

Grades 6-8

Focus on the information need 6-8.1

1 Identify area of inquiry, decide how much information is needed and develop a search plan. 6-8.1.1

- 1 Work to develop a research action plan with timeline, keeping in mind and understanding online navigation procedures (e.g., toolbar, links, favorites or bookmarks). 6-8.1.1.1
 - a Topic and subtopics; 6-8.1.1.1.A
 - b Keywords and alternate terms; 6-8.1.1.1.B
 - c Research questions; 6-8.1.1.1.C
 - d Thesis or statement of purpose; 6-8.1.1.1.D
 - e Possible information sources; 6-8.1.1.1.E
 - f People to provide assistance with research (e.g., teacher, subject specialists, media specialist and/or public librarian); and 6-8.1.1.1.F
 - g Due dates for project. 6-8.1.1.1.G

Investigate resources to search for answers 6-8.2

1 Locate and evaluate relevant and reliable print and digital resources. 6-8.2.1

- 1 Use advanced search strategies to locate a variety of resources that represent a range of viewpoints and formats. 6-8.2.1.1
 - a Information need determines resources selected (e.g., newspaper, magazine, nonfiction, internet resource). 6-8.2.1.1.A
 - b Apply predetermined evaluative criteria for selection (e.g., relevancy, currency, authority, readability, primary vs. secondary sources). 6-8.2.1.1.B

2 Demonstrate an understanding of how information is organized and located. 6-8.2.2

- 1 Understand organization of resources: 6-8.2.2.1
 - a Headings, captions, keywords, glossaries, tables of contents and indexes; 6-8.2.2.1.A
 - b Alphabetical, numerical, topical, chronological or graphical; and 6-8.2.2.1.B
 - c Structure of the library (e.g., Dewey Decimal System). 6-8.2.2.1.C

Note and evaluate facts 6-8.3

1 Read, evaluate and select information to answer search need; take notes and record data for citations. 6-8.3.1

- 1 Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation. 6-8.3.1.1
 - a Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals to answer a research question; 6-8.3.1.1.A
 - b Compare topic coverage in multiple sources, noting point of view (e.g., opinion, bias) 6-8.3.1.1.B
- 2 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, page number) 6-8.3.1.2
- 3 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism) and recognize intellectual property rights, which includes the responsible use of online resources. 6-8.3.1.3

2 Analyze information gathered and compare with research need. 6-8.3.2

- 1 Review notes and/or information for clarity, coherence and completeness. 6-8.3.2.1
- 2 Revise and/or add new research questions based on information gathered and search for additional information as needed. 6-8.3.2.2

Develop information into knowledge for presentation 6-8.4

1 Select a presentation format appropriate for the topic, audience and purpose. Communicate information and ideas using a variety of formats and media. 6-8.4.1

- 1 Choose a presentation method based on appropriateness and personal preference. Identify the strengths and weaknesses of presentation methods. 6-8.4.1.1
- 2 Plan product by integrating facts and exploring original ideas based on notes using an appropriate organizer (e.g., outlining, storyboarding, webbing). 6-8.4.1.2
- 3 Use the writing process; media, oral and visual techniques; and technology skills to create products that express new understandings about a topic. 6-8.4.1.3
- 4 Show respect for intellectual property rights of creators by creating bibliographies of sources used, including in-text citations following a consistent formatting style (e.g., MLA, APA, etc.). 6-8.4.1.4

Self-Evaluate presentation and search 6-8.5

1 Reflect on the FINDS process applying evaluative criteria (e.g., rubric, objectives) noting strengths, weaknesses and areas for improvement. 6-8.5.1

- 1 Revise and edit the information product as needed. Evaluate the search process through oral discussion or writing exercises, identifying strengths and weaknesses with a peer, teacher or media specialist. 6-8.5.1.1
- 2 Evaluate the search process by looking for areas that lack adequate evidence and identify areas that need additional support. 6-8.5.1.2