



Ensuring learning while challenging each student to achieve full potential

Research Writing Across the Curriculum

Task 1: Research Question/Thesis Statement

The student will recognize the need for information and be able to form a research question or thesis statement.

Super 3—Plan K-2

Big 6—Task Definition 3-12

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| <p>1.1 Define the information problem and form a research question</p> | <p>K-2</p> <ul style="list-style-type: none"> Brainstorm to develop a research question related to information needed. Relate the research question to what is already known. | <p>3-5</p> <ul style="list-style-type: none"> Generate questions related to information needed. Identify specific questions to be researched. Relate the research question to what is already known. Restate the research question in own words. | <p>6-8</p> <ul style="list-style-type: none"> Generate a research question/thesis statement to be supported through investigation. Relate research question to what is known. | <p>9-12</p> <ul style="list-style-type: none"> Develop a thesis statement on a topic to be supported through investigation. Brainstorm to define or refine the thesis statement. |
| <p>1.2 Identify information needed to solve the information problem or answer the research question</p> | <p>K-2</p> <ul style="list-style-type: none"> Brainstorm or record questions and keywords needed to gather information to answer the stated research question. | <p>3-5</p> <ul style="list-style-type: none"> Use questioning, brainstorming and graphic organizers to identify information needed to answer the stated research question. | <p>6-8</p> <ul style="list-style-type: none"> Generate ideas, keywords, and questions needed to complete the task. | <p>9-12</p> <ul style="list-style-type: none"> Generate ideas, keywords, and questions needed to complete the task. |

Recommendations for Implementation:

Guided Instruction - Grades K, 3, 6, 9/10

Practice - Grades 1, 4, 7, 10/11

Mastery - Grades 2, 5, 8, 12

Task 2: Identify Sources

The student will develop strategies for location of information.

Super 3—Plan K-2

Big 6—Information Seeking Strategies 3-12

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| <p>2.1 Determine all possible sources</p> | <p>K-2</p> <ul style="list-style-type: none"> Identify types of information needed. Brainstorm possible print and non-print information. | <p>3-5</p> <ul style="list-style-type: none"> Identify types of information needed. Identify and prioritize possible print and non-print resources that include information about the topic. Construct effective searches using appropriate keywords. | <p>6-8</p> <ul style="list-style-type: none"> Identify types of information needed. Identify and prioritize possible print and non-print resources that include information about the topic. Construct effective searches using appropriate keywords. | <p>9-12</p> <ul style="list-style-type: none"> Identify types of information needed. Identify and prioritizes possible print and non-print resources that include information about the topic. Construct effective searches using appropriate keywords. |
| <p>2.2 Select the best sources</p> | <p>K-2</p> <ul style="list-style-type: none"> Know the difference between fiction and non-fiction. Recognize sources that have the information needed. Choose from pre-selected print and non-print materials. Identify text features that can help gather information needed (table of contents, indexes, and headings). | <p>3-5</p> <ul style="list-style-type: none"> Understand why there might be conflicting information. Distinguish between inference, fact and opinion. Recognize print and non-print sources that have the information needed. Determine the usability of text features (table of contents, copyright page, indexes, headings and subheadings). Identify bias, point of view and value judgments. | <p>6-8</p> <ul style="list-style-type: none"> Assess the value of print and non-print sources using the predetermined criteria (copyright, accuracy, specific vs. general information, format, authority, fact vs. opinion, viewpoint). Select materials that are accurate, authoritative and current. Determine the usability of text features (table of contents, indexes, heading, and subheading). Recognize inadequacies or omissions in information. Distinguish fact vs. opinion to identify bias, point of view and value judgments. Identify primary and secondary sources and recognize the differences. | <p>9-12</p> <ul style="list-style-type: none"> Select print and non-print resources relevant to the task. Select materials that are accurate, authoritative and current. Select appropriate primary and secondary sources relevant to the task. Distinguish fact vs. opinion to identify bias, point of view and value judgments. |

Task 3: Search the Sources

The student will be able to locate and access appropriate information from a variety of sources.

Super 3—Do K-2

Big 6—Location and Access 3-12

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| <p>3.1 Locate sources (intellectually and physically)</p> | <p>K-2</p> <ul style="list-style-type: none"> Utilize online library catalog with assistance. Identify the location of the sources needed. | <p>3-5</p> <ul style="list-style-type: none"> Locate sources in the library using electronic tools (online library catalog, databases, eBooks or internet) with limited assistance. Use electronic menus with assistance. Identify the location of the sources needed. Conduct basic online searches using the appropriate electronic tools. | <p>6-8</p> <ul style="list-style-type: none"> Locate sources in library with limited assistance. Utilize a variety of print and non-print sources. Use text and organizational features of print and non-print sources (icons, favorites, hyperlinks, urls, directories, search engines). Conduct advanced electronic searches using Boolean operators (and, or, not). Develop strategies for safe and efficient use of electronic sources (search engines, databases, eBook). | <p>9-12</p> <ul style="list-style-type: none"> Locate sources in library without assistance. Utilize a variety of print and non-print sources. Use text and organizational features of print and non-print sources (icons, favorites, hyperlinks, urls, directories, search engines). Conduct advanced electronic searches, using Boolean operators (and, or, not). Develop strategies for safe and efficient use of electronic sources (search engines, eBooks, databases). |
| <p>3.2 Find information within the sources</p> | <p>K-2</p> <ul style="list-style-type: none"> Use visuals as information sources. Recognize parts of a book (cover, title page, copyright information, chapters, table of contents, glossary, index). | <p>3-5</p> <ul style="list-style-type: none"> Understand and use search techniques in print and non-print sources (title pages, copyright information, indexes, table of contents, chapters, legends, boldfaced and italics, graphic clues and icons, cross references, timelines, hyperlinks). Use charts, graphs, tables, maps, and other visuals. Skim for needed details | <p>6-8</p> <ul style="list-style-type: none"> Understand and use search techniques in print and non-print sources (title pages, copyright information, indexes, table of contents, legends, boldfaced and italics, graphic clues and icons, cross references, timelines, hyperlinks). Use charts, graphs, tables, maps, and other visuals. Skim sources for needed information. | <p>9-12</p> <ul style="list-style-type: none"> Understand and use search techniques in print and non-print sources (title pages, copyright information, indexes, table of contents, legends, boldfaced and italics, graphic clues and icons, cross references, timelines, hyperlinks). Use charts, graphs, tables, maps, and other visuals. Skim sources for needed information. |

Task 4: Extract and Organize Information

The student will understand, extract and record information.

Super 3—Do (continued) K-2

Big 6—Use of Information 3-12

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| <p>4.1 Engage (read, hear, view, touch) and understand the information in a source.</p> | <p>K-2</p> <ul style="list-style-type: none"> • Read, view, or listen to sources. • Identify main ideas, opinions, and the supporting facts. | <p>3-5</p> <ul style="list-style-type: none"> • Read, view, or listen to sources. • Identify main ideas, opinions, and the supporting facts. | <p>6-8</p> <ul style="list-style-type: none"> • Read, view, or listen to source. • Identify main ideas, opinions, and the supporting facts. | <p>9-12</p> <ul style="list-style-type: none"> • Read, view, or listen to source. • Identify main ideas, opinions, and the supporting facts. |
| <p>4.2 Extract relevant information from a source</p> | <p>K-2</p> <ul style="list-style-type: none"> • Use illustrations and/or text to gather information. • Use a graphic organizer to record information. | <p>3-5</p> <ul style="list-style-type: none"> • Use a graphic organizer, notes, or an outline to record main ideas and supporting facts. • Use keywords and phrases for note taking. • Record quotations. • Gather source information for APA style. | <p>6-8</p> <ul style="list-style-type: none"> • Use a graphic organizer, notes, or an outline to record main ideas and supporting facts. • Use keywords and phrases for note taking. • Record quotations. • Gather source information for APA style. | <p>9-12</p> <ul style="list-style-type: none"> • Use a graphic organizer, notes, or an outline to record main ideas and supporting facts. • Use keywords and phrases for note taking. • Record quotations. • Gather source information for APA (9-12) or MLA (11-12) style. |

Task 5: Organize and Present

The student will organize, apply and present information in a variety of formats.

Super 3—Review K-2

Big 6—Synthesis 3-12

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| <p>5.1 Organize information</p> | <p>K-2</p> <ul style="list-style-type: none"> • Use a graphic organizer to organize information from multiple sources with assistance. | <p>3-5</p> <ul style="list-style-type: none"> • Use graphic organizers, lists, and simple note taking to organize information from multiple sources with limited assistance. | <p>6-8</p> <ul style="list-style-type: none"> • Organize information using graphic organizers, outlines, or notes to clarify related ideas from multiple sources. • Classify and group information using a word processor or database. | <p>9-12</p> <ul style="list-style-type: none"> • Use a wide variety of techniques to organize related information from multiple sources. • Classify and group information using a word processor, database, or spreadsheet (i.e. Excel). |
| <p>5.2 Apply and present information</p> | <p>K-2</p> <ul style="list-style-type: none"> • Choose an appropriate method of presentation. • Experience creating different products (posters, written/oral reports, models, multimedia) to present information. • Use a word processing program to create a simple document. • Create a presentation with support. • Recognize the difference between copying and using own words. • Present information. | <p>3-5</p> <ul style="list-style-type: none"> • Choose an appropriate method of presentation based on topic, audience, and purpose. • Draw conclusions based on information • Use technology to write, communicate and publish information effectively for an audience (written/oral reports, multimedia, charts, posters). • Understand the importance of using own words. • Demonstrate awareness of legal issues related to copyright laws | <p>6-8</p> <ul style="list-style-type: none"> • Choose an appropriate method of presentation based on topic, audience, and purpose. • Draw conclusions based on information. • Use technology to write, communicate, and publish information effectively for an audience (written/oral reports, database, multimedia, web pages, video/audio, charts, posters). • Paraphrase and summarize “presentation” in own words. | <p>9-12</p> <ul style="list-style-type: none"> • Choose an appropriate method of presentation based on topic, audience, and purpose. • Draw conclusions based on information. • Use technology to write, communicate, and publish information effectively for an audience (written/oral report, database, multimedia, web pages, video/audio, charts, posters). • Paraphrase/summarize “presentation” in own words. |

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| <p>5.2 Apply and present information (continued)</p> | <ul style="list-style-type: none"> • Use technology appropriately in accordance with district policy. | <ul style="list-style-type: none"> • Present information. • Use technology appropriately in accordance with district policy. | <ul style="list-style-type: none"> • Demonstrate awareness of legal issues related to copyright laws • Present information. • Use technology appropriately in accordance with district policy. | <ul style="list-style-type: none"> • Is aware of legal issues related to copyright laws • Present information. • Use technology appropriately in accordance with district policy. |
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Task 6: Evaluate

The student will continually evaluate the process and product.

Super 3--Review K-2

Big 6—Evaluate 3-12

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| 6.1 Judge the effectiveness of the process. | K-2 <ul style="list-style-type: none">• Evaluate product(s) using rubric provided by instructor.• Discuss process and results. | 3-5 <ul style="list-style-type: none">• Evaluate product(s) using rubric provided by instructor.• Discuss processes and results.• Identify strengths and set goals for improvement. | 6-8 <ul style="list-style-type: none">• Evaluate product(s) using rubric provided by instructor.• Discuss processes and results.• Identify strengths and set goals for improvement. | 9-12 <ul style="list-style-type: none">• Evaluate product(s) using rubric provided by instructor.• Discuss processes and results.• Identify strengths and sets goals for improvement. |
| 6.2 Judge the efficiency of the product. | K-2 <ul style="list-style-type: none">• Identify what worked in the research process. | 3-5 <ul style="list-style-type: none">• Identify what worked in the research process. | 6-8 <ul style="list-style-type: none">• Identify what worked in the research process. | 9-12 <ul style="list-style-type: none">• Identify what worked in the research process. |