Complete this chart to help you understand the requirements of the assignment. When you understand the task, you will know what to do next.

Step 1: Task Definition
Understanding the topic

What is your overall goal of the assignment?

How many parts does the assignment have and what is required for each?

What would I need to do in order to complete this assignment?

What criteria will be used to assess this assignment? Is there any strand that I need to focus on?

Rewrite the assignment in your own words:
Step 1: Task Definition
Exploring the Topic

What do I already know about the topic?

What types of information do I need for this topic?
(E.g. Interviews, Statistics, Journal articles, Blogs, Images, Graphs, etc.)

What do I need to know about my topic? (Phrase these as questions)

What is the relevant vocabulary for this topic?
(Words and phrases that will help with your search.)
Step 2: Information Seeking Strategies
Determine All Possible Sources

Think about each of the sources listed below. Circle ALL possible sources that might supply information you need to complete the task. Write any other appropriate sources in the space provided.

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Atlas / Maps</th>
<th>Family members</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community members</td>
<td>Dictionary</td>
<td>Non-fiction book</td>
<td>___________</td>
</tr>
<tr>
<td>Websites</td>
<td>Teachers</td>
<td>Textbook</td>
<td>___________</td>
</tr>
<tr>
<td>Storybook</td>
<td>Newspaper</td>
<td>Audio media</td>
<td>___________</td>
</tr>
<tr>
<td>Pictures</td>
<td>Encyclopedia</td>
<td>Video</td>
<td>___________</td>
</tr>
<tr>
<td>Magazines</td>
<td>Biographies</td>
<td>Expert</td>
<td>___________</td>
</tr>
<tr>
<td>Blogs</td>
<td>Friends</td>
<td>EBSCO</td>
<td>___________</td>
</tr>
</tbody>
</table>

Now that you have identified your possible sources complete the charts below. Decide where you might find these sources and write a note in the appropriate chart.

### School

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Library</th>
<th>Computer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Home

<table>
<thead>
<tr>
<th>People</th>
<th>Books</th>
<th>Computer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Step 2: Information Seeking Strategies
Selecting the Best Sources

What are the best sources to help you complete your assignment? The best sources of information are current and reliable, focus on your topic, and are easy to read and understand. Think about the types of sources (people, books, magazines, websites) you’ve decided to use and complete the checklist by making predictions based on each source.

Name of source: ________________________________________________

1. This source has specific information on my topic. YES NO
2. I can understand the information in this source. YES NO
3. This source has the type of information I need. YES NO
4. This source and its information are reliable. YES NO
5. This source will help me complete my assignment. YES NO
6. This source has special features (photos, charts, graphs) I can use. YES NO

Name of source: ________________________________________________

1. This source has specific information on my topic. YES NO
2. I can understand the information in this source. YES NO
3. This source has the type of information I need. YES NO
4. This source and its information are reliable. YES NO
5. This source will help me complete my assignment. YES NO
6. This source has special features (photos, charts, graphs) I can use. YES NO

Name of source: ________________________________________________

1. This source has specific information on my topic. YES NO
2. I can understand the information in this source. YES NO
3. This source has the type of information I need. YES NO
4. This source and its information are reliable. YES NO
5. This source will help me complete my assignment. YES NO
6. This source has special features (photos, charts, graphs) I can use. YES NO
Think about the websites you plan to use and complete the checklist about each website. Briefly examine each website as you think about and answer the questions. Check if the website's information is true, accurate, and up to date.

| Site Address: ___________________________ | Date Visited: ______________ |
| Site Name: ___________________________ | Authors: ___________________________ |
| 1. Is the information updated on a regular basis and is the date visible? | YES NO |
| 2. Is the information useful and relevant to my topic? | YES NO |
| 3. Does the site appeal to me visually? | YES NO |
| 4. Is the information well organized? | YES NO |
| 5. Is it easy to move around the website? | YES NO |
| 6. Are the names of the people responsible for producing the site easily located? | YES NO |
| 7. Are sources cited? | YES NO |
| 8. Can I contact authors with questions or feedback? | YES NO |

YOU COULD ALSO USE ANY OF THE FOLLOWING STRATEGIES TO EVALUATE YOUR SOURCES:

- O - P - V - L (Origin; Purpose; Value; Limitations)
- R - A - D - C - A - B (Reliability; Authority; Date; Citations; Audience; Bias)
- C - R - A - A - P (Currency; Relevance; Accuracy; Authority; Purpose)
List some topic or sub-topic words for your task, then suggest synonyms that may be used to search the Web. Using synonyms will help to expand or narrow your search.
Search engines are the backbone of everyday internet use, but are you aware of the hidden tips and tricks to improve your search?

“let’s eat cake”

Use quotation marks to search for an exact phrase

Inception-movie

A dash before a word excludes it from the search. This is useful when you are searching for a word with several meanings.

recipes site:news24.com

Use site: to search for results within a site.

related:bit.ly

Find sites with similar content to a URL you already know.

what is the * word

Use an asterisk * as a wildcard. It fills in the blank and is useful when you want to find the

this OR that

If you want to find pages with one of several words, use a capitalized OR. Without OR results will show pages that include all the terms.

WHAT YOU WANT:

NYTimes articles about standardized test scores, but not SAT’s between 2008 and 2010

site:NYTimes.com, “standardized test scores”, -SAT, 2008 OR 2009 OR 2010
Step 3: Location and Access
Find Information Within Sources

There are different ways to find information on a website or any other kind of resource. Some of the various ways are listed below. Identify which method would work best for your specific task. You will use different methods for different sources or tasks.

INDEX
Many books and websites have a section that alphabetically lists the key things, places, and people that these sources discuss. This helps me locate information within these sources.

TABLE OF CONTENTS
This shows what is on the website and how it is organized. In a book, this tells me specifically what each chapter is and what is in each chapter.

SEARCH TOOL
Many websites have a tool that allows for searching within the site. This helps me to find more information on my topic.

SKIM AND SCAN
You can browse through a website or book very quickly. The bold headings, images and other clues can help you find information quickly.
Step 4: Use of information
Engage (e.g. read, hear, view, touch)

When we read through our information it is important to interact with the information and decide what information is valuable for your task. Use the following close reading codes to help guide your reading.
Taking good notes is one of several keys to academic success. There are several reasons why developing an effective technique of note taking is important.

There are a variety of note taking styles. No single method suits all students. However, many successful students and business people have found that the Cornell note taking system is very effective for lectures or reading that is organized around clearly defined topics, subtopics, and supporting details.

<table>
<thead>
<tr>
<th>Name</th>
<th>Course name</th>
<th>Period</th>
<th>Date</th>
</tr>
</thead>
</table>

### Essential Question

**How Can I be Successful in Class?**

<table>
<thead>
<tr>
<th>Why should I ask questions?</th>
<th>Ask Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Keeps you engaged in lesson</td>
</tr>
<tr>
<td></td>
<td>- Teacher views you as good student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where should I sit?</th>
<th>Sit up Front</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Keeps you focused</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why should I take notes?</th>
<th>Take Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Keeps you engaged in lesson</td>
</tr>
<tr>
<td></td>
<td>- Have something to study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of help can I get?</th>
<th>Get Help When Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ask teacher</td>
</tr>
<tr>
<td></td>
<td>- After school tutoring</td>
</tr>
<tr>
<td></td>
<td>- Tutorials</td>
</tr>
</tbody>
</table>

### Summary

There are several ways to be successful in class. First, you should ask questions. Second, you should sit in the front of the class. You should also take notes and get help when you need it.
After you collect information from interviews, websites, books, magazines, and so forth, it's time to summarize what you have learned about your topic. Use the organizer below to organize your information.

I use the following to organize my information:

(Tick the appropriate method)
- I will take down notes using Cornell Method
- I will use the Mind Mapping strategy
- I will categorize my information by grouping similar sets from different ones
- I will rate each set of information by order of importance (essential to trivial)
- I will draw visuals/represent these sets of information to further understand the concept
- Others:

Which sources have I used that have given me unique information that was not evident in the rest of my sources?

Which sources have I used that have given me similar information?

What information are these? (Specify the information below)

What information are these? (Specify the information below)
Step 5: Synthesis
Presenting the Information

There are many ways to show what you have learned and many options to use depending on the task.

Your teacher will hand you a graphic organizer to help you organize your information for the type of presentation.
Step 1: Task Definition
Does the information in your final product meet (or exceed) the requirements of the assignment?

Does your final product meet your teacher’s expectations?

Step 2: Information Seeking Strategies
Did the books, web sites, and other resources you used meet the needs of the assignment?

Did you select the best sources available to you? How do you know?

Step 3: Location & Access
Did you locate the sources you needed?

Did you find the information you needed in each source?

Step 4: Use of Information
Were you able to effectively identify the information you needed?

Were you able to effectively take notes or gather information?

Step 5: Synthesis
Did you effectively organize information?

Does your product present the information clearly?

Did you use the 6+1 Writing Traits rubrics to judge your writing?

Step 6: Evaluation
Evaluating the product
Before you turn in your assignment or project, think about and respond to the items below.