

Research Continuum

Grade 3- 6

	Grade 3-4	Grade 5-6
Inquiry	Students will learn to use <i>open and close ended questions</i> and <i>distinguish</i> between the two.	Students will <i>demonstrate the ability to broaden or narrow a research topic</i> by asking open and closed questions, clarifying necessary questions, assessing what type of resources could be used to answer questions. Students will <i>practice working collaboratively</i> with peers on a research project.
Searching Techniques	Students will use keywords to <i>search</i> the internet with guidance.	Students will use advanced search techniques to <i>conduct research</i> for a project and refine a search as needed.
Gathering Information	Student will learn how to <i>select and use informational texts</i> for research projects. Students will <i>locate information</i> using features of <i>nonfiction books</i> (e.g. table of contents, index). Students will <i>extract</i> information from a website or informational text for a research project.	Students will use <i>pre-selected primary sources</i> to gather information. Students will <i>identify sources as either primary or secondary</i> , using both in a research project.

	Students will use multiple print, non-print, electronic and human sources to answer questions (e.g., almanacs, indexes, specialized dictionaries, and encyclopedias and databases).	
Identifying and Evaluating Relevant Information	Students will understand, analyze, evaluate, synthesize, and apply appropriate information effectively from various forms of publication.	<p>Students will understand, analyze, evaluate, synthesize, and apply appropriate information effectively from various forms of publication.</p> <p>Students identify characteristics of reputable information as current, relevant, accurate, and author’s credentials and purpose.</p>
Creating Product and Presenting Information	Students will develop effective communication skills using technology and digital media tools by choosing appropriate and relevant presentation tool(s), media or images, and by applying appropriate design principles (font size, background, colors, format, etc.) and presentation styles (such as pacing, transitions, volume, etc.).	Students will draw conclusions based on combined supporting evidence and data.
Citing Sources	<p>Students will compose a modified bibliography for research projects, a works cited page that includes title; author; city of publication; publisher; and copyright date.</p> <p>Students will develop an understanding that some media is not able to be used due to copyright restrictions.</p>	<p>Students will paraphrase information from resources when completing research projects.</p> <p>Students will distinguish between a direct quote, paraphrasing, and personal thoughts,</p> <p>Students will determine the difference between sources needing citations or different types of citations (e.g.</p>

		<p><i>images, video</i>) in student research and <i>scholarly commentary</i> (i.e. a student's personal thoughts, common knowledge, interpretation, or conclusions).</p> <p>Students will <i>practice using citation software</i> (e.g. Noodle Tools, Google Doc Add-ons).</p>
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This research continuum was written in collaboration with staff from Waterville CSD and Oneida Herkimer Madison BOCES.