

I-Search for Success:  
Connecting the I-Search Process with Standards,  
Assessment, and Evidence-Based Practice

By  
Donna Duncan and Laura Lockhart  
[banddduncan@msn.com](mailto:banddduncan@msn.com)  
[llockhart@kellerisd.net](mailto:llockhart@kellerisd.net)

AASL  
Pittsburgh, Pennsylvania  
October 6, 2005

**I-Search for Success:**

**Connecting the I-Search Process with  
Standards, Assessment, and Evidence-  
Based Practice**

**Department of  
Education mandates  
that all children be  
successful by 2014!**

**Department of Labor  
reports students' need  
to be information  
literate to succeed in  
the  
work world!**

**Parents want their  
children to succeed in  
school and have a  
rewarding career!**

**Students want to  
be heard.**

**“Allow us to tell you what we are thinking or feeling. Whether our voices are big or small; whether we whisper or shout it, or paint, draw, mime, or sign it - listen to us and hear what we say.**

*-For Every Child-  
by Caroline Castle*

**How can these demands be met?**

**Consider brain research!**

### **Our Brains**

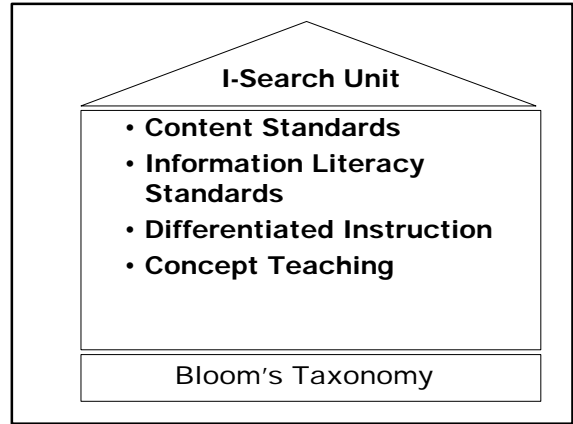
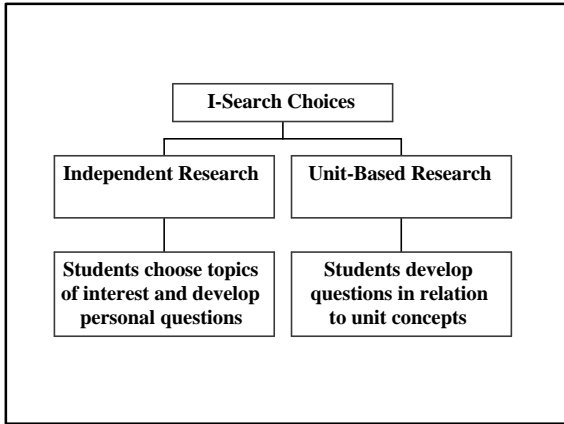
- **Make sense of the environment**
- **Extract important information**
- **Look for relationships**

*-Robert Sylwester-*

**Research Strategies organize this process!**

### **The I-Search Process**

- **Increases curiosity**
- **Aids in achievement**
- **Builds communities of lifelong learners**



**I-Search Connections**

Information Literacy	I-Search Steps	McREL Standards
Form questions	1	W 1,R 5, Res 4
Use multiple sources	2	W 1, R 5, 7 Res 4
Organize information	3	W 1, Res 4
Produce projects	4	W 1, 2 Res 4, LS 8
Evaluate research	5	Res 4

**Bloom's Taxonomy**

- I-Search Action Plan**
- What do we want to know?
  - Where can we find the information?
  - How will we understand and record the information we find?
  - How will we show what we learned?
  - How will we know we did a good job?

**Why ask questions?**

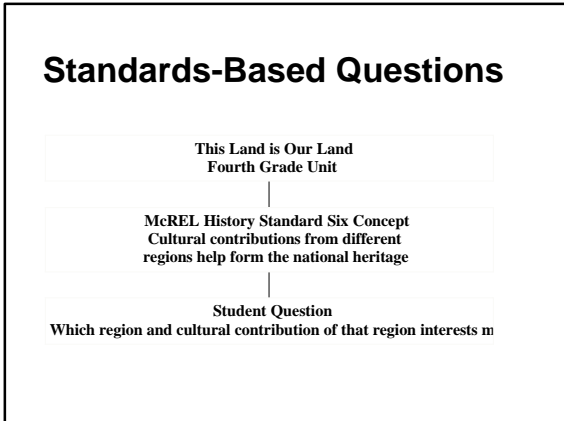
- Things change
- New information is created
- Yesterday's solutions won't work

-Jamie McKenzie-

**“The scientific mind does not so much provide the right answers as ask the right questions.”**

-Claude Levi-Strauss-

**Question!**  
What do we want to know?



**“Good researchers research with a purpose. They search for answers to questions they have.”**  
-Joyce and Tallman-

- Lessons**
- Lesson 1: Unit Introduction
  - Lesson 2: Develop Questions
  - Lesson 3: Develop I-Search Action Plan

**“Through the process of sorting out what they already know about their topic, students are forced to call up their knowledge and recognize their thoughts and connections about it.”**  
-Robin  
Fogarty-

**KWR CHART**

K What I know	W What I want to know	R My research questions
Old clothes	Slave quilts	How did the slaves in the South use quilts as maps? Why?
Pretty cloth	Maps	
Different designs	Decorations	What are some famous Southern quilt patterns and designs?
Cut out shapes	Patterns	
Cover beds	Designs	How do people in the South use quilts? Why?
	Family keepsakes	

## Asking Questions

- There is more thinking and learning in asking questions than in answering them.
- Teachers ask 80 questions per hour and students ask two.

-Nancy Johnson-

**Explore!**  
Where can we find the information?

**“If we strive to teach students the best way to critically evaluate the information that they find in relation to the purpose at hand, we will produce a generation of digitally literate adults who are equipped to learn throughout their lifetimes.”**

-Kathy

Schrock-

## Lessons

- Lesson 4: Establish Careful Reader Strategies
- Lesson 5: Incorporate Context Clues and Vocabulary Development
- Lesson 6: Key Word Search
- Lesson 7: Reciprocal Teaching
- Lesson 8: Interview Experts

## Resources

- Periodicals/newspapers
- Brochures/pamphlets
- Information books
- Reference books
- Videos, CD-ROMS, DVDs
- Online databases
- Web sites

## Interview Experts

- Invite experts on the unit topic to class to be interviewed by students.
- Students find experts and interview them outside of class

**Create!**  
 How will we understand and record the information?

**Lessons**

- **Lesson 9: Take notes and Cite Sources**
- **Lesson 10: Differentiate Between Fact and Opinion**
- **Lesson 11: Evaluate Web Site Authenticity**
- **Lesson 12: Develop Research Skills**
- **Lesson 13: Summarize Notes**

**“These steps begin after students have defined and narrowed the task, constructed researchable questions, and located appropriate sources.”**

**-Barbara Jansen-**

Note-sheet	
Name _____	Topic _____
Question _____	
Notes _____	Source _____
_____	p. _____
Notes _____	Source _____
_____	p. _____
Summary _____	

**Figure 5.1**  
**The Search Log**

Date _____
What have I accomplished so far? _____
How have I done so far? _____
What do I need to do next? _____
Date _____
What have I accomplished so far? _____
How have I done so far? _____
What do I need to do next? _____

**“The treasure word activity helped the students’ summarization skills. They were practicing the skill in a meaningful format.”**

**-Stephanie Smith, third grade teacher-**

**Present!**  
How will we show  
what we learned?

## Lessons

- Lesson 14: Construct Summary Boards
- Lesson 15: Draw conclusions
- Lesson 16: Develop Main Idea
- Lesson 17: List Sources
- Lesson 18: Summarize the Search
- Lesson 19: Organize Writing Workshop
- Lesson 20: Produce Products, Make Presentations and Create Celebrations

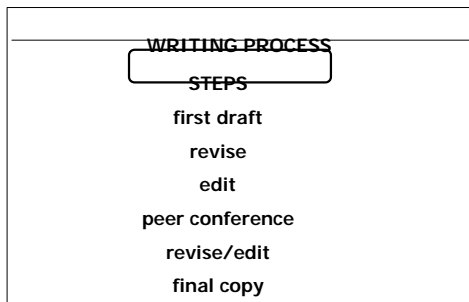
**“Encouraging students to write about topics that matter to them is probably the first step in helping students care about their writing.”**

-Calkins and  
Harwayne-

## The I-Search Paper

- Based on inquiry process
- Moves away from restating old information
- Allows for researching areas of personal interest
- Provides opportunity to express personality and voice

Ken Macrorie



## Presenting I-Search Projects

**“Demonstrations and performances require communication skills which are necessary for success in the work force of today and in the future.”**

-Nancy Nagel-

## I-Search Projects

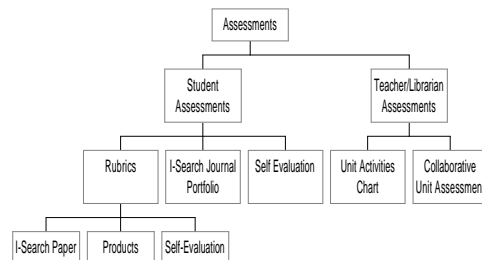
- Poster
- Diorama
- Mobile
- Puppet show
- Song/rap
- Big book
- Model
- Multimedia projects

## Unit Celebrations!

## Judge!

How will we know we did a good job?

## I-Search Unit Assessments



## Standards-Based Grade Sheet

Activity	R1	R2	R3	R4	W1	W2	W3	W4	W5	W6	avg
Literature activities		100									100
Interest map	98										98
KWL chart			95								95
Research planner			100								100
Search log			100	100							100
Note sheets	95		95	100		100					98
Summary board	95		100	95		95		98	98	100	97
Paper					100	98	96	100	95	98	96
Product					100						100

## Students and the I-Search Experience

- I feel like I did an amazing job!
- The thing I liked most about this project was the research.
- When I was finished I felt relieved. I had a lot of fun!

**“The I-Search project promoted cooperation not only between the teachers and the librarian but, also, among the students as they shared their research with one another!”**

**Beth Stone, Elementary Librarian**

**What is success?**

**Success is:**

- **Insuring students achieve on state standardized tests.**
- **Preparing students for the next grade level, high school and college.**
- **Laying a foundation for the world of work.**
- **Giving students a voice in what they learn and what they want to be!**

**Collaboratively, teachers, librarians, administrators and parents can help all students succeed!**