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| **Middle School Information Literacy Plan** | | | | | | | | |
| **Unit 1** | **Unit Topic: Developing a Research Plan** | | | | | | | |
|  | **Big Idea:** Students will be able to independently use their learning to ask open-ended research questions and create a plan for answering them. | | | | | | | |
|  | **Essential Questions:**   * What makes a question researchable and essential? * How do researchers use meaningful questions to formulate their research plan? * How does a research plan frame the inquiry process? * Why do researchers revise, modify, and evaluate their research plan during the research process? | | | | | | | |
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| **What do we want students to know?** | Researchers ask authentic, open-ended questions. | | | | | | | |
| Researchers explore widely to develop meaningful research questions. | | | | | | | |
| Researchers formulate a plan focused on finding answers to research questions. | | | | | | | |
| Research is a process that changes as needs change. | | | | | | | |
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| **Formative Assessment Strategies** | Observations; conversations; performance assessment (written research plan); Inquiry Journals (reflective assessment) – examples found in the book Guided Inquiry Design – A Framework for Inquiry in Your School by Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari, pg. 69. Inquiry logs – p. 84 and Inquiry charts – p. 98; KWL Charts; Exit Tickets | | | | | | | |
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| **Collaboration Opportunity** | Collaborate with teachers to develop an opening experience that introduces the theme (if there is one) for the research. Use an object, a thought-provoking message, primary sources, visual art, movie clips, etc. Collaborate with teachers to generate new information sources in the community and beyond (people, museums, etc.) for possible field trips during the Immerse stage. | | | | | | | |
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| **Standards** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Teams** | | | | |
| ELAR 22 (A)  AASL 1.1.,1; 1.1.3 | 7-8 | Open State: Brainstorm and consult with others | Learners actively participate in an experience that introduces a topic or problem by discussing ideas, asking questions, and identifying problems related to the chosen theme. |  | |  | |  |
| ELAR 22 (A); 23 (A)  AASL 1.1.3 | 5-8 | Open stage: Formulate open-ended questions | Uses keywords, observations, ideas, and reflections to generate a range of questions about the topic. |  | |  | |  |
| AASL 1.1.2 | 6-8 | Immerse: Connect with the content | Learners connect ideas to their own interests and determine what they already know about the topic and what seems interesting by reading/viewing information about the topic, participating in inquiry circles, field trips, and group discussions. |  |  | |  | |
| AASL 1.1.2 |  |  | Learner uses prior knowledge, understanding of the topic, and background information to predict the types of information needed and what sources will most likely offer quality information. |  |  | |  | |
| ELAR 22 (B) | 6-8 | Explore: conduct a preliminary run through reference works and additional text sources. | Learners survey a wide range of sources in all formats and begin to recognize the characteristics of researchable questions. |  |  | |  | |
| AASL 1.1.2 | 6-8 |  | Learners use multiple sources to acquire background information and brainstorm ideas for further inquiry. |  |  | |  | |
|  | 6-8 |  | Learner identifies keywords, subjects, and ideas that appear in background information to develop additional ideas for further inquiry. |  |  | |  | |
| ELAR 22 (B); 23 (B) | 6-8 | Identify; generate a research plan for gathering relevant information about a research topic. | Analyzes and evaluates what is known, observed, and/or experienced to formulate a researchable question for inquiry and creates a research plan. |  |  | |  | |
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| **Resources** | Rubrics, participation | <http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf> | | | | | | |
|  | Inquiry Lesson – 8th | Sample inquiry lesson – <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8> | | | | | | |
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| **Unit 2** | **Unit Topic: Gathering Information** | | | | | |
|  | **Big Idea:** Learners gather information from a wide variety of sources. | | | | | |
|  | **Essential Questions:**   * How do researchers use information to support their argument? * How do successful researchers evaluate the author’s credentials and background? * Why is it important to have a variety of sources? * How do researchers evaluate and select content that is appropriate for the topic? * Why is it important to cite information? | | | | | |
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| **What we want students to know** | * Information is organized in different ways depending upon the format. * Information is found in a variety of formats: oral, print, electronic, and visual sources. * The content of some sources are more appropriate than others depending on their purpose and research focus. * Information must be accurately cited. | | | | | |
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| **Formative Assessment Strategies** | Observations, conversations, Inquiry Journals (document important information) – examples found in the book, Guided Inquiry Design: A Framework for Inquiry in Your School by Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari p. 69. Inquiry logs – p. 84, and Inquiry Charts p. 98; Cornell Note taking forms; Think-Pair-Share groups. | | | | | |
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| **Collaboration Opportunity** | Partner with the reading teacher to co-teach and reinforce reading skills used in the Gather stage related to the research process, such as establishing a purpose for reading, asking questions of the text, reflecting on comprehension, summarizing, making complex inferences, paraphrasing, making connections, and synthesizing. | | | | | |
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| **Standards** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Teams** | | |
| AASL 1.1.4 | 6-8 | Access to information; Understand the organization of the library | Learner recognizes the organization and use of specialized sections in the library to find specific and in-depth information. |  |  |  |
| ELAR 23 (A), 24 (A)  AASL 1.1.4; 1.1.8 | 6-8 | Gather stage: Follow the research plan to collect data from a range of print, electronic, and expert sources. | Learner uses search strategies to collect data from a range of print and electronic resources such as reference texts, periodicals, online databases, web pages, experts, etc. to locate information related to the research focus and purpose. |  |  |  |
| ELAR 23 (A), 24 (A)  AASL 1.1.6, 1.2.3 | 6-8 |  | Learner uses many different formats as sources of information such as websites, subscription databases, multimedia, graphics, charts, maps, and diagrams. |  |  |  |
| AASL 1.1.4, 1.1.8; 1.2.2 | 6-8 |  | Learner uses the online library catalog independently to locate specific materials, classification numbers, and browse the shelves. |  |  |  |
| AASL 1.2.5 | 6-8 |  | Learners adjust search strategies as needed by comparing information gathered with the research plan focus and purpose. |  |  |  |
| AASL 1.2.2, 1.2.3 | 6-8 |  | Learner understands the concept of a balanced point of view and seeks a balanced view by using diverse sources. |  |  |  |
| ELAR 12 (B), 13 (A), 13 (B), 13 (C) | 6-8 |  | Learner uses visual media literacy skills to analyze maps, pictures, charts, graphs, and other visuals to determine main ideas and gather information. |  |  |  |
| ELAR 23 (B), 24 (B) | 6 | Differentiate between primary and secondary sources. | Learner uses both primary and secondary sources. |  |  |  |
| ELAR 10 (A), 10 (B), 10 (C)  AASL 1.1.6, 1.4.1 | 6-8 |  | Learner uses reading strategies to locate information within resources, such as text structure (index, chapter and section headings, topic sentences, and summary sentences) and skimming and scanning to derive meaning from the information. |  |  |  |
| AASL 2.1.5 | 6-8 |  | Learners build on prior knowledge and skills to strengthen their reading, writing, and oral language skills by engaging in reading and writing activities. |  |  |  |
| ELAR 24 (B), 25 (B)  AASL 1.1.4, 1.1.5, 1.2.4 | 6-8 |  | Learners collaborate with others to exchanged ideas, develop new understandings, make decisions, and solve problems. |  |  |  |
| ELAR 24 (B), 25 (B)  AASL 1.1.4, 1.1.5, 1.2.4 | 6 | Evaluate the relevance, validity, and reliability of sources for research. | Learner determines the accuracy, currency, and validity of the information by evaluating the publication date, the source of the information, and coverage. |  |  |  |
| ELAR 24 (B)  AASL 1.1.5 | 7-8 | Utilize elements of the information to determine reliability and validity of the sources | Learner determines the currency and validity of the information by evaluating the publication date, the source of the information, coverage, point of view, and explain why one source is more useful and relevant than another. |  |  |  |
| ELAR 24 (A), 25 (A)  AASL 1.1.5, 1.4.3 | 6-8 |  | Independently recognizes gaps in information based on the focus and purpose of the research and conducts further investigation. |  |  |  |
| ELAR 23 (C) | 6-8 | Record and organize information collected accurately | Accurately record information using an appropriate tool. (Cornell Notes). |  |  |  |
| ELAR 23 (C), 23 (D), 24 (D) | 6-8 | Cite sources accurately | Identify the source of notes and record bibliographic information according to a standardized format such as BibMe. |  |  |  |
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| **Resources** | AASL 21st Century Learner Standards | <http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf> | | | | |
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| **Unit 3** | **Unit Topic: Synthesize, Create, Share** | | | | | |
|  | **Big Idea:** Learners construct new understandings from information gathered and share their learning with the community. | | | | | |
|  | **Essential Questions:**   * 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? | | | | | |
| **What we want students to know:** | * The research focus may change as a result of initial research. * Information must be organized to find trends, patterns, themes, and concepts in order to construct new meaning. * Researchers return to the “Gather” stage as necessary to support the trends, patterns, and themes that emerge when information is organized and analyzed. * Learners create and share an appropriate, creative product that will communicate the knowledge gained with the learning community. | | | | | |
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| **Formative Assessment Strategies** | 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 for synthesizing; Surveys for reflections; 1-2-3 cards – self assessment of the presenter (1 question you still have, 2 things the presenter did well, 3 things you learned) | | | | | |
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| **TEKS** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Teams** | | |
| ELAR 24 (A), 25 (A) | 6-8 | Revise the topic | Learners modify the major research question as necessary after careful analysis of the information gathered to refocus the research plan. |  |  |  |
| AASL 1.1.7, 2.1.1 | 6-8 | Synthesis | Learner evaluates, paraphrases, summarizes information that answers research questions. |  |  |  |
| ELAR 10 (D)  AASL 2.1.2, 2.1.4 | 6-8 | Synthesis | Learners analyze, categorize, and organize information from a variety of sources to discover relationships and patterns among ideas using technology and other information tools. |  |  |  |
| ELAR 10 (D) | 6-8 | Synthesis | Combines ideas and information to develop and demonstrate new understanding. |  |  |  |
| ELAR 25 (B)  AASL 1.4.3 | 6 | Synthesis | Learner develops a topic sentence, summarizes findings, and uses evidence to support conclusions. |  |  |  |
| ELAR 25 (B), 26 (B)  AASL 1.4.3, 2.2.3 | 7-8 | Synthesis | Learner develops evidence to explain the topic and gives relevant reasons for conclusions. |  |  |  |
| ELAR 10 (A) | 8 | Synthesis | Learner summarizes main ideas, supporting details uses signal words, patterns, cause/effect, comparison, sequence, and fact vs. opinion to discover relationships among ideas related to the research focus and purpose. |  |  |  |
| ELAR 25 (B), 26 (B)  AASL 2.1.3, 2.2.2, 2.2.3, 2.3.2, 2.1.6 | 6-8 | Synthesis: Provide an analysis that supports and develops personal opinions as opposed to simply restating existing information. | Combines ideas and information to develop and demonstrate new understanding/knowledge. |  |  |  |
| AASL 2.2.1 | 6-8 | Synthesis: Provide an analysis that supports and develops personal opinions as opposed to simply restating existing information. | Learner develops own point of view and supports it with evidence. |  |  |  |
| ELAR 25 (D), 26 (D) | 6-8 | Create: Integrates quotations and citations into the finished product appropriately to support ideas. | Learner chooses the appropriate format, tone, and language that will allow the student to present their conclusions, communicate ideas clearly, and show evidence effectively to the intended audience. |  |  |  |
| AASL 2.1.6, 2.2.4, 3.1.4  ISTE NETS-S 1b, 6b | 6-8 |  | Learner identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application. |  |  |  |
| ELAR 26 (C), 26 (C)  AASL 2.2.2, 3.1.1  ISTE NETS-S 1a, b, 2a, b | 6-8 | Share: Communicate new understandings learned with the learning community | Learner presents findings in a meaningful, consistent format to an authentic learning community. |  |  |  |
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| **Resources:** | Sample Inquiry lesson plans – <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8> | | | | | |
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| **Unit 4** | **Unit Topic: Evaluate** | | | | | |
|  | **Big Idea:** Learners understand that evaluating their own and others learning helps them understand content more deeply and become stronger, more independent learners. | | | | | |
|  | **Essential Questions:**   * How do we develop personal strengths that help us become stronger, more independent learners? * How do cultural and social contexts influence our evaluation of our learning? * How did the process used for research lead us to new understandings and insights? * What are some criteria we can use to evaluate our work/learning? | | | | | |
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| **What we want students to know?** | * Evaluating your work leads to deeper understanding and becoming a stronger learner. * Reflection, self-made rubrics, peer reviews, and instructor evaluations are some of the ways we evaluate our work. * Personal bias, feelings, social and cultural norms influence our judgments as well as the value given to the learning and impacts evaluation of the product for quality. * A personal set of criteria along with feedback from peers and instructors helps the learner gauge their progress and measure the strengths weaknesses, and quality of the end product. | | | | | |
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| **Formative Assessment Strategies** | Inquiry journals, Graphic organizers: 1. What I did well. 2. What needs improvement? 3. What needs to be changed? Self-made rubrics using a personal set of criteria, Instructor rubrics, Evaluation form (graphic organizer), Inquiry Circles – observations of student conversations, Instructor feedback, exit tickets, Performance tasks – finished products. | | | | | |
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| **Collaboration Opportunity** | Partner with the ELAR teacher on writing assignments where students have to evaluate their own writing and the writing of others to reinforce evaluation skills (ELAR 110.54 Practical Writing Skills). | | | | | |
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| **TEKS** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Teams** | | |
| ELAR 110.20:16  AASL 2.4.2 | 8 | Reflect on the inquiry process. | Students use various methods and tools, such as technology based tools, writing prompts, inquiry journals, and graphic organizers to reflect on their inquiry process. |  |  |  |
| AASL 1.4.1 | 6-8 |  | Students use tools to evaluate the strengths and weaknesses of their inquiry process and determine steps for future improvement. |  |  |  |
| AASL 4.4.4 | 6-8 |  | Students learn how social, cultural, and personal bias influence the way we evaluate the inquiry process and the learning product. |  |  |  |
| AASL 2.4.3 | 6-8 | Reflect on the content. | Students reflect on the content to demonstrate deep understanding of the essential question(s) and a meaningful conclusion that goes beyond a disconnected list of facts. |  |  |  |
| AASL 3.4.2 | 6-8 |  | Students use tools to assess their own understanding of the content, such as rubrics, graphic organizers, inquiry circles, etc. |  |  |  |
| AASL 3.4.2 | 6-8 |  | Students use instructor-created evaluation tools to provide appropriate peer review of others’ learning and products. |  |  |  |
| AASL 2.4.4 | 6-8 |  | Students use evaluation feedback to set goals for future learning and ways to improve as an independent learner. |  |  |  |
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| **Resources** | Sample Inquiry lesson plans – <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8> | | | | | |
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Kuhlthau, Carol Collier, Leslie K. Maniotes, and Ann K. Caspari. *Guided inquiry design: a framework for inquiry in your school*. Santa Barbara, California: Libraries Unlimited, 2012. Print.