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DH02 Effective Research Strategies: Standards in Action (grades 4-12)

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What We Will do This Session?

- How can we effectively integrated research to develop literacy skills and content learning?

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EVALUATING WEBSITES

PURPOSE
 Is the purpose of the site for its intended purpose (entertainment, news, political/religious influence, etc.)?

ACCURACY
 Can the information on the site be verified in another print or web source published by a known company/expert in the field of study?
 Is the site free of spelling and grammatical errors?
 Is the information presented based on or can be based, presented as fact or opinion?
 Do other sources conflict with the information presented?

USEFULNESS
 Does the website comprehensively address the actual topic being researched?
 Is the information presented thorough, containing links to other sources that address the topic?

UP-TO-DATE
 Is the information on the site current (if applicable)?
 Are the links on the site current?

AUTHORITY
 Is the author clearly identified, well-known in the field, and accessible by email or mailing address?
 Is the publisher of the site listed and accessible by email or mail?

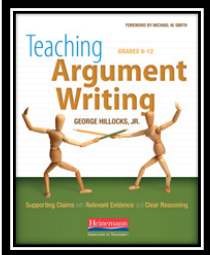
PRESENTATION
 Is the information easily accessible?
 Is the web design professional and easy to read?
 Is the website organized with labeled sections?
 Does the site contain a bibliography and follow copyright laws?

NOTES/QUESTIONS

From: McKnight, Katherine S. (2014). *Common Core Literacy for ELA, History/Social Studies, and the Humanities: Strategies to Deepen Content Knowledge (grades 6-12)*. San Francisco: Jossey-Bass.

Deepening Understanding

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.




Finalizing Inquiry

- Organizing Information
- Post It Note Activity


"Ya Know" vs Purposeful Academic Language Development

-  **claim**
-  **evidence**
-  **reasoning**
-  **counter-claim**
-  **audience-appropriate language**

 **claim**

- Answers a specific question given in a prompt or asserts an independent claim generated by the student.
- Claim statement often suggests/addresses an audience.
- Tells readers why the issue is significant*. Providing key words as part of an essential question unit often helps students express this significance and their reasoning. For example, in discussions of Facebook and teens, "privacy," "freedom," and "safety" are key terms students will need.

*CCSS

 **evidence**

- Quotations from the text (Word for Word).
- Summary of text.
- Paraphrased information.
- Facts & statistics.
- Anyone engaged in the argument can find this and use it.



reasoning

- The source of the greatest language and cognitive demands.
- This is thinking spelled out.
- Answers this question: “How does that evidence help prove the claim?”
- Where rigor and learning reside.



counter-claim


- Bring it on! The counter-claim challenges students to consider other viewpoints by asking them to state an opponent’s argument and to develop a rebuttal from a shared value.
- A natural and serious game, debate is animated by counter-argument. Responsiveness to another argument makes the counter-claim in writing, play, discussion, or creation the most engaging aspect of *cerc*a.
- Exploring opposing viewpoints is a strong thread throughout all academic standards, from the College Readiness Standards to the Common Core Standards. It is also a skill featured prominently in Advanced Placement assessments across disciplines.



audience-appropriate language

- Academic Language Learners (ALLs) and English Language Learners (ELLs) struggle with the power of their own ideas because they often lack the language or the confidence to express the abstract concepts and complex ideas that are the basis of reason- giving in all forms of argumentation.
- Academic terms, discipline-specific sentence frames, and arguespeak can be provided to scaffold these challenges.
- In reading, students can begin to see arguments with a kind of X-ray vision when they are given this support, providing more support and practice for challenging reading.
- Students can be taught about correct usage, punctuation, or even the aptness of a word choice, when we pay regular attention to these details within a systematic program.

Take Out Your Cell Phones Please...




Move into groups of 5

16

Step One

- Step 1
- As a group of 5, write 5 descriptions of a cell phone (functionality, size, etc..)
- Make 2 copies of each of the five descriptors on each piece of paper.

Like this:



17

Step Two

- Count off 1-5
- Evens- Use the 5 descriptors as evidence in an argument supporting the claim that students should be allowed to use cell phones in schools.
- Odds- Use the 5 descriptors as evidence in an argument supporting the claim that students should not be allowed to use cell phones in schools.
- Number 5 will be the judge/tiebreaker
- Each team has 5-7 minutes to use evidence to construct an argument. No evidence can be used without a reason attached.

18

Step Three

- Each team presents their argument.
- Each team then has a chance to submit 2 counter-arguments.
- Each team submits rebuttals.


19

Who Wins?

- Person #5 is the tiebreaker who must award the reason-counter-argument point to the team with the strongest argument for the shared value: Learning, which one helps kids learn more? That's who should win.

20

How Should I Present My Research?



- <https://www.teachingchannel.org/videos/high-school-biography-project>

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