

# Hamilton Township School District

## Research Guide

### Grades 6-12



 Adapted from "The Research Cycle" by Shonn M. Haren  
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## Research Guide Committee Members

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## Introduction

A research project encompasses the collection of relevant information from a variety of resources for the purpose of communicating knowledge to an audience. Research can help solve a problem, spark innovation, revise accepted theories in light of new facts, or simply be personally fulfilling. Research centers on the process of discovery (rather than the final output) and can be conducted in any content area.

Conducting research is an integral part of the New Jersey Student Learning Standards. These research standards are addressed in the writing standards in several content areas, including English Language Arts, History, Science and Technical subjects, but can be applied in virtually any content area. The inquiry and organizational skills honed will help students navigate their future lives, whether they are bound for college, industry/ vocational careers, and/or the military.

### How to Use this Guide

There are many ways to utilize this guide. While it can be read from cover to cover for an overall understanding of the research process and the spiraling levels of complexity as students move from middle school to high school, teachers can also choose one grade level and focus on grade-specific student learning goals.

This guide provides resources that will enable teachers and students to successfully and effectively engage with the research process. Resources, including lesson plans, videos, websites, presentations, and more, are included for each aspect of the research process. The guide also includes a lengthy list of student project ideas and reproducibles. It is highly encouraged that teachers collaborate with school librarians to create research lessons that complement their content curricula. Librarians can assist with any and all aspects of the research process including, but not limited to, topic selection, source evaluation, plagiarism avoidance, and search strategies.

## New Jersey Student Learning Standards

### Writing Production and Research Standards -- English Grades 6-12

#### Grade 6

**W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

#### Grade 7

**W.7.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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### Grade 8

**W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### Grade 9-10

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

**Grade 11-12**

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

## Writing Production and Research Standards -- History/Science and Technical Subjects Grades 6-8

**WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**WHST.6-8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research.



## Writing Production and Research Standards -- History/Science and Technical Subjects 9-12

### Grades 9-10

**WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

**Grades 11-12**

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

**Hamilton Township School District | Research Guide Grades 6-12**  
**Progress of Standards by Grade Level and Research Aspect**

Aspect of Research	<a href="#">Grade 6</a>	<a href="#">Grade 7</a>	<a href="#">Grade 8</a>	<a href="#">Grades 9-10</a>	<a href="#">Grades 11-12</a>
<b>Length/Duration</b>	Short	Short	Short	Short and Sustained	Short and Sustained
<b>Inquiry Process</b> + Selecting a Topic + Narrowing a topic + Brainstorming Questions + Revising Questions	Question: Provided  Refocus question as needed	Question: Provided  <i>Generate additional, related, focused questions for further research and investigation</i>	Question: Provided & self-generated  Generate additional, related, focused questions that allow for multiple avenues of investigation	Answer a question (provided & self-generated) or solve a problem  <i>Narrow or broaden inquiry as appropriate</i>	Answer a question (provided & self-generated) or solve a problem  Narrow or broaden inquiry as appropriate
<b>Sources</b> + Books + Magazines + Newspapers + Wikipedia + Container Collapse + Databases + Types of Websites + NoodleTools: Sources + Zotero/Zbib	Draw from several sources (teacher provided)  Multiple print and digital sources	Draw from several sources (teacher and student provided)  Multiple print and digital sources	Draw from several sources  Multiple print and digital sources	<i>Synthesize multiple sources on the subject, demonstrating subject-level understanding</i>  Multiple authoritative print and digital sources	Synthesize multiple sources on the subject, demonstrating subject-level understanding  Multiple authoritative print and digital sources
<b>Source Evaluation</b> + CRAAP Test + 5 W's + RADAR + Bias + NoodleTools: Annotations	Assess the credibility of each relevant source	Assess the credibility and accuracy of each relevant source	Assess the credibility and accuracy of each relevant source	Assess the <i>usefulness</i> of each relevant source in answering the research question	Assess the <i>strengths and limitations</i> of each relevant source in terms of the task, purpose and audience

**Hamilton Township School District | Research Guide Grades 6-12**  
**Progress of Standards by Grade Level and Research Aspect**

Aspect of Research	<a href="#">Grade 6</a>	<a href="#">Grade 7</a>	<a href="#">Grade 8</a>	<a href="#">Grades 9-10</a>	<a href="#">Grades 11-12</a>
<b>Using Sources</b> <b>(Quotation/Paraphrase/Summary/Synthesis)</b> + NoodleTools: Sources/Notecards/ Paper + Database notes sections/organization tools + Summarizing vs Paraphrasing vs Quoting + Synthesis	Quote or paraphrase the data and conclusions of others	Quote or paraphrase the data and conclusions of others	Quote or paraphrase the data and conclusions of others	<i>Integrate information into the text selectively to maintain the flow of ideas</i>  <i>Demonstrate subject-level understanding</i>	Integrate information into the text selectively to maintain the flow of ideas  Demonstrate subject-level understanding  <i>Avoid overreliance on any one source</i>
<b>Plagiarism/Citation</b> + NoodleTools: Sources/Notecards + Plagiarism + Database Citation Tools + Zotero/Zbib	Avoid plagiarism  Provide basic bibliographic information for sources	Avoid plagiarism  Follow a standard format for citation	Avoid plagiarism  Follow a standard format for citation	Avoid plagiarism  Follow a standard format for citation <i>(MLA or APA Style Manuals)</i>	<i>Avoid plagiarism and overreliance on any one source</i>  Follow a standard format for citation (MLA or APA Style Manuals)
<b>Search Skills</b> + Keywords + Synonyms + Expert Words + Advanced Search + Boolean Search	Not applicable: Sources are provided	<i>Use search terms effectively</i>	Use search terms effectively	Use <i>advanced</i> searches effectively	Use advanced searches effectively

**Hamilton Township School District | Research Guide Grades 6-12**  
**Progress of Standards by Grade Level and Research Aspect**

Aspect of Research	<a href="#">Grade 6</a>	<a href="#">Grade 7</a>	<a href="#">Grade 8</a>	<a href="#">Grades 9-10</a>	<a href="#">Grades 11-12</a>
<b>Writing Process</b>	With guidance and support, develop and strengthen writing: plan, revise, edit, rewrite, or try a new approach.	With guidance and support, develop and strengthen writing: plan, revise, edit, rewrite, or try a new approach.  <i>Focus on how well purpose and audience have been addressed</i>	With guidance and support, develop and strengthen writing: plan, revise, edit, rewrite, or try a new approach.  <i>Focus on how well purpose and audience have been addressed</i>	Develop and strengthen writing: plan, revise, edit, rewrite, try a new approach, <i>or consult a style manual (APA/MLA)</i>  <i>Address what is most significant for a purpose/audience</i>	Develop and strengthen writing: plan, revise, edit, rewrite, try a new approach, or consult a style manual (APA/MLA)  <i>Address what is most significant for a purpose/audience</i>
<b>Technology/Internet Use</b> + NoodleTools + Databases + Google Search + Google Sites + Google Drive	Produce and publish writing  Interact/Collaborate with others	Produce and publish writing  <i>Link to and cite sources</i>  Interact/Collaborate with others	Produce and publish writing  Interact/Collaborate with others  <i>Present the relationships between information and ideas efficiently</i>	Produce, share, and update individual or shared writing products  <i>Display information flexibly and dynamically</i>	Produce, share, and update individual or shared writing products <i>in response to ongoing feedback, including new arguments or information</i>

## Grade-Level Expectations: Grade 6

Length/ Duration	Inquiry Process	Sources	Source Evaluation	Using Sources	Plagiarism/ Citation	Search Skills	Writing Process	Technology/ Internet Use
Short	Answer a question (provided)  Refocus question as needed	Draw from several sources (teacher provided)  Multiple print and digital sources	Assess the credibility of each relevant source	Quote or paraphrase the data and conclusions of others	Avoid plagiarism  Provide basic bibliographic information for sources	Not addressed in standards	With guidance and support, develop and strengthen writing: plan, revise, edit, rewrite, or try a new approach.	Produce and publish writing  Interact/ collaborate with others

**Research Question:** Teacher provided

**Materials/Sources:** Teacher Provided

### Learning Goals

Students should be able to...

- Embed direct quotes into their writing/research-based projects using in-text citations.
- Paraphrase information from teacher provided print and digital resources.
- Cite and provide basic bibliographic information for sources using NoodleTools Junior or a similar tool
- Have a basic understanding of what plagiarism is and how to prevent it in their writing.
- Formulate topic sentences and a thesis statement, with guidance

### Possible Lessons

Taught by Teacher and/or Librarian

- Intro to NoodleTools Junior/Citation Organizer
- Paraphrasing/Direct Quotes & In-text Citations
- Plagiarism Overview
- Online Catalog

## Grade-Level Expectations: Grade 7

Length/ Duration	Inquiry Process	Sources	Source Evaluation	Using Sources	Plagiarism/ Citation	Search Skills	Writing Process	Technology/ Internet Use
Short	Answer a question (provided)  Generate additional, related, focused questions for further research and investigation	Draw from several sources (teacher and student provided)  Multiple print and digital sources	Assess the credibility and accuracy of each relevant source	Quote or paraphrase the data and conclusions of others	Avoid plagiarism  Follow a standard format for citation	Use search terms effectively	With guidance and support, develop and strengthen writing: plan, revise, edit, rewrite, or try a new approach.  Focus on how well purpose and audience have been addressed	Publish writing Link to sources Cite sources Interact/ Collaborate with others

**Research Question:** Teacher provided

**Materials/Sources:** Teacher/Student provided

### Learning Goals

Building on the 6th grade learning goals, students should also be able to...

- Paraphrase information from teacher and student provided print and digital resources.
- Cite and follow a standard format for citation for sources using NoodleTools Junior or a similar tool
- Use search terms effectively in order to find at least one additional source other than those provided by the teacher
- Determine the credibility and accuracy of sources, keeping final audience in mind

### Possible Lessons

Taught by Teacher and/or Librarian

- Plagiarism: Paraphrasing, Summarizing, Quoting
- Noodle Tools/Standard Citing/Bibliography Format
- Reliable Sources/Website Evaluation/Databases
- Effective Search Skills: Keywords, Narrowing, Search Engine
- Introduction to databases
- Online Catalog

## Grade-Level Expectations: Grade 8

Length/ Duration	Inquiry Process	Sources	Source Evaluation	Using Sources	Plagiarism/ Citation	Search Skills	Writing Process	Technology/ Internet Use
Short	Answer a question (provided & self-generated)  Generate additional, related, focused questions that allow for multiple avenues of investigation	Draw from several sources (teacher and student provided)  Multiple print and digital sources	Assess the credibility and accuracy of each relevant source	Quote or paraphrase the data and conclusions of others	Avoid plagiarism  Follow a standard format for citation	Use search terms effectively	With guidance and support, develop and strengthen writing: plan, revise, edit, rewrite, or try a new approach.  Focus on how well purpose and audience have been addressed	Produce and publish writing  Interact/ Collaborate with others  Present the relationships between information and ideas efficiently

**Research Question:** Provided & Self-generated

**Materials/Sources:** Teacher/Student provided

### Learning Goals

Building on the 6th & 7th grade learning goals, students should also be able to...

- Find sources using level-appropriate information databases, e.g., EBSCO Explora
- Respond to a teacher-provided question and generate at least one additional question for exploration

### Possible Lessons (Taught by Teacher and/or Librarian)

- Plagiarism: Paraphrasing, Summarizing, Quoting
- Noodle Tools/Standard Citing/Bibliography Format
- Effective Search Skills: Keywords, Narrowing, Search Engine
- Topic Selection
- Reliable Sources/Website Evaluation
- Online Catalog
- Database Usage (Gale, EBSCO, Explora, Scholastic, etc.)



## Grade-Level Expectations: Grade 9/10

Length/ Duration	Inquiry Process	Sources	Source Evaluation	Using Sources	Plagiarism / Citation	Search Skills	Writing Process	Technology/ Internet Use
Short and sustained	Answer a question (provided & self-generated) or solve a problem  Narrow or broaden inquiry as appropriate	Synthesize multiple sources on the subject, demonstrating subject-level understanding  Multiple authoritative print and digital sources	Assess the usefulness of each relevant source in answering the research question	Integrate information into the text selectively to maintain the flow of ideas  Demonstrate subject-level understanding	Avoid plagiarism  Follow a standard format for citation (MLA or APA Style Manuals)	Use advanced searches effectively	Develop and strengthen writing: plan, revise, edit, rewrite, try a new approach, or consult a style manual (APA/MLA)  Address what is most significant for a purpose/ audience	Produce, share, and update individual or shared writing products  Display information flexibly and dynamically

**Research Question:** Provided & Self-generated (Purpose of research could also be to solve a problem)

**Materials/Sources:** Teacher/Student provided

### Learning Goals

Building on middle school learning goals, students should also be able to...

- Use Boolean strategy and advanced search tools to find useful and authoritative sources
- Cite sources using APA or MLA Style Manuals
- Demonstrate understanding of a topic by synthesizing information from multiple sources

### Possible Lessons (Taught by Teacher and/or Librarian)

- Advanced Google Search (Keywords, Boolean Strings & Operators)
- Website Evaluation (CRAAP test / 5 W's)
- Intro to high school-level databases (e.g., EBSCO, Gale, etc.)
- Standard Paper/Citation format for research (Noodle Tools Advanced)
- Plagiarism / Turnitin

## Grade-Level Expectations: Grade 11/12

Length/ Duration	Inquiry Process	Sources	Source Evaluation	Using Sources	Plagiarism/ Citation	Search Skills	Writing Process	Technology/ Internet Use
Short and sustained	Answer a question (provided & self-generated) or solve a problem  Narrow or broaden inquiry as appropriate	Synthesize multiple sources on the subject, demonstrating subject-level understanding  Multiple authoritative print and digital sources	Assess the strengths and limitations of each relevant source in terms of the task, purpose and audience	Integrate information into the text selectively to maintain the flow of ideas  Demonstrate subject-level understanding  Avoid overreliance on any one source	Avoid plagiarism and overreliance on any one source  Follow a standard format for citation (MLA or APA Style Manuals)	Use advanced searches effectively	Develop and strengthen writing: plan, revise, edit, rewrite, try a new approach, or consult a style manual (APA/MLA)  Address what is most significant for a purpose/ audience	Produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

**Research Question:** Provided & Self-generated (Purpose of research could also be to solve a problem)  
Teacher may offer a choice of topics that requires an interdisciplinary approach.

**Materials/Sources:** Student Provided

### Learning Goals

Building on 9th and 10th grade learning goals, students should also be able to...

- Utilize high school-level databases
- Evaluate potential sources and utilize various information vetting sites
- Integrate information from multiple sources, avoiding overreliance on any one source

**Possible Lessons** (Taught by Teacher and/or Librarian)

- Advanced Google Search (Keywords, Boolean Strings & Operators)
- Website Evaluation / Information vetting
- Database usage (e.g., EBSCO, Gale, etc.)
- Standard Paper/Citation format for research (Noodle Tools Advanced)
- Plagiarism / Turnitin

## Outputs/Projects

Regardless of the research outputs/project chosen, all student work should include some sort of writing component (at all grade levels). Starting in the 7th grade, all outputs/projects should include an annotated bibliography (see below). Research papers (regardless of grade level) would include in-text citations and a standard works cited page

- **Annotated bibliography:** A list of cited sources about a particular topic, in which each citation is followed by a brief explanation of the source. Click [here](#) for more details/an example.
- **Biography:** Students research and present information on a historical figure, famous actor, politician, artist, writer or inventor.
- **Blog:** Students use technology to create blog posts using their research. This can incorporate various media and resources.
- **Critique:** Students can critique ideas, texts, or events using their own research to support their thoughts and opinions.
- **Debate:** Students take sides on an issue, and debate their sides using their individual research.
- **Diary Entries /Letters:** Students write diary entries/letters that embed historical events, background information, person's role, etc.
- **Editorial:** Students provide an opinion about a hot topic in history or science. Should the space program be reduced? Is US military intervention in current conflicts appropriate? Is global warming a concern?
- **Literary Tea Party/Historical Role Play:** Students research a given person, and participate in a tea party/event where they take on the persona of their given person and converse with other students.
- **Magazine:** Several students/whole classes create magazines covering large units of study such as the Industrial Revolution or Darwin's Theory of Evolution. Images may also be drawn or printed and added to the publication.
- **Mash-up:** Students create a webpage that uses content from more than one source to create a singular graphic interface.
- **Mock Trial:** Students simulate a real trial, presenting evidence for a fictional character or historical figures/events.
- **Newscast:** Students deliver important information from literature, history, science, or math in the form of a newscast. Newscast can be prerecorded or presented live.
- **One-pager:** Students create a one page multimedia graphic that incorporates information from their research.
- **Pamphlet:** Students create an informational brochure. Students can include other media (pictures, graphs, links to other sources). Brochure can be made as either tri-fold or bi-fold.
- **Poster:** Students design and present informational posters, focusing on a current research project.

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- **Press Release:** Students craft a written communication that reports specific but brief information about research findings.
- **Research Paper:** Students research and write about a specific topic (either teacher generated or student choice).
- **Slideshow:** Students find sources, paraphrase, and cite sources to a slideshow to convey information on a chosen topic
- **Speech:** Students research a topic, and create a speech to influence/inform audience
- **Storyboard/Comic Strip:** Students use pictures and captions (hand drawn or electronic) to outline research on a specific event.
- **Video/FlipGrid:** Students create a video, vlog, or pre-recorded presentation to display their research to an audience.
- **Website:** Students design website that historical figures, scientists, mathematicians, authors, or characters from novels would have had. Students could also create websites for historical movements, scientific theories, or literary concepts.

## Suggested Outputs/Projects by Grade Span

Please refer to a more extensive list on the previous two pages.

<b>Grade Span</b>	<b>Length of Research Process</b>	<b>Writing Projects</b>  (with in-text citations and works cited page)	<b>Non-writing Projects</b> Projects where formal writing is not the central component  (with annotated bibliography)
6-8	Short	<ul style="list-style-type: none"> <li>● 1-2 page research paper*</li> <li>● Magazine article (informational)</li> <li>● Newspaper Editorial article</li> </ul> <p>*length of paper depends on course level/complexity of topic)</p>	<ul style="list-style-type: none"> <li>● Google Slideshow (with presentation)</li> <li>● Informational Pamphlet</li> <li>● Literary tea party</li> <li>● Poster</li> </ul>
9-12	Short and Sustained	<p>In addition to middle school projects (with increased depth):</p> <ul style="list-style-type: none"> <li>● 3-5 page research paper*</li> <li>● Critique</li> </ul> <p>*length of paper depends on course level/complexity of topic</p>	<p>In addition to middle school projects (with increased depth):</p> <ul style="list-style-type: none"> <li>● 5-10 minute speech (to influence or inform)</li> <li>● Video/Flip Grid</li> <li>● Podcast</li> <li>● Storyboard</li> </ul>

## Resources

Use the resources below to spark ideas for how to teach mini-lessons on research topics. MLA Citations of these resources are available in the Works Cited section of this document. Please report any broken links to the Curriculum Supervisor of 6-12 Media Centers.

### Organization/Time Management

- **HANDOUT** Research Guide Committee Document: [Time Management Table](#)

### Choosing a Topic

- Purdue Owl Writing Lab: [Choosing a Topic](#)
- Reading and Writing Haven: [How to Help Teens Choose a Research Topic](#)
- Bright Hub Education: [Choosing a Topic for a Research Paper - How to Get Your High School Students to Choose Interesting Writing Topics](#)
- **VIDEO** North Carolina State University: [Choosing A Topic](#)

### Inquiry Process

- [Guided Inquiry Design](#)
- Kqed.org: [The Inquiry Process, Step by Step](#)
- **HANDOUT** Reading Rockets: [Inquiry Chart](#)
- Virginia Commonwealth University: [The Research Cycle](#)
- [Big6 Model of Inquiry](#)
- [Paterson Public Schools Research Process Rubrics](#)
  - [Grades 5-6](#)
  - [Grades 7-8](#)
  - [Grades 9-12](#)

### Search Terms

- Glendale Community College Library: [Boolean Searching](#)
- **VIDEO** Oregon School Library Information System: [Phrase Searching & Truncation](#)
- **VIDEO** Oregon School Library Information System: [Searching Effectively Boolean Operators](#)

## Paraphrasing

- The Writing Center, Ashford University: [Paraphrasing Practice Activity](#) (High Level)
- VIDEO Scribbr: [How to Paraphrase in 5 Easy Steps](#)
- VIDEO Queensland University of Technology Library: [How to Paraphrase - 3 Paraphrasing Techniques](#)
- VIDEO Lakeside School Library: [How to Paraphrase](#)
- VIDEO Helpful Professor: [How to Paraphrase \(In 5 Easy Steps\)](#)

## Source Evaluation

- HANDOUT Nottingham North Library: [Website Evaluation/Research Log](#)
- Teaching Tolerance: [Evaluating Reliable Sources](#)
- Common Sense Media: [Evaluating Legitimate Sources](#)
- Scholastic: [Reliable Sources & Citations](#)
- iKeepSafe Digital Citizenship Documents:
  - [Become an Online Sleuth](#)
  - [Manage Your Digital Footprint](#)
  - [Identify Tricks and Scams Online](#)
- Google Safety and Citizenship Curriculum: [Be Internet Awesome](#)
- Education World: [The Ultimate Guide to Teaching Source Credibility](#)
- CRAAP Test
  - Lamar State College-Orange: Ron E. Lewis Library Rubric: [Thinking Critically about Web Information-Appling the CRAAP Test](#)
  - VIDEO McMaster University: [How to Evaluate Resources \(the CRAAP Test\)](#)
- Nottingham North Library: [Information Vetting Sites](#)
- Research Guide Committee Document: [Evaluating Sources Chart](#)

## Databases

- VIDEO Oregon School Library Information System: [What is a Database?](#)  
Note: At around the 4-minute mark the video goes into details about the OSLIS Database Systems. Stop the video before that point
- Research Guide Committee Document: [EBSCO Lesson Ideas](#)

## Citations

- Zotero Open Source Citation Organization Tools
  - <http://zbib.org>  
Like EasyBib, but without ads
  - <http://zotero.org>  
Similar to NoodleTools, but without the instructional features; Good for graduating Seniors
- Read Write Think: [Prove It!: A Citation Scavenger Hunt](#)
- Imagine Easy Solutions: [Citations for Beginners](#) (6-7th Grade)
- Common Sense Media: [How to Cite a Site Worksheet](#) (Grades 3-5)
- **HANDOUT** EasyBib [MLA Infographic Organizer](#)
- EasyBib: [MLA Format: Everything You Need to Know Here](#)
- Purdue Owl: [Using Citation Generators Responsibly](#)
  - [MLA Overview](#)
  - [APA Overview](#)

## NoodleTools

- NoodleTools: [NoodleTools Helps You Stay Organized \(PowerPoint\)](#)
- NoodleTools Help Desk: [Knowledge Base](#)
- NoodleTools: [Information Literacy Modules](#)

## Turnitin

- [Teacher Quick Start Guide](#)
- [Student Quick Start Guide](#)

## Plagiarism

- Read Write Think: [Exploring Plagiarism, Copyright, and Paraphrasing](#)
- Cult of Pedagogy: [Teaching Students to Avoid Plagiarism](#)
- **VIDEO** Andrew Young: [Plagiarism-Lesson One](#) Note: This video makes specific reference to a Florida college, but it is still gives a great real-world example of plagiarism *and* details what might happen to students in college if they are caught plagiarizing.)
- Grice Library: [Google Slideshow on Plagiarism](#)
- Grice Library: [Hyperdoc Activity on Plagiarism](#)
- BetterLesson: [Avoiding Plagiarism and Citing Sources](#)



## Student Reproducibles

- [Boolean Handout](#)
- [EasyBib: MLA Infographic](#)
- [Education Oasis: Graphic Organizers](#)
  - [Goal Setting Worksheet](#)
  - [Question Creation Chart \(Q-chart\)](#)
- [Education Place: Graphic Organizers](#)
  - [Five W's Chart](#)
  - [KWS Chart](#) (What I Know, Want to learn, Possible Sources)
  - [Venn Diagram](#)
- [Nottingham North Library: Website Evaluation/Research Log](#)
- [Reading Rockets: Inquiry Chart](#)
- [Reading Without Limits: Paraphrase Graphic Organizer](#)
- Research Guide Committee Documents:
  - [Research Process Checklist](#)
  - [Research Process Rubric](#)
  - [Time Management Table](#)

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