



## Ready for Research

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5. Did I properly organize my research notes and outline? If not, how could I have done this step better?

6. Did I use more than one source so that I had a variety of information on the topic? What problems did I encounter with my resources?

7. Did I properly include footnotes or endnotes and a bibliography? What needed to be corrected?

8. Did I proofread and fact-check my work before handing it in? What errors did I miss in my work?

Now fill in the evaluation sheet. You might want to share your answers to the questions above and the evaluation form with your teacher. You can compare how each of you felt about your work.

## Student and Teacher Evaluation Chart

	OK	Needs more practice
<b>Understand the Project</b>		
Understands the purpose of the project <i>Notes:</i>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the project requirements <i>Notes:</i>	<input type="checkbox"/>	<input type="checkbox"/>
Can create a Project Requirements Chart <i>Notes:</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Select a Topic and Plan the Project</b>		
Can choose a topic of interest <i>Notes:</i>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify a purpose for researching topic <i>Notes:</i>	<input type="checkbox"/>	<input type="checkbox"/>
Can create an idea web to develop the topic/subtopics <i>Notes:</i>	<input type="checkbox"/>	<input type="checkbox"/>
Can develop good research questions <i>Notes:</i>	<input type="checkbox"/>	<input type="checkbox"/>

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### Select a Topic and Plan the Project, *continued*

OK

Needs more  
practice

Can think about graphics for the project

*Notes:*

Can create a project schedule

*Notes:*

### Gather Information

Understands primary and secondary information

*Notes:*

Can use a variety of resources

*Notes:*

Can find information in the library and online

*Notes:*

Can choose and refine good search terms

*Notes:*

Can evaluate information

*Notes:*

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### Gather Information, *continued*

OK

Needs more  
practice

Can use a table of contents and an index

*Notes:*

Understands how to use skimming and scanning

*Notes:*

Understands how to locate information on a Web site

*Notes:*

Can locate and interview experts

*Notes:*

### Record and Organize Facts

Understands the secrets for taking good notes

*Notes:*

Can take paraphrase, summarize, and interpret  
to take notes

*Notes:*

Can note where graphics might be useful

*Notes:*

Ready for Research

Record and Organize Facts, *continued*

OK Needs more practice

Can cite source information

Notes:

Can write a bibliography

Notes:

Can create an outline

Notes:

Create a Presentation

Can review outlines, notes, and a bibliography

Notes:

Can draw conclusions on research

Notes:

Can plan and write a first draft

Notes:

Can review and revise the draft into a final copy

Notes:

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### Create a Presentation, *continued*

OK

Needs more  
practice

Can plan and prepare an oral presentation

*Notes:*

Can plan and prepare a multimedia/creative presentation

*Notes:*

Can complete a self-evaluation

*Notes:*

## For Parents and Guardians

*Ready for Research* is designed to guide your child through the planning, researching, preparation, and completion of a research project. The process is organized into five steps: Understand the project, select the topic and plan the project, gather information, record and organize facts, and create a presentation. Each step is presented in a complete lesson with activities to reinforce concepts and give your child practice in the skills taught. You can help your child by understanding each step and giving assistance and encouragement when appropriate.

Here are a few things you can do to help your child work with *Ready for Research*.

- Have your child explain what is required for the final presentation: a written report, an oral presentation, or a multimedia/creative project.
- Ask your child for the final due date of the project as well as any due dates for tasks such as topic selection, note card, outlines, or first draft.
- Help your child create a schedule for the various steps of the research project, such as the sample schedule shown at the end of Step 2.
- Be willing to help guide your child in finding resources, such as identifying people he or she might interview.
- Ask your child to summarize what he or she has learned from each lesson.
- Have your child describe the activities for each lesson and make sure he or she understands how to complete them.
- Ask to see the results of each activity and offer constructive feedback.
- Ask your child to name and define new vocabulary words.
- Offer to read the final report or outline to catch any mistakes or errors.

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The skills taught in *Ready for Research* will help your child with research projects of all kinds throughout their years in school. Here are some things you can do to help when your child is working on a research project:

- Make sure they understand the assignment and know critical due dates.
- Ask them to explain their topic so you can understand it.
- Think of ways to encourage your child’s curiosity and interest in the topic.
- Find out what resources the teacher has suggested using and try to steer your child toward those as well as other appropriate resources.
- Understand your child’s role in the project. Ask, “Is my child working alone, with a partner, or in a group? What responsibilities does my child have in a partnership or group?”
- Help your child stay on schedule—make sure they don’t leave critical research or writing steps to the last minute.
- Talk over what your child has found during the research step and what original thinking he or she is doing on the topic. Ask, “What are you learning? Are there any surprises so far? What conclusions can you draw based on your research?”

**GLOSSARY**

- accurate p. 21** (*adj*) free of mistakes or factual errors; conforming to truth or a standard or model.
- bibliography p. 48** (*n*) list of the works referred to in a text.
- body, of note card p. 41** (*n*) the ideas or facts recorded on note cards.
- brainstorming p. 6** (*n*) a group problem-solving technique in which all members spontaneously offer their ideas.
- caption p. 29** (*n*) an explanation or designation used with images.
- cite p. 47** (*v*) to quote someone or give credit for their facts or ideas.
- citation p. 41** (*n*) giving the details of a source in a footnote or bibliography.
- conclusion p. 57** (*n*) explaining the meaning of information gathered, or the most important ideas the information suggests.
- copyright page p. 21** (*n*) page that follows the title page of a book and lists publication information, including the year, or month and year, the work was published.
- credible p. 21** (*adj*) believable, based on verifiable facts or on the authority of an expert.
- current p. 21** (*adj*) up-to-date; information that reflects the latest news or discoveries.
- direct quotation p. 46** (*n*) someone’s exact words, enclosed in quotation marks and labeled by source.
- endnote p. 47** (*n*) source for a fact or idea cited in a text and placed at the end of a section, chapter, or an entire text.
- entries/subentries p. 25** (*n*) in an index, the main terms with subtopics listed below; both entries and subentries are listed in alphabetical order.
- evaluation p. 21** (*n*) reviewing and analyzing a process to determine what was successful and what needs improvement.
- Fact-Index p. 25** (*n*) an index that includes definitions, articles, tables, and other information in addition to entries and subentries.
- features p. 25** (*n*) parts or characteristics of a page or Web site.
- footnote p. 47** (*n*) a comment or the citation of a source; usually placed at the bottom of a text page.
- formal outline p. 49** (*n*) outline that consists of topics and subtopics arranged by Roman numerals and English letters of the alphabet.

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**graphics p. 12** (*n*) general term for visual images, such as photos, maps, artwork, graphs, and illustrations.

**idea web p. 6** (*n*) a diagram or graphic display that shows the relationship of topics and subtopics.

**image p. 12** (*n*) visual representation of something.

**index p. 25** (*n*) list of entries and subentries, arranged in alphabetical order, that serves as a guide to the topics discussed in a text.

**informal outline p. 49** (*n*) outline that consists of a list of ideas, not necessarily in logical order.

**interpret p. 42** (*v*) expressing what one thinks a topic means or represents.

**interview p. 33** (*n*) question-and-answer session between two or more people for the purpose of gathering information.

**main idea line p. 41** (*n*) topic listed at the top of a note card as a reference for the details recorded on the card.

**MLA style p. 48** (*n*) Modern Language Association style guidelines for grammar, citation of sources, and formatting of written material.

**multimedia p. 3** (*n*) combination of any audio, video, written, or visual display created by a variety of means, including computer, digital equipment, art materials, and live performance.

**note cards p. 37** (*n*) cards used to record information from a variety of sources during a research process.

**note-taking p. 37** (*n*) process of rewording, summarizing, and interpreting information for later use in a written, oral, or multimedia presentation.

**numbering system p. 37** (*n*) system used to number resources and note cards.

**online resource p. 30** (*n*) Web site, video, or other information found on the Internet.

**outline p. 49** (*n*) method of organizing information by topics and subtopics using Roman numerals and English letters or an informal list; can be created using either sentences or phrases.

**paraphrase p. 42** (*v*) to restate information using your own words. A paraphrase is usually the same length as the original text.

**periodical p. 48** (*n*) any print or online publication that is published at regular intervals, such as a daily newspaper, monthly magazine, or bimonthly online journal.

**plagiarism p. 42** (*n*) act of using someone else's exact words or ideas and pretending they are your own.

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**preview, skim, read p. 39** (*v*) technique used to determine what information in a resource you need to take notes on and what information you do not need.

**primary resource p. 16** (*n*) a resource created by a person at the time of an event, such as a diary, letter, journal, or newspaper article.

**publication date p. 48** (*n*) date on which a book, article, video, or Web site was released to the public.

**reliable p. 21** (*adj*) trustworthy and consistent, such as a respected expert or publication.

**requirement p. 1** (*n*) something that is necessary or needed, as for a project or process.

**research p. vi** (*n*) process of exploring or investigating a topic by gathering information from print and online sources and from interviews.

**resource p. 1** (*n*) print or online item such as a book, article, or video—or an expert in a particular field—that provides information on a given topic.

**Roman numerals p. 49** (*n*) a numbering system based on the ancient Roman system of using the capital letters I, V, X, L, C, D, and M.

**schedule p. 14** (*n*) a plan indicating the sequence of tasks in a process and the due dates of each task.

**search terms p. 19** (*n*) words, phrases, or questions used to find specific items or information in library catalogs and through online search engines.

**secondary resource p. 16** (*n*) information written about a general topic or a person or written some time after an event, such as biographies and histories.

**skim and scan p. 28** (*n*) means of quickly finding useful information from a text page or Web site.

**source p. 3** (*n*) a book, article, periodical, Web site, video or other item that supplies information; a reference or item cited in a footnote, endnote, or bibliography.

**subtopic p. 3** (*n*) ideas or details that develop a main topic further.

**summarize p. 42** (*v*) to condense a text—in your own words—into a main point and its supporting details.

**table of contents p. 23** (*n*) list of chapters or topics at the front of a book, periodical, or Web site that indicates the topics covered in that work.

**topic p. 3** (*n*) main idea or subject.

**Web site p. 30** (*n*) online location of a person, organization, school, government agency, or other group that presents information on specific topics.