

Teaching the Research Process – A Team Approach

(Grades 3-8)

The research process and culminating projects are a collaborative effort to meet CT Common Core State Standards (CCSS) and identified skills. Our Library Media Specialists (LMS) and Instructional Technology Specialists (ITS) work with Classroom Teachers to identify their needs. The LMS will support CCSS Research Standards using grade level units of study either during library time or through push-in service. The ITS will support all technology needs, such as teaching new technology tools to students, co-teaching with the LMS and/or Classroom Teacher or consulting on teacher vision. The ITS will be responsible for identifying the International Society for Technology Education Standards (ISTE) covered in the unit and support embedding them into curriculum documents.

Shared Responsibilities For ITS, LMS, Classroom Teacher

The model below is a **partnership between all teachers**. Before beginning research projects, all teachers will collaborate to define shared roles and responsibilities. During the research project the teachers will check-in with each other to be sure all included are able to execute their shared responsibilities and are meeting the agreed upon timeline. When the research project concludes the teachers will work together to assess student work.

Instructional Technology Specialist Role in Shared Research Project

Emphasis	Gr 3	Gr 4	Gr 5	Gr 8
Digital Citizenship	Students will be able to demonstrate appropriate use/citizenship across all digital platforms/products <i>with support</i> .	Students will be able to demonstrate appropriate use/citizenship across all digital platforms/products <i>with support</i> .	Students will be able to demonstrate appropriate use/citizenship across all digital platforms/products <i>with limited support</i> .	Students will be able to demonstrate appropriate use/citizenship across all digital platforms/products <i>independently</i> .
Content Creation	Students will be able to create a digital product/presentation (e.g. text, images, video/audio) <i>with support</i> .	Students will be able to create a digital product/presentation (e.g. text, images, video/audio) <i>with support</i> .	Students will be able to create a digital product/presentation (e.g. text, images, video/audio) <i>with limited support</i> .	Students will be able to create a digital product or presentation (e.g. text, images, video/audio) <i>independently</i> .
Communication & Collaboration	Students will be able to demonstrate effective communication/collaboration skills <i>with support</i> .	Students will be able to demonstrate effective communication and collaboration skills across all digital platforms/products <i>with support</i> .	Students will be able to demonstrate effective communication and collaboration skills across all digital platforms/products <i>with limited support</i> .	Students will be able to demonstrate effective communication and collaboration skills across all digital platforms/products <i>independently</i> .

Web-Based Research		Students will be <i>introduced</i> to appropriate Google search strategies.	Students will be able to use appropriate Google search strategies <i>with support</i> .	Students will be able to use appropriate Google search strategies <i>independently</i> .
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LIBRARY MEDIA SPECIALIST ROLE IN A SHARED RESEARCH PROJECT Introduction of project to students (depending on co teacher preference) Direct instruction of notetaking Support students with final project Support students and teachers with assessment				
Emphasis	Gr 3	Gr 4	Gr 5	Gr 8
Use of databases and understanding the differences between database and website cite sources	Students can recognize the differences between a database and website Students use databases provided by the district for research. Students use print material provided by the district for research Students cite author and title of book, learn publisher and copyright.	Students can recognize the differences between a database and website Students use databases provided by the district for research. Students use print material provided by the district for research Students cite author and title of book, learn publisher and copyright.	Library will support IT instruction of the use of websites and reliable sources through Google. Instruction will be integrated throughout the year for authentic learning. Students will use databases and print materials provided by th district. Students will cite author, title of book or article and know how to find publisher and copyright.	
Lib Media Completion of research project RL2, W2ab, W4, W7, W6, RI6,	Complete 1-2 research projects in the year. A research project consists of : - Completing a graphic organizer with 2-4 subtopics, and resources - Completing a digital or physical presentation	Complete 1-2 research projects in the year. A research project consists of : - Completing a graphic organizer with 4 subtopics, and resources - Completing a digital presentation	Complete 1-2 research projects in the year. A research project consists of : - Completing a graphic organizer with 4 or more subtopics, and resources - Completing a digital presentation	
Understanding and Applying Research Process Taking and Organizing Notes RI1, RI5, RI7, RI9	Students refer to the Big 6 process to break up the research project. Students review all of the steps in the Big 6 With direct instruction as a whole group students will:	Students refer to the Big 6 process to break up the research project. Students review all of the steps in the Big 6 With guided review students will: Step 3 - locate information and use the skim and scan technique	Students refer to the Big 6 process to break up the research project. Students review all of the steps in the Big 6 With guided review students will: Step 3 - locate information and use the skim and scan technique	

	Step 3 - locate information and use the skim and scan technique Step 4- identify what information is useful to write down and how to write in their own words Students use a print copy of a vertically aligned graphic organizer to sort information. When executing the research project and after direct instruction of steps 3 and 4 students take notes (quick ideas no full sentences step 4) by hand while using digital or print resources independently and in small groups with guidance.	Step 4- identify what information is useful to write down and how to write in their own words Students use a digital copy of a vertically aligned graphic organizer to sort information. When executing the research project and after review of the Big 6 students will do research on four subtopics digitally. The note catcher will be pushed out into google classroom so the students can access it along with a rubric. Students will take notes independently and in small groups with guidance	Step 4- identify what information is useful to write down and how to write in their own words Students use a digital copy of a vertically aligned graphic organizer to sort information. When executing the research project and after review of the Big 6 students will do research on four or more subtopics digitally. The note catcher will be pushed out into google classroom so the students can access it along with a rubric. Students will take notes independently and in small groups with guidance	
Complete final project using notes	With direct instruction students will use the print notes to create a presentation.	With guidance students will use the notes to create a presentation. Students will use toggling or split screen technique to put notes into full sentences and paragraphs.	With guidance students will use the notes to create a presentation. Students will use toggling or split screen technique to put notes into full sentences and paragraphs.	
Review and practice research skills for standardized testing	Students take the IAB in research Data is collected and analyzed by the LMS The LMS gives direct instruction on how to read questions and apply skills and strategies for test taking	Students take the IAB in research Data is collected and analyzed by the LMS The LMS gives direct instruction on how to read questions and apply skills and strategies for test taking	Students take the IAB in research Data is collected and analyzed by the LMS The LMS gives direct instruction on how to read questions and apply skills and strategies for test taking	

TEACHER ROLE IN A SHARED RESEARCH PROJECT Communicate with ITS and LMS goals for upcoming research project Provide time in the classroom for note taking				
Emphasis	Gr 3	Gr 4	Gr 5	Gr 8
Identifying Broad Research Teacher	Given a topic (ex. Frogs), students can select the subtopic (ex. Type of frog).	Given a topic (ex. States), students can select the subtopic (ex. Which state).	Given a topic (ex. Athletes), students can select the subtopic (ex. Which athlete).	Given broad question or choice of topics, student can select an area for initial research.

				After initial search, students can narrow research and identify essential question or thesis statement.
Creating Text/Media Product Teacher	During course of year, students will generate a 5-paragraph paper and present for 2 to 3 minutes using a digital presentation (not necessarily same project).	During course of year, students will generate a 1 to 2-page paper and present for 2 to 3 minutes using a digital presentation (not necessarily same project).	During course of year, students will generate a 1 to 3-page paper and present for 2 to 3 minutes using a digital presentation (not necessarily same project).	Students generate one 4 to 6-page research project with in-text citations that answers an essential question with supporting evidence from multiple print and on-line sources. Students conduct a second research project with oral presentation using visual or multi-media aids and following all steps of the research process outlined above.
Self-Assessment and Peer Assessment	Library Media, teacher, and tech use rubrics for student self-assessment and teacher assessment.	Library Media, teacher, and tech use rubrics for student self-assessment and teacher assessment.	Library Media, teacher, and tech work with one another to develop self and teacher assessment tools/rubrics.	Library Media and teacher work with one another to develop self and teacher assessment tools/rubrics.