



This project is made possible by a grant from the U.S. Institute of Museum and Library Services and Texas State Library and Archives Commission. (2014). 5/9/2014

Information Literacy Curriculum Unit Based on the Guided Inquiry Process: Synthesize, Create, Share Unit

Includes the Guided Inquiry Steps Create and Share.

Stage 1 Desired Results

ESTABLISHED GOALS			
<p>ELAR 110.12.(b)25A.Gr. 1 -Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.</p> <p>ELAR 110.13.(b)26A.Gr. 2 - Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.</p> <p>ELAR 110.14 & 15.(b)27A& 25A.Gr. 3 & 4- Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p> <p>ELAR 110.16 & 18.(b)25A& 24A.Gr. 5&6-Students are expected to refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>ELAR 110.19&20.(b)24A.Gr. 7&8-Students are expected to narrow or broaden the major research question, if necessary, based on further research and investigation.</p> <p>ELAR 110.31,32,33,34.(b)22A Gr.9-12-Students are expected to modify the major research question as necessary to refocus the research plan.</p> <p>ELAR 110.31,32,33,34.(b)22C Gr.9-12 –Students critique the research process at each step to implement changes as the need occurs and is identified.</p>	G	Big Idea	
		<i>Students construct new understandings from information gathered and share their learning with the learning community.</i>	
		Meaning	
		UNDERSTANDINGS U <i>Students will understand that learners need to:</i> <ul style="list-style-type: none"> Refine, revise, and improve the major research question as a result of initial research Organize and analyze information to find trends, themes, patterns, and concepts in order to construct new meaning Return to the Gather stage as necessary to marshal evidence to support the trends, themes, patterns, and concepts developed. Evaluate sources for validity, reliability, relevance, accuracy, authority, and objectivity. Create and share an appropriate, creative presentation/product that will communicate the knowledge gained for an intended audience. 	ESSENTIAL QUESTIONS Q <ul style="list-style-type: none"> How does a researcher construct understanding from a large amount of information? How do we determine if information is acceptable in a research project? How does a researcher analyze the information to determine meaning? How does a researcher synthesize multiple points of view into one coherent product? How does a researcher decide what type of presentation will best communicate their ideas and learning for a particular audience?
		Acquisition	
		<i>Students will know...</i> K	<i>Students will be skilled at...</i> S

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• How to revise, refine, and improve the focus of their research.• How organizing and analyzing information helps a reader construct meaning.• When further research is needed.• How to construct understanding, create an appropriate, creative product, and share it with an intended audience. | <ul style="list-style-type: none">• Revising a topic as needed.• Using a secondary set of questions to guide refining the major research question.• Evaluating the relevance, validity, reliability, authority, and objectivity of information gathered.• Determining an appropriate type of presentation/product that will communicate their knowledge to the intended audience. |
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<p>This box should include the evaluative criteria for evaluating student work. Evaluative criteria could include four types of criteria:</p> <ul style="list-style-type: none">• Impact – peer evaluations• Content – finished presentation• Quality - rubric• Process – self-evaluation tool <p>Rubrics could also be attached or referenced here.</p>	<p>TRANSFER TASK(S): TT</p> <p>Inquiry charts, “So what” tools Bubble maps to connect the information Inquiry logs Observations Discussions with individuals and inquiry circles Use of “makerspaces” in the library – explore the many varied tools, and ideas for creating products Graphic Organizers Surveys</p>
<p>This box could include any other information that might be helpful to understanding the learning outcomes. This might include common misconceptions or common errors.</p>	<p>OTHER EVIDENCE: OE</p> <p>Reflection Journal Librarian and Teacher Reflect. Debrief</p>



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Stage 3 – Learning Plan							
Library Information Concept	Librarian Understanding	Grade Level	Competencies What students should be able to do; key skills	TEKS	Resources	Tools	
Revise the topic		K-2	Use responses to initial questions to revise the topic with adult assistance.	ELAR 110.12.25 &26			
		Grade 3-4	After using expert sources gathered in the previous guided inquiry step (Gather Unit), improve the focus of the research.	ELAR 110.14 &15.(b)27 A& 25A.			
		Grade 5-6	Use secondary questions developed in the “Gather” stage to refine the major research question.	ELAR 110.16 & 18.(b)25A & 24A.			
		Grade 7-8	Narrow or broaden the major research question and do additional research gathering as needed.	ELAR 110.19&20. (b)24A			
		Grade 9-12	Modify the major research question as necessary to refocus the research plan.	ELAR 110.31,32, 33,34. (b)22C			
Evaluate the information sources		K-4	None				



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Stage 3 – Learning Plan							
Library Information Concept	Librarian Understanding	Grade Level	Competencies What students should be able to do; key skills	TEKS	Resources	Tools	
		Gr. 5-6:	Evaluate the relevance, validity, and reliability of the sources of information.				
		Gr. 7-8:	Utilize elements that demonstrate the reliability and validity of sources used (publication date, coverage, and language, point of view) to explain why one source is more useful and relevant than another.				
		Gr. 9-10:	Evaluate the relevance of the information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.				
		Gr. 11-12:	Differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.				
Synthesis		K-12	Combine information found into a cohesive whole that answers your questions.	Ways to teach synthesis (nuances)			
Reflect		K-12	Students reflect on the information and ideas gathered in their inquiry journals to develop a personal perspective on the essential question(s). Ask “so what”.		Inquiry charts		



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Create			Final Product (Example: Makerspaces)				
Share			Presentation Tools (Example: Web 2.0 tools)				