

## Research Skills- Grade 8

1	<p><b>Task Definition</b></p> <p>Define the information problem Identify information needed</p> <p>Select a manageable topic (The Underground Railroad vs. Slaves during the Civil War)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Create an essential question (What was the purpose of the Underground Railroad and was it successful?)</li><li><input type="checkbox"/> Identify the central issue</li><li><input type="checkbox"/> Refine your topic by making a list of questions to ask yourself</li><li><input type="checkbox"/> Follow multi-step written directions to complete a project (report, debate an issue, solve a problem)</li><li><input type="checkbox"/> Create a timeline/action plan for your research project</li></ul>
2	<p><b>Information Seeking Strategies</b></p> <p>Determine all possible sources Select the best sources</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Analyze and evaluate the appropriateness of sources to see if they have the information you need and defend your choices</li><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> Develop search strategies</li><li><input type="checkbox"/> Identify appropriate people to gain information</li><li><input type="checkbox"/> Distinguish between primary and secondary sources</li></ul>
3	<p><b>Location and Access</b></p> <p>Locate sources intellectually and physically Find information within sources</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identify key words</li><li><input type="checkbox"/> Use text &amp; organizational features and graphics, such as headings &amp; numberings to locate and access information</li><li><input type="checkbox"/> 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</li><li><input type="checkbox"/> Use sources with multiple perspectives</li></ul>

## Use of Information

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

- ☐ Use reading comprehension and vocabulary strategies to understand the text and transfer knowledge of vocabulary to comprehend other grade-level text
- ☐ Adjust reading rate to comprehend the text (skimming, scanning, careful read)
- ☐ 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
- ☐ Determine between fact & opinion
- ☐ Sort information gathered and decide if it will be useful
- ☐ Determine author's purpose
- ☐ Make connections and judge the validity of the evidence (dated, biased, inaccurate)
- ☐ Identify and define content area vocabulary critical to the meaning of the text and use it in your writing
- ☐ Draw conclusions from grade-level text
- ☐ Make inferences based on implicit and explicit information and provide justification for those inferences

## Synthesis

Organize from multiple sources

Present the information

- ☐ Organize information to support a prediction or inference in a self-created graphic organizer (list, sequence, description, compare/contrast, chronological order, cause/effect, order of importance, process or procedural)
- ☐ Cite passages from text to confirm or defend predictions/inferences
- ☐ Find and analyze similarities & differences within and between texts
- ☐ Use text-based evidence
- ☐ Analyze, interpret, and synthesize information from a variety of texts
- ☐ Generalize about processes and concepts after reading multiple texts
- ☐ Predict consequences & provide evidence to support the best solution or your belief
- ☐ Revise predictions based on evidence from research; cite passages from the text to defend your position; draw conclusions
- ☐ Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details
- ☐ Make connections among key ideas from the entire text
- ☐ Use your own words in an objective voice
- ☐ Remain accurate to original text
- ☐ Avoid interpretation or judgment of facts
- ☐ Compare & contrast information from multiple sources to gain a broad understanding of the topic
- ☐ Examine author's logic; cite reasons
- ☐ Judge author's effectiveness in use of persuasion and propaganda
- ☐ Make judgments about author's effectiveness in supporting her/his beliefs
- ☐ 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)
- ☐ Proofread 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

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## 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 accuracy of content and vocabulary for specific curricular areas
- ☐ 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