Strategies for Writing Standard #7

- Citelighter
- Collaborize Classroom
- Weebly for Education

6th – 12th Grades
History/SS and Science & Technical Subjects

Developed By:
Illinois State Board of Education
English Language Arts Content Specialists

Examining Electronic Sources

Targeted Standards:

WHST.6-8.7 –Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.9-10.7 - 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.

WHST.11-12.7 - 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.

Because the Internet contains a vast amount of information from reliable and unreliable sources, wading through all the material could prove to be overwhelming for students. Learning to view Internet sites with a critical eye will help students become more efficient and effective researchers. One of the most important steps in any inquiry project that uses web resources is determining whether the resources and information found not only address the inquiry topic but also provides high-quality information.

Procedure:

1. Teachers provide students with examples of reliable websites as well as unreliable.
2. In small groups, students look at examples of a website that offers relevant resources, as well as a website with less useful resources.
3. Student groups share out their findings.
4. As a class, discuss the criteria used in selecting or discounting sources.
5. Create a checklist of criteria that will guide future searches.
6. As a class, students find another site they think might be beneficial and evaluate the site using the class-created checklist. See "Examining Electronic Sources" below as a resource for teachers in guiding students in creating a checklist.

Attachment/Resources:

Examining Electronic Sources
http://www.readwritethink.org/files/resources/lesson_images/lesson149/ElectronicSources.pdf
Read Write Think Website Evaluation Process
http://rwtinteractives.ncte.org/view_interactive.aspx?id=175
Read Write Think Website Evaluation Form
http://rwtinteractives.ncte.org/view_interactive.aspx?id=177
OWL Evaluating Sources Resource
https://owl.english.purdue.edu/owl/owlprint/553/
Example websites that are unreliable
http://users.drew.edu/sminegar/English_1_FA08_Sect_003/Evaluating%20Internet%20Sources.htm

Reference/Research:

Wepner, S., Valmont, W.J., & Thurlow, R. (Eds.). (2000). *Linking literacy and technology: A guide for K–8 classrooms*. Newark, DE: International Reading Association.

Inquiry Charts

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The Inquiry Chart (I-Chart) is a strategy that enables students to generate meaningful questions about a topic and organize their writing. An inquiry chart is a graphic organizer that frames critical questions and catalogues evidence to support conclusions.

Procedure:

1. Students are given a chart to complete with a number of sources. (See samples below).
    a. There are questions in columns across the top.
    b. Each row corresponds with a particular source.
    c. The last row is a general summary of each question.
2. After reading the critical questions in the header row, they then assess what they already know about the question.
3. Then students explore the topic through the questions in the columns. For each source or text, they answer the questions based on the source or text.
4. At the bottom, students compile all they have discovered into a coherent summary statement to answer each question for the topic in general.

Attachment/Resources:

Additional Information
http://www.adlit.org/strategies/21826/

Blank Sample Inquiry Charts
- http://www.adlit.org/pdfs/strategy-library/ichart.pdf
- http://www.readwritethink.org/files/resources/printouts/Inquiry%20Chart.pdf
- http://education.ky.gov/curriculum/conpro/engla/Documents/Inquiry%20Chart.pdf

Reference/Research:

Hoffman, J. (1992). Critical reading/thinking across the curriculum: Using I-charts to support learning. Language Arts, 69(2), p. 121-27.

Using Visual Information

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Many students ignore visuals that accompany their reading when finding information for research. These visuals include maps, charts, graphs, pictures, political cartoons, etc... This strategy will show students just how much information can be gleaned from visuals.

Procedure:

1. Use a graphic organizer like the one below to model how to fill it out.
2. After providing an example of how it can be used, let students work in a group to complete one.
3. Once students feel comfortable with the process, have them independently complete one.

Visual/Page #	First Impression/First Response	Fact(s) from the visual….	The visual made me wonder….
cover	I can't tell what it is except I think it is an ocean	Oil Spills Kill	I'm glad I don't live by the ocean, but does it affect me?
chart p.5	This looks like it is about water pollution	Oil spills cause water pollution which affects the price of oil, wildlife and tourism.	How does this directly affect me? Who cleans this up?
photo p.6	This is a seal covered in oil I think	This is what happens to sea creatures in an oil spill.	Who cleans them up or do they die?
photo p. 7	This is a picture of a ship	This is the ship responsible for the worse oil spill in history.	Did everyone get fired who worked on the ship? Did they get in trouble?
table p. 9	This is about money	The oil spill referred to in this text cost over a billion dollars in taxpayer money.	This doesn't affect my family does it?

Attachment/Resources:

Visual Literacy Skills
http://literacyandschoollibraries.wikispaces.com/Visual+Literacy+Skills
Teaching with Objects and Photographs
http://www.indiana.edu/~mathers/Tops.pdf

Reference/Research:

Allen, J. (2008). *More tools for teaching content literacy*. Portland, ME: Stenhouse.