**Primary Strand: Research**

**Integrated Strand/s: Reading, Writing**

**Essential Understanding:**

* understand how information should be collected, analyzed, organized, and presented
* understand the difference between plagiarism and using their own words in writing.
* recognize, organize, and record information pertinent to the topic and blend ideas accurately
* understand the importance of avoiding plagiarism and giving credit to sources when gathering and reporting information and ideas
* understand that there are consequences of plagiarism, according to the guidelines established by local school divisions.

**Essential Knowledge, Skills, and Processes:**

* make decisions about which resource is best for locating a given type of information
* focus on a central topic
* use appropriate resources to gather information
* review writing to check that the language and/or thoughts of another author are given proper credit.
* analyze and use information presented on charts, maps, and graphs
* skim to find information related to a topic
* select information that is related to the topic
* decide if information is relevant to the topic and reliable and credible for use
* evaluate and synthesize related information from two or more sources
* develop notes that include important concepts, summaries, and identification of information sources
* summarize or paraphrase information in notes and finished work
* prevent plagiarism and its consequences by giving credit to authors when ideas or specific words are used in research
* avoid plagiarism by giving credit whenever using another person’s media, facts, graphics, music, and quotations.

**Primary SOL:**

**Research**

3.10b, c, d, e, f The student will demonstrate comprehension of information resources to research a topic and complete a research product.

4.9b, c, d, e, f The student will demonstrate comprehension of information resources to create a research product.

5.9b, c, d, e, f The student will find, evaluate, and select appropriate resources to create a research product.

**Reinforced (Related Standard) SOL:**

3.6b, c, e, f The student will read and demonstrate comprehension of nonfiction texts.

4.6d, e, g The student will read and demonstrate comprehension of nonfiction texts.

5.6b, f, g, i, j The student will read and demonstrate comprehension of nonfiction texts.

**Academic Background/Language:**

When searching online or through books for research, students are bombarded with a variety of information. Unfortunately, not all information is accurate and/or helpful. Students need to be taught to be careful consumers of facts by thinking critically about the information provided. Students must be taught to consider the source and purpose of the information, relying more on credible sources designed to inform over persuade. In addition, they need to be cautious about information that is not supported by other sources (reliability). Furthermore, as students glean information, they must remember to honor the source thus avoiding plagiarism. Notes taken from sources should be put in the students own words from the beginning. Students must learn that online information supports research but involves a lot more processing than simply copying.

Sentence Starters:

* Who wrote the article?
* Can you trust the source?
* What key information did I learn from this source?
* Does it include Facts or Opinions?
* Are any of the facts wrong?
* Are any of the facts missing?
* What else do you need to know?
* Why did the author write it?
* Where can I look to find more information on this topic?
* Do other sources support the same ideas?
* How can I put this information into my own words?

## Materials

* **Library of Congress** <https://www.loc.gov/>
* **National Geographic** <https://www.nationalgeographic.org/education/>
* **Read Works** [www.readworks.org](http://www.readworks.org)
* **Library of Virginia** <http://www.lva.virginia.gov/>

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Quality research typically starts with a question. Student inquiry leads to wondering, seeking, and researching. Introduce a topic and have students reflect on their questions. The teacher can prompt with, “What are they wondering?” If time allows, have students create a KWL chart to identify what they already know, what they are wondering, and what they have learned about a topic. This can be completed as a whole group model, with a partner, or independently.
2. Use the SIPS graphic organizer (see attached) as a guide for the research process. Introduce the SIPS process with the metaphor of “gulping” hot chocolate. The goal is for students to connect the care and caution used in drinking hot chocolate with the care and caution used in research. It is recommended the teacher use a gradual release model to introduce the SIPS research process. A whole group modeling of the SIPS process can then be followed with partner or individual research. The teacher will need to use a think aloud strategy to model thinking through the research process.
3. Once students identify their research question/focus, they need to start to identify sources for research. The first step in the SIPS process involves identifying a source. Students should record the specific online address, book title, or article title used to help credit this source later. Students can be directed to online and/or print resources. The teacher must help find accessible resources (see Materials list as a starting point) and/or consider available resources as identified by individual school districts. Students must be taught to look at the source of the information realizing that government and federal resources will be more reliable/credible.
4. The next step is to record the information collected from this source. It will be key for the teacher to model reading, reflecting, and synthesizing (putting research findings into one’s own words). A discussion about plagiarizing must be added into this part of the lesson. The teacher will want to model reading a research paragraph and summarizing into simple student-friendly language. It will be powerful for the teacher to provide examples and non-examples of synthesizing/summarizing key facts. Students need to be able to identify poor synthesizing and examples of plagiarism. Some students find using sketch-noting as an effective means of note-taking. When using sketch-noting, students combine a variety of simple sketches and labels to record facts. The benefit of sketch-noting is it forces students to process information in a visual form and prevents plagiarizing. Visual note taking could be a follow up lesson topic as this idea of research continues.
5. Students need to also consider the information provided from the source. They should be on the lookout for facts or opinions. They also need to look for misleading or missing information. Once again, the teacher will need to model and provide feedback about these reflection questions. Students need to make sure to “sip” versus “gulp” this new information.
6. Next students need to reflect on the author’s purpose of the information provided. Careful consideration should be modeled because all sources do not aim to provide accurate information. Some sources have a different agenda and are trying to persuade one to purchase items or support a certain cause. Students must be encouraged to reflect about what the author is trying to inform, persuade, or entertain.
7. The final step in the SIPS process involves finding additional sources that support the given source. Information can be supported by other texts, online sources, or even experts in the field. Younger students can confirm information with parents, librarians, or teachers. They need to learn to always find support for information and/or seek out new sources for confirmation.
8. The goal of the SIPS research process is to model reflection and thinking while avoiding plagiarizing. Using the metaphor of hot chocolate, students need to be taught to be cautious and careful consumers of research information.

**Assessment (Diagnostic, Formative, Summative**

* Teachers will want to continuously monitor students’ research. Formative assessment should focus on:
  + Is this research question open-ended allowing for research opportunities?
  + Is the topic too broad/specific?
  + Is the student using the SIPS process to scaffold their thinking?
  + How is the student using sources appropriately?
  + Is the student copying text (plagiarizing) or putting ideas into his/her own words?
* Conferring is the perfect format to check-in with students to monitor progress. Teachers will want to regularly monitor students’ efforts to maintain efficiency and focus. Partner conferencing can also be effective.
* Summative assessment can be completed on students’ final research products or even a completed SIPS graphic organizer.

**Writing Connections:**

* Once students complete their research, they can write about their findings. Students can create reports, posters, multi-media presentations, and/or scripts for oral presentations.
* Students can reflect in writing on what they have learned about the research process:
  + Why is it important to credit sources? Use multiple sources? Consider the purpose of the author?
  + What is plagiarism? Why is it important?
  + How do you choose a resource for information?

**Extensions and Connections (for all students)**

* The SIPS method can also be used for evaluating media messages. Reflecting on credibility and reliability are key to determining the importance of media messages as well. The same metaphor of sipping hot chocolate can be applied to discerning the credibility of media messages.
* Students should be encouraged to use multiple sources. For each source, students can complete a separate SIPS graphic organizer. Using colored pencils, students can highlight information that is supported in various sources. Different colors of highlighters can be used for information that is the same, different, interesting, misleading, or unusual.

**Strategies for Differentiation**

* Have students work with partners or small groups to complete research.
* Model more for students before they complete independently.
* Modify text level/length to match the level of the student. Use independent or instructional level text. Work up to grade level text as needed.
* Use an anchor chart as a visual for the SIPS method.
* Use a text reader to support decoding as needed.
* Chunk the research process into smaller tasks so students avoid becoming overwhelmed.
* Provide students with specific research questions to support grade level content requirements.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Research: SIPS Method**

Research Focus/Question:

Evaluating Sources: Have you ever gulped down hot chocolate only to burn your tongue? 

As readers, we encounter a lot of information. *We need to think carefully about what we read*. Critical thinkers and researchers don’t “gulp down” knowledge without thinking. Instead, they take little “SIPS” to make sure that what they read makes sense.

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| S | Source   * List online address/Book/Article Title: * Who wrote the article? * Can you trust the source? |
| I | Information (Don’t plagiarize – record in your own words!)   * Does it include Facts or Opinions? * Are any of the facts wrong? * Are any of the facts missing? * What else do you need to know? |
| P | Purpose  Why did the author write it?   * To entertain about * To persuade about * To inform about |
| S | Support   * Where can I look to find more information on this topic? * Do other sources support the same ideas? |