

Research: Grade 3

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to draw conclusions and make informed decisions in order to apply knowledge to new situations and create new knowledge. - Students will demonstrate the ability to share knowledge and participate ethically and productively in order to become contributing members of our democratic society. <u>Content Standards:</u> - AASL 1.1.1. Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. - AASL 1.1.2. Use prior and background knowledge as context for new learning. - AASL 1.1.6. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. - AASL 1.1.4. Find, evaluate, and select appropriate sources to answer questions - AASL 1.3.1. Respect copyright/intellectual property rights of creators and producers. - AASL 1.4.2. Use interaction with and feedback from teachers and peers to guide own inquiry process - AASL 2.1.2. Organize knowledge so that it is useful. - AASL 2.1.5. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. - AASL 2.1.6. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. - AASL 3.1.3. Use writing and speaking skills to communicate new understandings effectively. - AASL 3.2.3. Demonstrate teamwork by working productively with others.	Transfer	
	Students will be able to independently use their learning to ask questions and find the answers using appropriate resources.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - researchers gather and critique information from different sources for specific purposes. - new information may result in a new idea or a change of stance.	ESSENTIAL QUESTIONS How can I best learn, organize and present information?
	Acquisition	
	Students will know... - that information is owned by its author. - that feedback from teachers and peers can strengthen the inquiry process. - that using the writing process, multimedia formats, and technology tools to create products will demonstrate new learning. - that reflecting on the inquiry process will. <u>vocabulary:</u> fact, opinion, informative writing, explanatory writing, connect, wonder, investigate, construct, express	Students will be skilled at... - organizing information in different ways. - formulating questions based on information needed. - seeking information from diverse sources. - following an inquiry-based research process, applying critical thinking skills in order to construct new knowledge. - using prior knowledge as context for new learning. - finding appropriate print and electronic resources to answer questions. - working as part of a group to solve a research problem.
Content Area Literacy Standards		21st Century Skills
not applicable		- think creatively - work collaboratively with others - access and evaluate information - use and manage information

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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
- CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion. - CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details. - CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. - CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

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