

Redefine research experiences

Redefine research.

Review the traditional research-writing unit.

- The unit spans multiple days/weeks.
- The reader gathers his own sources.
- The product is typically long (e.g., 5-10 pages).
- The final product includes the full writing process.

Explore topics.	Find credible sources.	Read & collect info.	Synthesize & organize.	Write the first draft.	Revise & edit.
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Clarify the simulated research-writing task. ●

- The task starts and ends in one sitting.
- The reader utilizes provided sources.
- The product is shorter (e.g., 1-2 pages).
- The final product includes only a strong first draft.

(Topic provided.)	(Sources provided.)	Read & collect info.	Synthesize & organize.	Write the first draft.	(No opportunity for major revision.)
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TEXT-BASED RESPONSES
Session 1 | First Day to Test Day

TEXT-BASED RESPONSES
Session 4 | Extended Responses

Meet the expectations outlined within the standards.

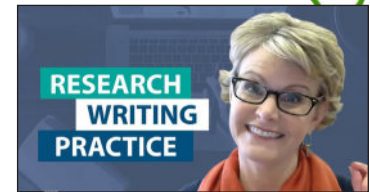
CCSS | R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

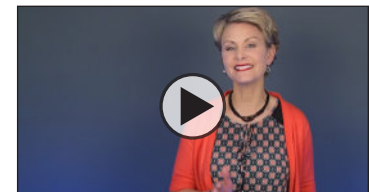
CCSS.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SECRET SITE RESOURCES



How do I balance long, traditional versus short research-writing tasks?



Simulate research-writing tasks during eLearning.

Integrate frequent research experiences.

Recognize authentic reasons to research.

To seek an answer to a question.

Acquire a specific fact or detail.

Address curiosities and wonderings.

Learn of others' questions.



To build knowledge about a topic.

Establish a general understanding.

Deepen understanding further.

Disprove lies, revise outdated information, and support truths.

Gain new perspectives and insights.

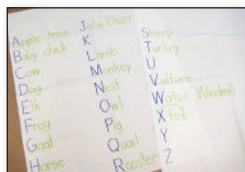
10 in 10



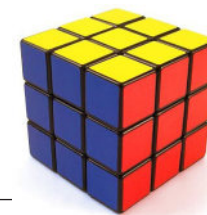
WIKIPEDIA
The Free Encyclopedia



Carousel through teacher-selected sources.



MYTHBUSTERS



Track Different Perspectives

Perspective 1	Perspective 2

To solve a problem related to a topic.

Find out how to do something.

Explore past, present, and potential solutions on bigger issues.





Honor the *process* over the *product*.

Redefine what counts as a research product. ●.....

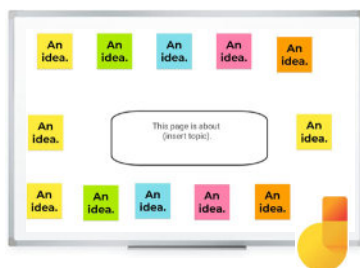
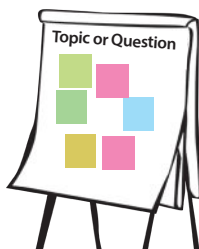
When do they execute research? Identify time for research experiences.

- Bell-ringer, morning work
- Literacy station
- Whole-class activity
- Research moment
- Anticipatory activity
- Simulated research tasks (during class or remote/eLearning)
- Exit ticket
- New-unit introduction

What do they produce? Identify a product that fits the depth of knowledge.

RESEARCH REFLECTION | *I learned...* *I found out...* *I didn't know...* *I'm wondering...*

STICKY FACTS | *I know something you don't know.*



Who executes the research?

Collect and report information.



SECRET
SITE
RESOURCES



RELEVANT
RESOURCE



MULTIPLE SOURCES | Keep track of *which* sources provided *what* information.

