Module 3
Participant Guide

Supporting All Students in Writing and Research

Activity 6a

Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Part 4: Inquiry and Research in CCS-ELA & Literacy

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Activity 6a: Reviewing a Research Framework

DESCRIPTION

Participants will review the "Teacher Research Unit Guide."

DIRECTIONS

With a partner, briefly review the "Teacher Research Unit Guide," focusing on all 5 parts. The guide can be found in the Appendix of your Participant Guide.

RESOURCES

- Odell Education. "Teacher Research Unit Guide." Retrieved from http://www.engageny.org/resource/developing-core-proficiencies-program-units-in-ela-literacy

TEACHER RESEARCH UNIT GUIDE		STUDENT MATERIAL	TEACHER MATERIAL
I. INITIATING INQUIRY ***Students determine what they want to know about a topic and develop inquiry questions that they will investigate.***	**1. Introduction to Unit**	Student Research Plan	Teacher Research Unit Guide
	2. Exploring a Topic	Exploring a Topic TCD Checklist	Exploring a Topic (Annotated)
	3. Conducting Pre-searches	Potential Sources	Potential Sources (Annotated)
	4. Vetting Areas of Investigation	Area Evaluation Checklist	Area Evaluation Checklist
	5. Generating Inquiry Questions	Posing Inquiry Questions	Research Criteria Matrix
II. GATHERING INFORMATION ***Students find and take notes on sources that will help them answer their inquiry questions and define the scope of their investigation.***	**1. Planning for Searches**		
	2. Assessing Sources	Potential Sources Assessing Sources Handout	Assessing Sources Handout
	3. Making and Recording Notes	Taking Notes	Taking Notes (Annotated)
	4. Building an Initial Research Frame	Posing Inquiry Questions Research Frame	
	5. Conducting Searches Independently	*Students repeat steps 1-3*	Research Criteria Matrix
III. DEEPENING UNDERSTANDING ***Students analyze key sources to deepen their understanding and answer their inquiry questions.***	**1. Selecting Key Sources**	Assessing Sources Handout	
	2. Reading Sources Closely	Forming EBC (tool and handout) EBC Criteria Checklist	
	3. Discussing Types of Claims		
	4. Writing Evidence-Based Claims about Sources	Writing EBC Handout Connecting Ideas Handout	Research Criteria Matrix
IV. FINALIZING INQUIRY ***Students synthesize their information to determine what they have learned and what more they need to know about their area of investigation. They gather and analyze more information to complete their inquiry.***	**1. Addressing Inquiry Paths**	Forming EBC Organizing EBC Synthesizing EBC	
	2. Organizing Evidence		
	3. Evaluating Research	Research Evaluation	Research Evaluation Checklist
	4. Refining and Extending Inquiry	*Students repeat Parts II and III*	Research Criteria Matrix
V. DEVELOPING AND COMMUNICATING AN EVIDENCE-BASED PERSPECTIVE ***Students review and synthesize their research to develop and communicate an evidence-based perspective on their area of investigation.***	**1. Reviewing Research Portfolios**	Organizing EBC Synthesizing EBC	Research Criteria Matrix
	2. Expressing an Evidence-Based Perspective	Evidence-Based Perspective EBC Criteria Checklist Connecting Ideas Handout	Research Criteria Matrix
	3. Writing a Bibliography		
	4. Preparing to Meet Research Purposes		

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