

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:

- Identify relevant and credible source(s) for a topic when it is either stated as a research question or in a text with an implicit central idea. *(Evaluating & Selecting Sources)*
- Select relevant sources to support claims implicit in texts. *(Evaluating & Selecting Sources)*
- Identify paraphrased sentences that integrate complex information from two sources (including graphics). *(Integrating Information)*
- Identify idea(s) plagiarized from provided sources. *(Integrating Information)*
- Identify information that supports or conflicts with an author's argument/point of view/analysis in a given text. *(Analyzing Information)*
- Differentiate between claims that are supported by credible evidence and those that are not. *(Analyzing and Evaluating Information)*

Educator-recommended next steps and Digital Library resources

- Instructional next steps include helping students to:
- Identify implicit central ideas/claims within increasingly complex texts.
 - Paraphrase and integrate information drawn from two sources that are increasingly complex (including graphics).
 - Differentiate between information that is common knowledge vs information that needs to be acknowledged.
 - Identify information that is in conflict with an author's argument/point of view/analysis in increasingly complex texts. Digital Library example: [The Titanic: Shifting Responses to its Sinking](#)
 - Identify claims that are supported and not supported by credible evidence. Digital Library example: [Judging the Evidence](#)

AT/NEAR STANDARD

Students are working to solidify the following skills:

- Identify relevant and credible source(s) for a topic when it is either stated as a research question or in a text with an implicit central idea. *(Evaluating & Selecting Sources)*
- Select relevant source(s) to support claims implicit in the text. *(Evaluating & Selecting Sources)*
- Identify a paraphrased sentence that integrates information from two sources. *(Integrating Information)*
- Identify an idea plagiarized from provided sources. *(Integrating Information)*
- Identify additional information that would support an author's clearly defined argument/point of view/analysis in a given text. *(Analyzing Information)*

Educator-recommended next steps and Digital Library resources

- Instructional next steps include helping students to:
- Identify implicit central ideas/claims within a complex text. Digital Library example: [Making Evidence-Based Claims Unit: Women's Rights](#)
 - Paraphrase information.
 - Integrate information drawn from two sources that are more complex (including graphics).
 - Differentiate between information that is common knowledge vs information that needs to be acknowledged. Digital Library example: [Paraphrasing and Summarizing Research Pieces](#)
 - Identify information that is in conflict with an author's argument/point of view/analysis in a text.
 - Identify claims that are supported and not supported by credible evidence. Digital Library example: [Judging the Evidence](#)

BELOW STANDARD

Students are working to solidify the following skills:

- Identify a relevant source for a familiar topic when it is either stated as a research question or in a text with an explicit central idea. *(Evaluating & Selecting Sources)*
- Identify a paraphrased sentence that integrates information from two sources when the paraphrased sentence expresses central ideas from the texts. *(Integrating Information)*

Educator-recommended next steps and Digital Library resources

- Instructional next steps include helping students to:
- Distinguish between credible and non-credible sources.
 - Paraphrase information.
 - Integrate information drawn from two sources.
 - Differentiate between information that is common knowledge vs information that needs to be acknowledged. Digital Library example: [Introduction to Paraphrasing](#)
 - Identify an author's clearly defined argument/point of view/analysis in a text. Digital Library example: [Reading History Texts: Analyzing Point of View](#)
 - Identify additional support from another source for an author's argument / POV / analysis. Digital Library example: [VIP Very Important Points](#)