

Student Learning Objective: Students evaluate and select sources, and integrate, analyze, and evaluate information to develop research skills.

ABOVE STANDARD

Students are working to solidify the following skills:

- Analyzing multiple sources to identify notes that combine information drawn from the sources; (*Interpret & Integrate Information*)
- Analyzing summaries of sources to determine the relevance of each of the sources to a research topic or question; (*Analyze Information/Sources*)
- Evaluating and selecting pieces of information to support a complex idea when conducting research; (*Use Evidence*)
- Analyzing a source to identify the opinion and select appropriate pieces of evidence from sources to support the opinion. (*Use Evidence*)

Educator-recommended next steps and Digital Library resources

- Synthesize information from multiple sources to address a research question or topic. Digital Library example: [Who Was Marco Polo—Informational Text Assessment](#)
- Use graphic organizers to model and scaffold evaluation of multiple sources for relevance to a research topic or question. Example: [Vertically Structured Teaching of Analytical Research Skills](#)
- Determine whether there is sufficient evidence to support an opinion or idea in a source. Example: [Close Reading Strategy: Read Like a Detective](#)
- Locate evidence in a source to support a student’s opinion. Example: [Should we continue to have homework—Opinion Writing Lesson](#)
- Take notes, analyze articles, and develop an opinion. Example: [Opinion Writing Using Informative Text—Migration/Climate Change](#)

AT/NEAR STANDARD

Students are working to solidify the following skills:

- Identifying information to answer a research question; (*Interpret & Integrate Information*)
- Analyzing multiple sources to identify notes that combine information drawn from the sources; (*Interpret & Integrate Information*)
- Analyzing summaries of sources to determine the relevance of each of the sources to a research topic or question; (*Analyze Information/Sources*)
- Analyzing and selecting information from multiple sources to support an idea when conducting research; (*Use Evidence*)
- Analyzing a source or research notes to select the appropriate piece(s) of evidence to support an opinion. (*Use Evidence*)

Educator-recommended next steps and Digital Library resources

- Integrate information from several sources. Digital Library example: [Integrate Information from Several Texts: Interpret Evidence](#) (begin with Part 6 of the video)
- Analyze nonfiction sources, integrate information, do peer review of work, and write position essays based on research. Example: [TCWRP Nonfiction Reading and Writing Unit: Elephants](#) (pp. 50–62)
- Close read for main ideas and key details in sources for research. Example: [Grappling with Complex Informational Text](#)
- Take notes from sources and sort those notes into categories to build evidence to support a research topic. Example: [Basic Archaeology Pair—Informational Text Assessment](#)
- Support an idea by referring to evidence from a source. Example: [Supporting Inferences with Two Lies and a Truth](#)
- Provide evidence from sources to support an opinion. Example: [Citing Evidence from Informational and Literary Text](#)

BELOW STANDARD

Students are working to solidify the following skills:

- Identifying information to answer a research question; (*Interpret & Integrate Information*)
- Reviewing summaries of sources and determining the relevance of each of the sources to a research question or topic; (*Analyze Information/Sources*)
- Analyzing research notes to provide the best support for an idea; (*Use Evidence*)
- Reviewing a source to select the best evidence to support an opinion. (*Use Evidence*)

Educator-recommended next steps and Digital Library resources

- Engage in online research to create a timeline. Digital Library example: [Lesson Plan: Researching and Sequencing the Titanic](#)
- Combine information from several sources that relate to a topic. Example: [Integrate Information from Several Texts: Interpret Evidence](#) (begin with Part 6 of the video)
- Close read for main ideas and key details in sources for research. Example: [Grappling with Complex Informational Text](#)
- Take notes from sources and sort those notes into categories to build evidence to support a research topic. Example: [Basic Archaeology Pair—Informational Text Assessment](#)