

Research Skills- Grade 7

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

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, careful 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
- ☐ Determine between fact & opinion
- ☐ Sort information gathered and decide if it will be useful
- ☐ Determine author's purpose
- ☐ 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

Synthesis

Organize from multiple sources

Present the information

- ☐ Organize information in a graphic organizer, outline, etc.
- ☐ 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
- ☐ 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)
- ☐ Uses 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.)
- ☐ Uses technology to create and enhance product
- ☐ Uses writing GLEs and 4-Strand Rubric for content, organization, style and conventions

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