

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

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

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 extend 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

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