit Ticket to reflect on the learning.			
Generate a Research plan	Help students determine good sources of information for their research question.	K-2	Decide what sources might be relevant to answer the questions (with adult assistance K-1).	<b>19(B)</b> <b>23(B)</b> <b>24(B)</b>		
	Have a timeline for students.	3-6	Generate a research plan for gathering relevant information about the major research question.	<b>22(B)</b> <b>23(B)</b> <b>25(B)</b>	<b>Grade 3:</b> <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_3_identify">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_3_identify</a>	
	At various stages lead students to see if they need to refine research question based on information gathered.	7-8	Apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research.	<b>22(B)</b>	<b>Grade 8:</b> <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8_identify">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8_identify</a>	



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		<b>9-10</b>	Formulate a plan for engaging in research on a complex, multi-faceted topic.	<b>20(B)</b>	<b>Grade 9:</b> <a href="https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9_identify">https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9_identify</a>	
		<b>11-12</b>	Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	<b>20(B)</b>		
	Reflect	<b>K-12</b>	Use an Exit Ticket to reflect on the learning.			