Research Skills- Grade 6

1	**Task Definition** Define the information problem Identify information needed

- ☐ Select a manageable topic (The Underground Railroad vs. Slaves during the Civil War)
- ☐ Create an essential question (What was the purpose of the Underground Railroad and was it successful?)
- ☐ Identify the central issue
- ☐ Paraphrase the problem
- ☐ Refine your topic by making a list of questions to ask yourself.
- ☐ Follow multi-step written directions to complete a project

2	**Information Seeking Strategies** Determine all possible sources Select the best sources

- ☐ Analyze sources to see if they have the information you need
- ☐ Select information from a variety of sources to investigate a topic (books, newspapers, websites, catalogs, Yellow Pages, schedules, promotional materials, atlas, dictionary, thesaurus, magazines, memo, directory)
- ☐ Develop search strategies
- ☐ Identify appropriate people to gain information
- ☐ Distinguish between primary and secondary sources

3	**Location and Access** Locate sources (intellectually and physically) Find information within sources

- ☐ Identify key words
- ☐ Use text & organizational features, such as headings & numberings to locate and access information
- ☐ Use electronic sources such as Internet, web-based data sources, CD-ROM, pull-down menus, key word searches, and icons to locate and access information
- ☐ Use sources with multiple perspectives

4	**Use of Information**

Engage with the information
(Read, hear, view, touch)

☐ Use reading comprehension and vocabulary strategies to understand the text

☐ Adjust reading rate to comprehend the text (skimming, scanning, deep reading)

☐ Identify main idea and supporting details

☐ Summarize text

☐ Determine and extract relevant information

☐ Take notes, paraphrase, enter data

☐ Use prior knowledge

☐ Interpret and draw conclusions from text & text features

☐ Use evidence to verify meaning

☐ Verify content validity, credibility & authenticity of sources

☐ Determine between fact & opinion

☐ Sort information gathered and decide if it will be useful

☐ Determine author's purpose

5	**Synthesis**

Organize from multiple sources
Present the information

☐ Organize information to support a prediction or inference in a self-created graphic organizer

☐ Cite passages from text to confirm or efend predictions/inferences

☐ Find and analyze similarities & differences within and between texts (common knowledge)

☐ Use text-based evidence

☐ Analyze, interpret, and synthesize information from a variety of texts

☐ Predict consequences & provide evidence to support the best solution or your belief (ca

☐ Create a thesis statement from a narrow topic

☐ Complete a pre-write, using relevant information that will support your thesis (use details relevant to topic to support opinions and ideas)

☐ Produce multiple hand-written or electronic drafts of your paper from your pre-write

☐ Include information audience needs to know about topic; do not assume background knowledge

☐ Reread, revise, and edit paper several times

☐ Use multiple resources to identify needed changes (e.g., writing guide, adult, peer, criteria and/or checklist provided by teacher, thesaurus)

☐ Use multiple resources to edit (e.g., dictionary, peer, adult, technology, writing/style guide, 4-Strand rubric, textbook)

☐ Proofreads draft for errors

☐ Creates a finished product for intended audience as specified by teacher (extended writing project, research report, PowerPoint, brochure, information poster, etc.)

☐ Use technology to create and enhance product

☐ Use writing GLEs and 4-Strand Rubric for content, organization, style and conventions

6	**Evaluation** Judge the product (effectiveness) Judge the process (efficiency)

☐ Monitor progress toward implementing the plan, making adjustments and corrections as needed

☐ Analyze and evaluate the product using established criteria (teacher requirements for the research project, class created research rubric, etc.)

☐ Explain strengths and weaknesses of own writing using criteria such as checklists, anchor papers, rubric, content scoring guides

☐ Provide evidence that goals have been met; analyze personal growth

☐ Set goals for further improvement

☐ Monitor and evaluate progress