

Research Skills

Unit #: APSDO-00093495
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Grade(s): 3
Subject(s): Informational Digital Literacy
Course(s): GR. 3 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will continue to engage in the research process. Students will apply their learning by successfully locating information on a topic using features of resources. Primary instructional tools include books, eBooks, and World Book Online ("kids" as well as some exploration of "student" version).

Stage 1: Desired Results

Established Goals	Transfer		
<p>Standards</p> <ul style="list-style-type: none"> • ISTE Standards (2016) <ul style="list-style-type: none"> ◦ <i>ISTE Standards for Students</i> <ul style="list-style-type: none"> ▪ Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. (2) <ul style="list-style-type: none"> ▪ Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (2.c) ▪ Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. (3) <ul style="list-style-type: none"> ▪ Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (3.c) • AASL Standards Framework for Learning <ul style="list-style-type: none"> ◦ <i>Shared Foundations and Key Commitments: All Grades</i> <ul style="list-style-type: none"> ▪ INQUIRE <ul style="list-style-type: none"> ▪ Think: Formulating questions about a personal interest or a curricular topic. (IDL.INQ.01) ▪ Create: Using evidence to investigate questions. (IDL.INQ.03) ▪ Create: Generating products that illustrate learning. (IDL.INQ.05) ▪ CURATE <ul style="list-style-type: none"> ▪ Think: Identifying possible sources of information. (IDL.CUR.02) ▪ Create: Seeking a variety of sources. (IDL.CUR.04) ▪ ENGAGE 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T101) Locate and vet resource(s) based on a set of criteria to research a topic or question.</p> <p>T2 (T102) Construct meaning, challenge assumptions, and make informed assertions by analyzing, using, and citing relevant information and ideas from resources.</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U200) Clear and focused questions help researchers find desired information and develop the topic/thesis statement.</p> <p>U2 (U202) Research is a lengthy and iterative process that requires both perseverance and flexible thinking.</p> <p>U3 (U300) Researchers construct meaning by examining sources that develop, challenge, and/or refine their thinking.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q200) How do I find what I am looking for? (K-4) How do I use appropriate search strategies to locate content and refine my searches/topic? (5-12)</p> <p>Q2 (Q201) How do I know what can be trusted? (K-2) How do I know the information is reliable? (3-12)</p> <p>Q3 (Q301) How do I use information from my sources? (K-3) How do I use evidence from my sources to support a compelling claim/assertion? (4-12)</p> <p>Q4 (Q202) What do I do when I get stuck?</p>
	Acquisition		
Knowledge	Skill(s)		

<ul style="list-style-type: none"> ▪ Think: Responsibly applying information, technology, and media to learning. <i>(IDL.ENG.01)</i> ▪ Create: Acknowledging authorship and demonstrating respect for the intellectual property of others. <i>(IDL.ENG.05)</i> 	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to locate and use library resources</p> <p>K2 That developing questions on a topic helps to focus research</p> <p>K3 How to use text features to help identify whether a source is fact, fiction, or opinion</p> <p>K4 How to use effective keywords to generate more accurate search results within a database</p> <p>K5 How to analyze information to determine relevance</p> <p>K6 That evidence is required to construct explanations or support opinions</p> <p>K7 That it is important to paraphrase information and provide a list of sources</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Accessing, navigating, and using content within a database</p> <p>S2 Using text features to help identify whether a source is fact, fiction, or opinion</p> <p>S3 Using effective keywords to generate more accurate search results within a database</p> <p>S4 Analyzing information to help determine relevance</p> <p>S5 Using evidence to construct explanations or support opinions.</p> <p>S6 Providing a list of sources</p>
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