**Blair-Taylor School District**

**Inquiry & Research Project Process**

**“Good Thinking PAVES ‘Over the Way to Good Writing”**

1. The teacher defines the inquiry/research project.

a. May include activities, such as sharing exemplar models or examples and/or discussions

2. Students choose a topic.

 a. May be narrowed by teacher by giving choices or may be open ended

3. Students do some general/broad research to become familiar with their chosen topic and develop a question. They may also start to loosely decide what to emphasize. Whole group discussion may help students decide what to emphasize and where to go to get the information they need.

4. Begin in-depth research. Teacher makes the following decisions and models these steps:

 a. Decide how notes are to be organized (note cards, etc.)

 b. One fact per notecard - direct quote, summary or paraphrase

c. Decide how to note source used and page number (if applicable) on each note

card

**PAVES ‘O**

5. Purpose - explain, narrate, persuade, describe

6. Audience

 a. knowledge level

 b. attitude toward subject

7. Voice

 a. point of view

 b. perspective

 c. personality/style

 d. author’s role

8. Emphasis - based on research, determine main topics to emphasize

9. Support - based on research, determine what facts support each area of emphasis

10. Organization - How will the areas of emphasis be organized? Outline? CDCM Sheets? Other? Applying a thinking pattern may help with organizing the topics of emphasis

11. Develop Introduction

12. Develop Conclusion