

IDENTIFYING YOUR BUILDING'S RESEARCH PROJECTS & ALIGNING THEM WITH OSPI'S COMMON CORE RESEARCH STANDARDS

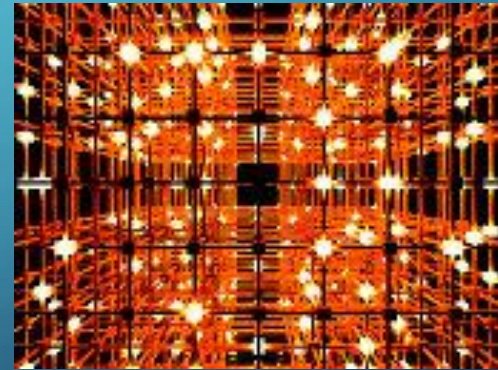
PETER G. MOHN, LMS
2018 WLA CONFERENCE
YAKIMA, WA
OCTOBER 19, 2018



Street Sign 1. <https://www.freeimages.com>

SESSION SPLIT INTO TWO PARTS

- Overview of OSPI's Common Core Writing Standards
- Building a Research Matrix for Your School



The Grid. <https://www.freeimages.com>

TIMELINE

- 1994 – World Wide Web
- Late 1990s – OSPI drops library/information skills curriculum
- 1990s – present - Teachers responsible for teaching library/information skills
- 2001 – No Child Left Behind Act – expansion of testing (WASL, HSPE, EOC)
- 2011 – Common Core Curriculum (embeds research skills in writing goals)
- 2014 – SBA (online State testing) (writing performance test includes research skills)
- 2014 – Districts forced to increase the number of computers in schools
 - More research being conducted in the classroom & at home
- 2016 - Stanford researchers find students have trouble judging the credibility of information online



Tunnel. <https://www.freeimages.com>



Elementary boy in front of chalkboard. <https://www.freeimages.com>

OVERVIEW OF OSPI'S COMMON CORE WRITING STANDARDS

COMMON CORE STANDARDS

- Common core standards for ELA & literacy in history/social studies, science and technical subjects
- URL for downloading pdf on standards
 - http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf



COLLEGE & CAREER READY, PAGE 7

- Demonstrate independence
 - Construct effective arguments & convey multifaceted information; build on theirs & others ideas
- Build strong content knowledge
 - Proficient in new areas through research and study
- Respond to the varying demands of audience, task, purpose, & discipline
 - Adapt communication in relation to audience, task, purpose & discipline
- Value evidence
 - Cite specific evidence to support points in writing & speaking; constructively evaluate other's use of evidence
- Use technology & digital media strategically & capably
 - Tailor online searches to acquire information
 - Integrate what they learned using technology
 - Familiar with strengths & weaknesses of technology tools & mediums
 - Select & use those best suited to communication ideas

COMMON CORE STANDARDS TARGET MULTIPLE DISCIPLINES

- English Language Arts
- Social Studies
- Science
- Technical Subjects



Team working on project. <https://www.freeimages.com>

COMMON CORE WRITING GOALS 6 THROUGH 10

- Goal 6 – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Goal 7 – Conduct short as well as more sustained research projects
- Goal 8 – Gather relevant information from multiple print & digital sources, assess the credibility & accuracy of each source, and integrate the information
- Goal 9 – Draw evidence from literary and informational text to support analysis, reflection, and research
- Goal 10 – Write routinely over extended & short time frames (time for research, reflection, & revision) for a range of tasks, purposes, and audiences

COMMON CORE WRITING GOAL 6

KINDERGARTENERS

- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

12 GRADE STUDENTS

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

COMMON CORE WRITING GOAL 7

KINDERGARTENERS

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

12 GRADE STUDENTS

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON CORE WRITING GOAL 8

KINDERGARTENERS

- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

12 GRADE STUDENTS

- Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

COMMON CORE ENGLISH LANGUAGE ARTS

WRITING GOAL 9

4TH GRADE STUDENTS

- Draw evidence from literary or informational text to support analysis, reflection, and research.
- A) Apply grade 4 Reading standards to literature.
- B) Apply grade 4 Reading standards to informational texts.

12 GRADE STUDENTS

- Draw evidence from literary or informational texts to support analysis, reflection and research.
- A) Apply grades 11-12 Reading standards to literature
- B) Apply grades 11-12 Reading standards to literary non-fiction

COMMON CORE SOCIAL STUDIES, SCIENCE & TECHNICAL SUBJECTS WRITING GOAL 9

6TH GRADE STUDENTS

- Draw evidence from informational texts to support analysis, reflection, and research.

12 GRADE STUDENTS

- Draw evidence from informational texts to support analysis, reflection, and research.

COMMON CORE WRITING GOAL 10

3RD GRADE STUDENTS

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

12 GRADE STUDENTS

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

WHAT CAN I DO TO HELP CLASSROOM TEACHERS?

- Teachers are integrating Common Core Standards into their teaching
- Teachers are integrating technology skills into their lessons
- Departments need to vertically plan their research projects
- Cross-disciplinary research awareness
- School's research projects meet Common Core Writing Goals 6 - 10
- Writing skills are not just the domain of the English department
- How are the social studies, science, technology and other departments integrating Common Core Standards into their curriculums?



Close-up of industrial bricklayer. <https://www.freeimages.com>

BUILDING A RESEARCH MATRIX FOR YOUR SCHOOL

DESIGNING A RESEARCH MATRIX

- Must include Common Core Writing Standards for each grade level
- Easy to scan across grade levels
- Easily split into subjects, or view entire document
- Be able to vertically plan research goals
- Short descriptions of each project
- Maximize information with short-hand symbols & numbers
- Include research projects that all subject teachers teach & projects where one or two teachers assign

KEY INCLUDES 4 AREAS

- Types of Research
 - Brief, short term or long term research project
 - Research or report
- Research Model Steps
 - Select a research model and number the steps
- Media
 - List the mediums used for locating information
- Product
 - Communicating final product to others



Key in hand. <https://www.freeimages.com>

KEY: TYPES OF RESEARCH

- BR = Brief Research (single day)
- SR = Short Research (up to 1 week)
- LR = Sustained (Long) Research (over 1 week)
-
- Rep – Report
- Res - Research



Business woman using laptop with gears. <https://www.freeimages.com>

SELECT RESEARCH MODEL

- Big 6
- Kuhlthau
- Stripling & Pitts
- AASL Standards Frameworks (not a research model)



Woman thinking of ideas at the office. <https://www.freeimages.com>

KEY_(MODEL 1): RESEARCH STEPS FOR BIG 6

- 1 = Task Definition
- 2 = Information Seeking Strategies
- 3 = Location & Access
- 4 = Use of Information
- 5 = Synthesis
- 6 = Evaluation

KEY (MODEL 2): RESEARCH STEPS FOR KUHLMAN'S RESEARCH MODEL

- 1 = Initiating a Research Assignment
- 2 = Selecting a Topic
- 3 = Exploring Information
- 4 = Formulating a Focus
- 5 = Collecting Information
- 6 = Preparing to Present
- 7 = Assessing the Process

KEY (MODEL 3): RESEARCH STEPS FOR STRIPLING & PITTS RESEARCH MODEL

- 1 = Choosing a Broad Topic
- 2 = Get an Overview of the Topic
- 3 = Narrow the Topic
- 4 = Develop a Thesis or Statement of Purpose
- 5 = Formulate Questions to Guide Research
- 6 = Plan for Research and Production
- 7 = Find / Analyze / Evaluate Sources
- 8 = Evaluate evidence / Take Notes / Compile Bibliography
- 9 = Establish Conclusions / Organize Information Into Outline
- 10 = Create and Present Final Product

KEY (MODEL 4): AASL STANDARDS FRAMEWORKS FOR LEARNERS (NOT A RESEARCH MODEL)

- 1 = Inquire
- 2 = Include
- 3 = Collaborate
- 4 = Curate
- 5 = Explore
- 6 = Engage



AASL Standards Framework logo. <https://standards.aasl.org/Frameworks>

KEY: MEDIA

- All = All mediums
- R = Reference material
- B = Books
- D = Databases
- N = Newspaper Articles
- M = Magazines
- J = Academic Journals
- P = Primary sources
- I = Illustrations, pictures, photos, etc.
- C = Charts, graphs, etc.
- W = Internet resources



Fortune teller. <https://www.freeimages.com>

KEY: PRODUCT

- E = Essay, paper, etc.
- O = Oral Report
- P = Poster, tri-fold poster, diorama, etc.
- S = Slide Presentation (PowerPoint, Prezi, etc.)
- V = Video
- MM = Multi-media



Business woman working. <https://freeimages.com>

EXAMPLE RESEARCH ENTRIES IN MATRIX

ALL SUBJECT TEACHERS

- Political Map — **Type:** BR-Rep; **Steps:** 1-7; **Media:** R; **Product:** E, MM

ONE OR TWO TEACHERS

- There Oughta Be a Law (senior project) (Smith) — **Type:** LR-Res; **Steps:** 1 – 7; **Media:** All; **Product:** O, P, S or V

TEACHERS – HOW TO USE RESEARCH MATRIX

- Teachers will see all the school's research projects in one document
- Teachers can vertical plan their research projects within departments
- Teachers can adapt research projects to meet Common Core writing goals
- Teachers can add new research projects to fill in research gaps
- Teachers can conduct cross-disciplinary research projects
- Teachers can team teach research projects with different departments



Smiling teacher kneeling beside elementary school pupil. <https://www.freeimages.com>

LIBRARIANS - HOW TO USE RESEARCH MATRIX

- Librarians get a broad view of all research projects in the building
- Librarians can analyze research projects conducted in the classroom
- Librarians can use matrix for collection development
- Librarians can use matrix to update their lessons
- Librarians can assist teachers with building effective research assignments
- Librarians can offer to team teach with teachers on their research projects



CONTACT INFORMATION



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 - <https://www.sno.wednet.edu/Page/3588>
- Workshop topics available for you to use and adapt for your school

Common Core Curriculum
Research to Build and Present Knowledge

	9 th Grade Standards	10 th Grade Standards	11 th Grade Standards	12 th Grade Standards
Common Core Writing Standards for High School in Research	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research. English Writing Standards includes these two sub-groups to 9:</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. 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Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. 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English Dept.	9th Grade English Honors English	10th Grade English Honors English	American Literature AP Language	AP Literature British Lit Modern Fiction Mythology Science Fiction

Common Core Curriculum **Research to Build and Present Knowledge**

History/Social Studies		Modern World History	US History AP US History	US Gov't AP Gov't Psychology Civil War
Science	Integrated Science Ag Science	Biology AP Biology	Chemistry AP Chemistry Biotechnology Forensics	Physics AP Physics Adv. Biotechnology Marine Biology
Technical Subjects				
Other Depts.	Health			

Key:

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History/Social Studies		<p>Modern World History</p> <p>Renaissance DBQ – Type: SR-Res; Steps: 6 – 7; Media: P, I, C; Product: E</p> <p>World Atlas Project – Type: SR-Rep; Steps: 1-7; Media: R, B, P, C; Product: MM</p> <p>Get to Know a Country – Type: SR-Rep; Steps: 1-7; Media: N, P, I, W; Product: E, P, V, S</p> <p>Government Take a Stand – Type: SR-Rep; Steps: 1 – 7; Media: W; Product: O</p> <p>World Atlas Project – Type: SR-Res; Steps: 1 – 7; Media: P; Product: P</p>	<p>US History</p> <p>Decades Report 1870s – 1930s (Jones) – Type: LR-Rep; Steps: 1 - 7; Media: R, B, P & W; Product: E, O & S</p> <p>Decades Report 1940s – 1990s (PJones) – Type: LR-Rep; Steps: 1 - 7; Media: R, B, P & W; Product: E, O & S</p> <p>Plessy vs. Ferguson (Smith) – Type: BR – Rep; Steps: 3, 4, 5; Media: P, I; Product: E</p> <p>Who Am I (Peterson) – Type: BR-Rep; Steps: 1, 3, 5, 6; Media: R, D, P, W; Product: O, P</p> <p>Imperialism Essay (Peterson) – Type: SR-Rep; Steps: 1, 4; Media: R, P; Product: E</p>	<p>US Gov't</p> <p>Political Compass (Allen) – Type: BR – Rep; Steps: 1 – 7; Media: W; Product: E</p> <p>Political Map – Type: BR-Rep; Steps: 1-7; Media: R; Product: E, MM</p> <p>Weekly Newspaper (Allen) – Type: BR-Rep; Steps: 1 – 7; Media: N; Product: E</p> <p>Personal Interest Essay (Allen) – Type: LR-Rep; Steps: 1 – 7; Media: All; Product: E</p> <p>Car Buying/ Decision Making – Type: SR – Res; Steps: 1 – 7; Media: B, W; Product: E or S</p>

Common Core Curriculum **Research to Build and Present Knowledge**

		<p>Facebook of Famous History People – Type: SR – Rep; Steps: 1 – 7; Media: W; Product: MM</p> <p>Causes of World War I Essay – Type: SR-Rep; Steps: 1 – 7; Media: All; Product: E</p> <p>Royalty Week Report – Type: SR – Rep; Steps: 5 – 6; Media: I, O; Product: MM</p> <p>AP Modern World History</p> <p>Humanity on Trial – Type: SR-Res; Steps: 1 – 7; Media: All; Product: E, O</p> <p>Sinification Activity – Type: BR – Rep; Steps: 3, 5, 6; Media: R, B, W; Product: P</p> <p>Study Overview Around Theme (extra credit) – Type: SR – Rep; Steps: 1, 2, 3, 4, 5, 6; Media: All; Product: S, V</p>	<p>Ship Manifest (Peterson) – Type: BR-Res; Steps: 1, 5; Media: P; Product: E</p> <p>We Didn’t Start the Fire Final (Peterson) – Type: LR-Rep; Steps: 1 – 7; Media: W; Product: O, S or V</p> <p>World War II Forum – Type: SR-Res; Steps: 1 – 7; Media: oral history; Product: E</p> <p>Comparing Treatment of Japanese POW Camps vs. Allied POW Camps (Bonner) – Type: SR – Res; Steps: 1 – 7; Media: All; Product: E</p> <p>Cold War Interview – Type: BR-Res; Steps: 3-6; Media: P, W, D; Product: E, P</p> <p>Civil Rights DBQ – Type: BR-Rep; Steps: 3-5; Media: P, I; Product: E</p> <p>Vietnam Forum - Type: SR-Res; Steps: 1 – 7; Media: oral history; Product: E</p> <p>Vietnam Essay – Type: SR-Rep; Steps: 3-5; Media: All; Product: E</p>	<p>There Oughta Be a Law (senior project) (Smith) – Type: LR-Res; Steps: 1 – 7; Media: All; Product: O, P, S or V</p> <p>Nations Report (senior project) (Blair) – Type: LR-Rep; Steps: 1 – 7; Media: R, D, W; Product: O, S</p> <p>Water Issues (Miller) – Type: SR – Rep; Steps: 1 – 7; Media: N, M, W; Product: S, O</p> <p>Taxation Project (Mitchell) – Type: SR – Res; Steps: 1 – 7; Media: N, M, P, W; Product: E</p> <p>Analyzing the U.S. Constitution from Comparative Perspective (Miller) – Type: SR-Rep; Steps: 1-7; Media: W; Product: S</p> <p>Water Issues (Hauck) – Type: SR – Res; Steps: 1-7; Media: W, C, I, P, D, N, M; Product: Newspaper</p> <p>Senior Law Project: Type: LR-Rep; Steps: 1-7; Media: All; Product: O, S, V</p> <p>Up Front – Type: BR-Rep; Steps: 3; Media: M; Product: E</p>
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Common Core Curriculum
Research to Build and Present Knowledge

			<p>Personal History Paper – Type: LR – Res; Steps: 1 – 7; Media: interviews, B, D, O, I, C, W; Product: MM, V, S, O, or E</p> <p>Radio Programs (Jones) – Type: BR – Rep; Steps: 1 – 6; Media: I; Product: E</p> <p>Future of America According to Me (Peterson) – Type: SR-Rep; Steps: 3, 5; Media: R, B, D, N, M, I; Product: E</p> <p>AP US History</p> <p>Chapter Presentations – Type: SR-Rep; Steps: 1 – 7; Media: R, B, I, C, W; Product: O & (S or MM)</p> <p>Decades Report 1870s – 1930s – Type: LR-Rep; Steps: 1- 7; Media: R, B, P & W; Product: E, O & S</p> <p>Decades Report 1940s – 1990s – Type: LR-Rep; Steps: 1- 7; Media: R, B, P & W; Product: E, O & S</p> <p>IWW Massacres in Washington State – Type: SR – Rep; Steps: 1 – 7; Media: B, D, W; Product: E</p>	<p>18 Things – Type: LR-Rep; Steps: 3, 5; Media: All; Product: E</p> <p>Right – Wrong with America – Type: BR-Rep; Steps: 1-7; Media: All; Product: E</p> <p>Psychology</p> <p>Personality Unit (Miller) – Type: BR-Rep; Steps: 1-7; Media: W; Product: E, O</p> <p>Sleep Unit (Miller) – Type: SR-Rep; Steps: 3-7; Media: W, D, J; Product: S</p>
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Common Core Curriculum
Research to Build and Present Knowledge

			Personal History Paper – Type: LR – Res; Steps: 1 – 7; Media: interviews, B, D, O, I, C, W; Product: MM, V, S, O, or E Radio Programs – Type: BR – Rep; Steps: 1 – 6; Media: I; Product: E	

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