

# Big 6 and Super 3

**1** task  
definition





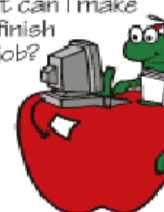

**2** information  
seeking  
strategies

**3** location  
and  
access

**4** use of  
information

**5** synthesis

**6** evaluation

<p><b>#1</b> Task Definition</p> <p>What needs to be done?</p> 	<p><b>#2</b> Information Seeking Strategies</p> <p>What resources can I use?</p> 	<p><b>#3</b> Location And Access</p> <p>Where can I find these resources?</p> 
<p><b>#4</b> Use Of Information</p> <p>What can I use from these resources?</p> 	<p><b>#5</b> Synthesis</p> <p>What can I make to finish the job?</p> 	<p><b>#6</b> Evaluation</p> <p>How will I know I did my job well?</p> 

**#1**  **plan** **#2**  **do** **#3**  **Review**

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Pitt County Schools System District-Wide Research Model  
[www.big6.com](http://www.big6.com)

The Big6 has been adopted as Pitt County School's district-wide research model because it is easily adaptable for primary, elementary, middle school, and high school students. Mike Eisenberg and Bob Berkowitz created the Big6.

**What is the Big6?** The Big6 is a research model that guides students through the information problem-solving process and along the way provides a basic framework for teaching and promoting information literacy. The Big6 provides students with a tried and true method to answer a question, complete an assignment, or create a unique product. Big6 skills link information problem solving and critical thinking.

**What is the Super3?** The Super3 is the adapted version of Big6 for the primary grades. This takes the six-step process and breaks it down into three easy steps. *This table shows the comparison of the Big6 and Super3.*

Super3	Big6
Plan- (Beginning)	Task Definition
	Information Seeking Strategies
Do- (Middle)	Location and Access
	Use of Information
Review- (End)	Synthesis
	Evaluation

**Why the Super3?**

Some teachers and librarians were concerned that the Big6 was too much for children. With the Super3, teachers are able to use vocabulary that children understand.

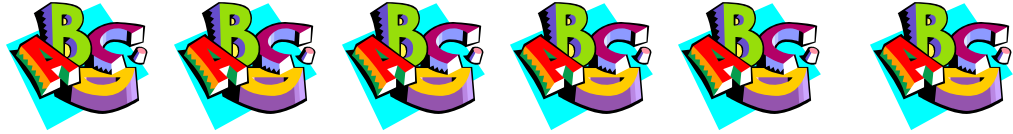
**How do I use the Big6?** Before beginning a research/information gathering assignment, give each student a copy of the Big6 sheet. Take the class through the six steps and have the students fill out as much of the sheet as applicable. The students should keep this sheet as they work on the assignment. Students should refer to the Big6 sheet often to help keep them on track. Posters have been provided. Please post these posters in your room and refer to them whenever a need for information arises.

**What is the format for citations and bibliography?**

Pitt County requires the MLA format.

**What will I find inside my Big6 manual?**

- Section 1- Super3 for primary grades
- Section 2- Big6 for 3-8
- Section 3- Big6 for high school
- Section 4- Website links



The Super3

for

The Primary Grades



The **Super3** contains the same basic elements as the Big6, but makes the language and the concepts a little simpler and easier for younger students to understand. The Super 3 are:

### **1. Plan – (Beginning)**

When students get an assignment or a task, BEFORE they start doing anything, they should think—

- What am I supposed to do?
- What will it look like if I do a really good job?
- What do I need to find out to do the job?

Big6 Steps:

- Task Definition
- Information Seeking Strategies

### **2. Do – (Middle)**

In the Middle the students DO the activity. This is where they read, view, tell, make a picture, etc...

- a. Location and Access
- b. Use of Information

### **3. Review – (End)**

Before finishing the product and turning it in, students should stop and think—Is this done?

- a. Did I do what I was supposed to do?
- b. Do I feel ok about this?
- c. Should I do something else before I turn it in?

Big6 Steps

- Synthesis
- Evaluation

## Super3 Song

Sung to the tune of "Bingo"

Here is a process I can use,  
Its name is Super3-0!

Plan, do, and review;  
Plan, do, and review;  
Plan, do, and review;  
Its name is Super3-0!

First I plan what I will do,  
And look for what I need-o.

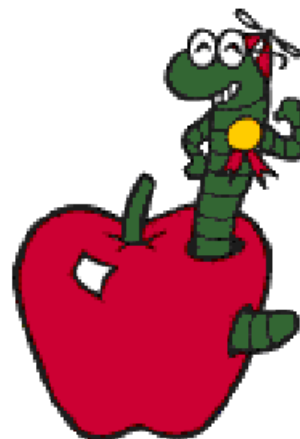
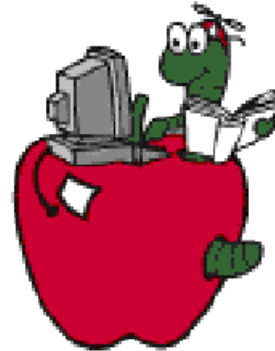
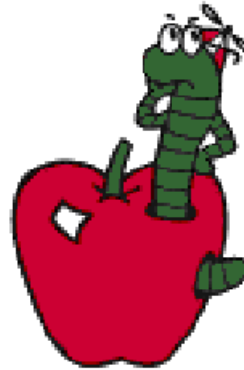
Plan, do, and review;  
Plan, do, and review;  
Plan, do, and review;  
Its name is Super3-0!

Next I use what I have found,  
And show what I have learned-o.

Plan, do, and review;  
Plan, do, and review;  
Plan, do, and review;  
Its name is Super3-0!

Finally I review my work  
And make sure it's my best-o.

Plan, do, and review;  
Plan, do, and review;  
Plan, do, and review;  
Its name is Super3-0!



Words by Diana Cazares, Susan Hensley, and Karen Jordan; Students at the University of Texas Graduate School of Library and Information Science, Austin, TX.

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## Student Organizer

The following is the student organizer. Make a copy of the student organizer for each student. Take the class through the steps and have the student fill out as much of the sheet as applicable. The students should keep this sheet as they work on the assignment and refer to it often.

## **The Super3 Organizer**

Answer these questions when your teacher gives you a job to do. It will make your work easier!

### **#1 Plan**

What am I supposed to do?

What will the result look like if I do a really good job?

What do I need to make to show what I learned?

What do I need to find out about in order to do the job?

### **#2- Do**

How can I do the job?

What can I use to find what I need?

Now I need to make something to show what I learned!

### **#3- Review**

Is my job done?

Did I do what I was supposed to do?

Do I feel OK about this?

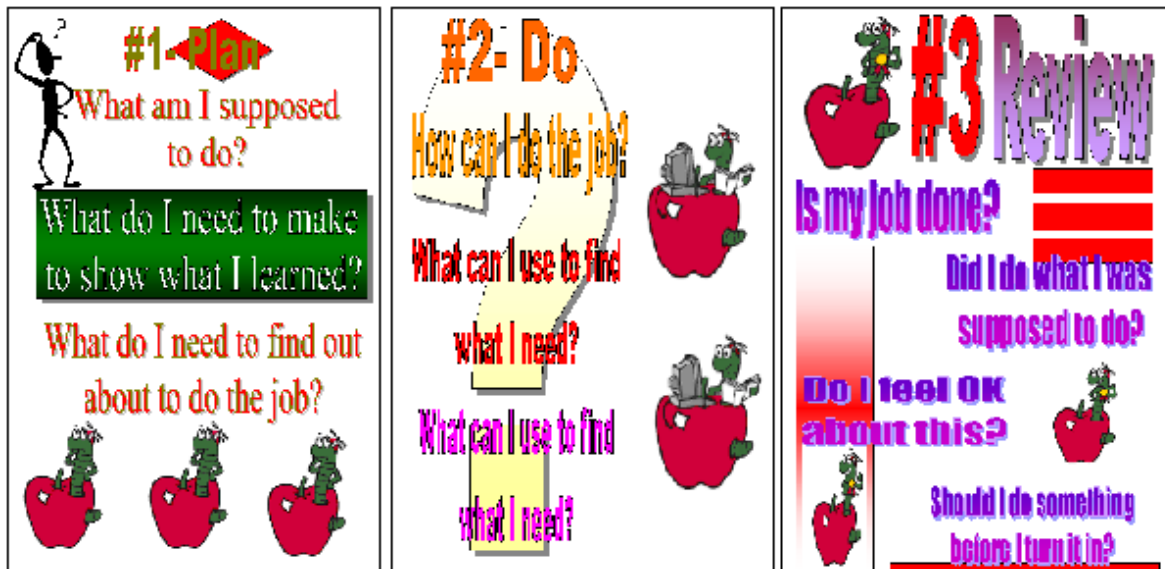
Should I do something before I turn it in?



# Super 3

Classroom Posters

The following pages are classroom posters. Make a copy of each poster. Display the posters in your classroom and refer to them whenever a need for information arises.



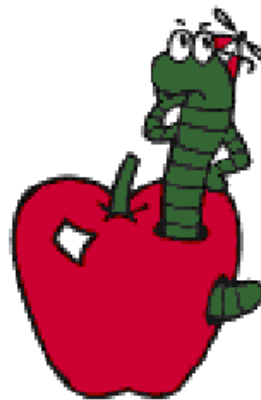


# #1- Plan

What am I supposed to do?

What do I need to make to show what I learned?

What do I need to find out about to do the job?



**#2- Do**

**How can I do the job?**

**What can I use to find  
what I need?**

**What can I use to find  
what I need?**





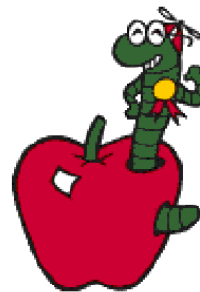
# #3 Review!

Is my job done?

Did I do what I was supposed to do?

Do I feel OK about this?






Should I do something before I turn it in?

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# Classroom Transparency Masters

 <h2># 1 - Plan</h2> <ul style="list-style-type: none"> <li>&gt; What am I suppose to do?</li> <li>&gt; What will the result look like if I do a really good job?</li> <li>&gt; What do I need to make to show what I learned?</li> </ul>	<h2># 2 - DO</h2>  <ul style="list-style-type: none"> <li>&gt; How can I do the job?</li> <li>&gt; What can I use to find what I need?</li> <li>&gt; Now I need to make something to show what I learned.</li> </ul>	 <h2># 3 - Review</h2> <p><i>Is my job done?</i></p> <p><i>Did I do what I was supposed to do?</i></p> <p><i>Do I feel OK about this?</i></p> <p><i>Should I do something before I turn it in?</i></p> <p><small>© 2007 Good and Beautiful. All rights reserved. For a free sample visit <a href="http://www.GoodandBeautiful.com">www.GoodandBeautiful.com</a></small></p>
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# *The Super 3*



## **# 1 - Plan**

What am I supposed to do?

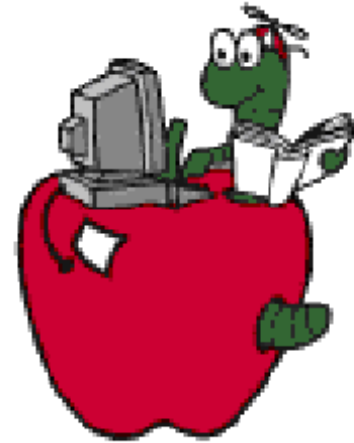
What will the result look like if I do a really good job?

What do I need to make to show what I learned?

What do I need to find out about in order to do the job?

# Super 3

## #2 - DO

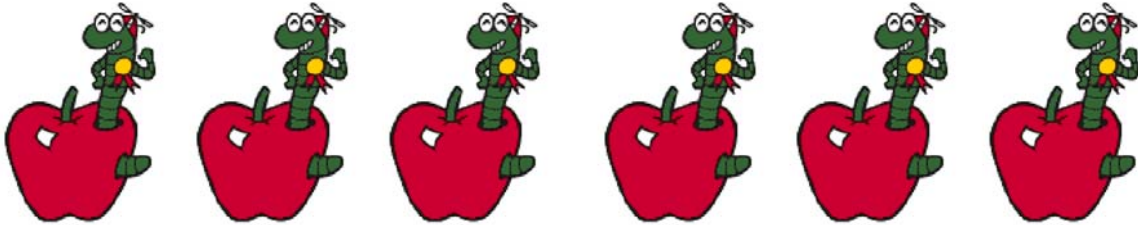


How can I do the job?

What can I use to find what I need?

Now I need to make something to show what I learned.

# Super 3



## # 3 - Review

Is my job done?

Did I do what I was supposed to do?

Do I feel OK about this?

Should I do something before I turn it in?



# The Big6 for Grades 3-8

## Student Organizer

The following is the student organizer. Make a copy of the student organizer for each student. Take the class through the steps and have the student fill out as much of the sheet as applicable. The students should keep this sheet as they work on the assignment and refer to it often.

## The Big6 – A Research Model

### **Big6 #1 – Task Definition**

What am I supposed to do?

What information do I need in order to do this? (list in question form.)

### **Big6 #2 – Information Seeking Strategies**

What sources can I use to find this information?

### **Big6 #3 – Location and Access**

Where will I find these sources?

<input type="checkbox"/> school library	<input type="checkbox"/> provided by my teachers
<input type="checkbox"/> public library	<input type="checkbox"/> text books
<input type="checkbox"/> at home	<input type="checkbox"/> Internet

Who can help me find what I need?

<input type="checkbox"/> I can find the resources myself	<input type="checkbox"/> my teachers
<input type="checkbox"/> my parent(s)/guardian(s)	<input type="checkbox"/> my librarian

### **Big6 #4 – Use of Information**

How will I record the information that I find?

<input type="checkbox"/> take notes using cards	<input type="checkbox"/> take notes on notebook paper
<input type="checkbox"/> use a word processor	<input type="checkbox"/> take notes using a graphic organizer
<input type="checkbox"/> illustrate concepts	<input type="checkbox"/> other

Have I credited each resource by listing:

For books:

<input type="checkbox"/> title of book
<input type="checkbox"/> author of book
<input type="checkbox"/> copyright
<input type="checkbox"/> page #s

For websites:

<input type="checkbox"/> title of website
<input type="checkbox"/> web address
<input type="checkbox"/> date I used website

## Big6 #5 – Synthesis

How will I show my results?

\_\_\_\_\_ written paper                      \_\_\_\_\_ multimedia presentation  
\_\_\_\_\_ oral presentation                      \_\_\_\_\_ other

How will I give credit to my final product or performance?

\_\_\_\_\_ include a written bibliography  
\_\_\_\_\_ after the performance or presentation, announce which sources I used  
\_\_\_\_\_ other

Materials I will need for my presentation or performance (list, separating by commas)

How much time will I need to find the information and create the product \_\_\_\_\_

Timeline for assignments

\_\_\_\_\_ ideas for product (task definition) completed by \_\_\_\_\_  
\_\_\_\_\_ information seeking and note taking completed by \_\_\_\_\_  
\_\_\_\_\_ first draft due \_\_\_\_\_  
\_\_\_\_\_ final project due \_\_\_\_\_

## Big6 #6 – Evaluation

How will I know if I have done my best?

Before turning in my assignment, I need to check off all of these items

- What I created to finish the assignment is appropriate for what I was supposed to do in Big6 #1
- The information I found in Big6 #4 matches the information needed in Big6 #1
- Credit is given to all of my sources, written in the way my teacher requested
- My work is neat
- My work is complete and includes heading information (name, date, etc.)
- I would be proud for anyone to view this work

# Reading for Information: The Trash-N-Treasure Method of Teaching Note-Taking (Grades 3 - 12)

by: [Barbara A. Jansen](#)

"And remember, don't copy out of the encyclopedia. Write it in your own words!" How many times have students heard this warning as they begin searching for information in the library media center? Students will copy out of the encyclopedia or other source unless taught effective note-taking strategies and given an authentic task that requires higher level manipulation of the located information. (For more information on authentic task development, please see "Authentic Products: The Motivating Factor in Library Research Projects," SLMAM December 1995) Reading for specific information and taking notes may be the most challenging step in the information problem-solving process. Students in grades 3-8 need many developmentally appropriate opportunities to locate and use information before mastering the techniques. By providing these opportunities in an information problem-solving process model, such as the Eisenberg and Berkowitz Big Six Skills Model (Eisenberg and Berkowitz, 1990) or Stripling and Pitts Research Process (Stripling and Pitts, 1988), students will work with a well-defined and focused task including researchable questions. "The real skill of note-taking lies not in the manual techniques for arranging material on a page, but in the cognitive techniques for looking for and asking relevant questions. Knowing what is important means knowing what it is important for having a sense of purpose" (Irving, 1985).

More than just extracting needed information, note-taking consists of three steps: Identification of keyword and related words in the researchable questions, skimming and scanning and extracting needed information. These steps begin after students have defined and narrowed the task, constructed researchable questions, and located appropriate sources.

## **Identification of Keyword and Related Words in the Researchable Questions**

Once students have constructed researchable questions based on the information needed to complete the task or solve the information problem, they can transfer the questions to a data chart (McKenzie, 1979), other graphic organizer, or note cards. (See data chart on Example 1). The students should then underline the keywords and generate a list of related words. Demonstrate, using the overhead projector, how students will identify keywords and related words. Then allow students to underline keywords and generate a short list of related words for the questions on their data charts as the library media specialist and the content-area teacher monitor (See example 1).

## **Skimming and Scanning for Specific Information**

Having organized the researchable questions on data charts or other organizer and identifying keywords and related words, students are ready to begin reading for information. This may be the most difficult task a student researcher faces. Teaching students to skim and scan a nonfiction or reference book will facilitate their search. Skimming and scanning "is to utilize text in as pragmatic a way as possible with a minimum of time and effort" (Cheek and Collins, 1985). Skimming requires the reader to read quickly and look for main ideas or supporting details in a paragraph (Phipps, 1983, 4-5). Skimming requires the reader to take in large chunks of text at one time. The reader is concerned with getting an idea of the whole passage. Comprehension does not depend on reading every word. Teach students to read

the first and last paragraph of sections for summaries of the content and the first and last sentences of paragraphs to gain an impression of the topic (Cheek and Collins, 1985).

Scanning requires the student to "move his or her eyes quickly over a piece of reading material looking for one specific point, the words they are looking for jump off the page at them. It is employed for pinpointing needed facts or ideas from the text or the index. It involves skipping words, but the emphasis is on recognition the reader knows what to look for and rapidly scans until words are found and closer reading can occur (Phipps, 1983. 4-5). Here is where students will look for keywords and related words.

### **Extracting Needed Information**

Note-taking consists of four types: citation, summary, paraphrase, and quotation. The citation technique involves exact copying of specific facts (Stripling & Pitts, 1988, 116). Students should learn to take notes by omitting all words or phrases not essential to the meaning. The most important considerations in note-taking are accuracy and honesty. The student must not distort the author's words or views, and give full credit if copying or quoting the author's ideas (Irving, 1985.) The trash-n-treasure method supports the citation technique and teaches students how to eliminate unnecessary words and phrases.

### **The Trash-N-Treasure Note-taking Technique**

After identifying appropriate sections in the source by scanning to locate keywords and related words in the table of contents, index, headings, subheadings, and captions, students are ready to begin extracting needed information. Direct instruction is necessary the first few times students are required to take notes for an assignment. Frequent review will help students become independent users of the process. Relate note-taking to a pirate's treasure map (show one if necessary). The map itself is like the article or chapter of a book containing information about the topic. The X on the map, which marks the exact location of the buried treasure, is the section of the text containing needed information, or an "answer" for specific questions defined in the task. A pirate must dig for the treasure chest, tossing aside dirt, weeds, and rocks (trash). A researcher must dig to find words that help answer the questions (treasure words). He or she must "toss aside" unnecessary sentences, phrases, and words (trash words). Of course, these words are not trash to the original source, only to the researcher because they do not answer the questions defined in the task. Demonstrate this concept using an overhead projector and transparency of an encyclopedia article or section. The students should each have a copy of the article so they can follow along and practice the technique.

1. Show a prepared question, including the underlined keywords and list of related words. (See example)
2. Scan the article until the appropriate heading is located.
3. Place a slash at the end of the first sentence and read it. Ask "Does this sentence answer the question?"
4. If the answer is no, tell the students that that sentence is "trash" to them. Go on to the next sentence, placing a slash at the end.
5. If the answer is yes, underline the first phrase and ask if that phrase answers the question. If the answer is no, underline the next phrase and repeat the question.
6. If the answer is yes, read that phrase word by-word, asking which words are needed to answer the question these are treasure words. Circle those words, then write them in the appropriate place on the overhead data chart (see sample) or whichever organizer the students are using. Those that do not answer the question are trash words. Continue phrase by phrase and word by word until coming to the end of the sentence. Count the words in the sentence and then count the treasure words. Students are very impressed when you say, "The sentence has 17 words and I only needed to write four of them. I don't know about you, but I would rather write four than 17!"
7. Demonstrate the process again, allowing the students to practice, using copies of the

article. Allow students to independently practice a few times before they begin their own research. The library media specialist and teacher should monitor each student's work, reteaching as necessary.

Once students understand the concept of "trash-n-treasure" words, they begin to write fewer and fewer unnecessary words. Third, fourth, and fifth graders can begin to understand the concept of not copying every word, but mastery should not be required.

When students have located and extracted adequate information for the stated task, encourage them to summarize as necessary and add written comments and reactions concerning the use of the notes in the final product or performance. To avoid plagiarism, the notes should be turned in with the final project, whether or not it is written. And, of course, the more creativity that the final project requires (Stripling and Pitts, 1988, 117), students have no reason to "copy from the encyclopedia."

**Works Cited:**

Cheek, Earl H., Jr. and Martha D., Collins. 1985. *Strategies For Reading*. Columbus: Charles E. Merrill Publishing Company.

Eisenberg, Michael B. and Robert E. Berkowitz. 1990. *Information problem-solving: The Big Six Skills approach to library & information skills instruction*. Norwood, NJ: Ablex Publishing Corporation.

Irving, Ann. 1985. *Study Skills Across the Curriculum*. London: Heinemann Educational Books.

McKenzie, Gary R. "Data Charts: A Crutch for Helping Pupils Organize Reports." *Language Arts*, October. National Council of Teachers of English, 1979. pp. 784-788.

Phipps, Rita. 1983. *The Successful Student's handbook: A Step-By-Step Guide to Study, Reading, and Thinking Skills*. Seattle and London: University of Washington Press.

Stripling, Barbara K. and Judy M. Pitts. 1988. *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*. Englewood, CO: Libraries Unlimited, Inc.

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## Evaluate Your Research Skills Using the Big6™

By Barbara A. Jansen and Robert E. Berkowitz



Before you turn in your assignment or project, think about and respond to the items below.

<b>Big6 #1: Task Definition</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Does the information in your final product meet (or exceed) the requirements of the assignment?</li><li><input type="checkbox"/> Does your final product meet your teacher's expectations?</li></ul>
<b>Big6 #2: Information Seeking Strategies</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Did the books, web sites, and other resources you used meet the needs of the assignment?</li><li><input type="checkbox"/> Did you select the best sources available to you? How do you know?</li></ul>
<b>Big6 #3: Location &amp; Access</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Did you locate the sources you needed?</li><li><input type="checkbox"/> Did you find the information you needed in each source?</li></ul>
<b>Big6 #4: Use of Information</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Were you able to effectively identify the information you needed?</li><li><input type="checkbox"/> Were you able to effectively take notes or gather information?</li></ul>
<b>Big6 #5: Synthesis</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Did you effectively organize information?</li><li><input type="checkbox"/> Does your product present the information clearly?</li></ul>
<b>Big6 #6: Evaluation</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Does your product meet (or exceed) the assignment requirements?</li><li><input type="checkbox"/> Did you use your time well?</li></ul>

[http://www.big6.com/files/Big6\\_Evaluation.pdf](http://www.big6.com/files/Big6_Evaluation.pdf)

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## Classroom Posters

The following pages are classroom posters. Make a copy of each poster. Display the posters in your classroom and refer to them whenever a need for information arises.

# The Big Six<sup>6</sup>

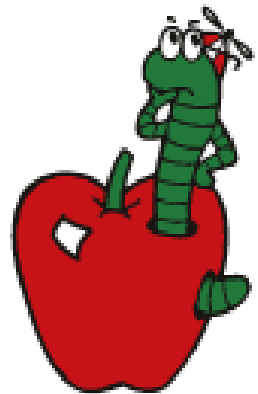
A RESEARCH MODEL

# The Big Six

## #1 Task Definition

**What's the task?**

**What types of  
information do I need?**



# The Big Six

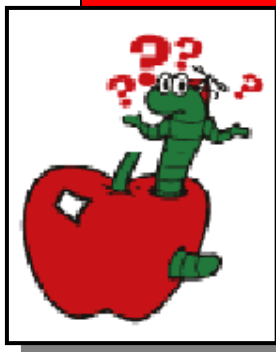


## ***INFORMATION SEEKING STRATEGIES***

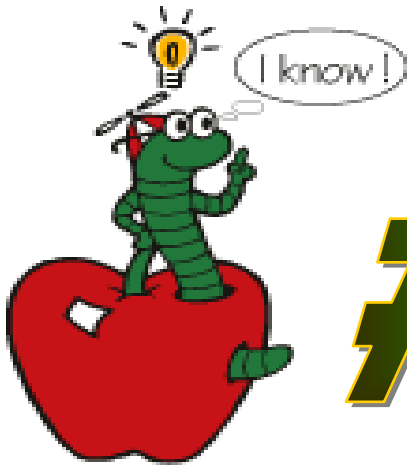
What are the possible sources?



Which are the best?

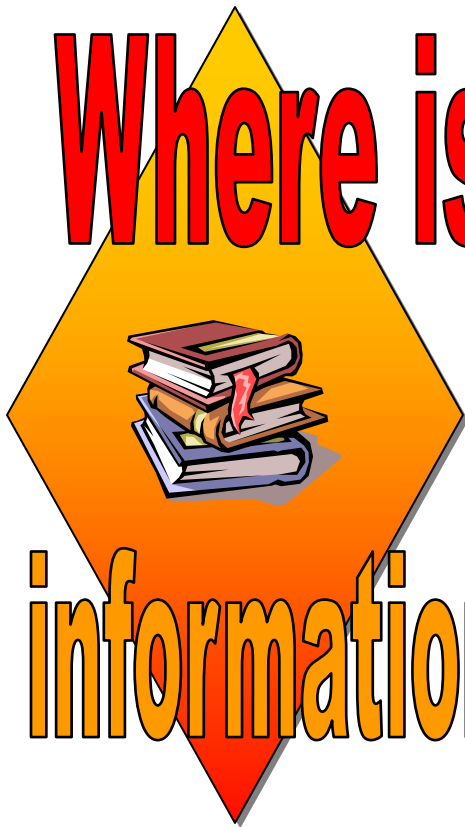


# The Big Six



*Location*  
**#3** &  
*Access*

Where is each source?



Where is the  
information in each source?

# The Big Six

## #4 Use of information



How can I best  
use each source?

What information in  
each source is useful?

# The Big Six



# #5



# SYNTHESIS

**How can I  
organize all the  
information?**

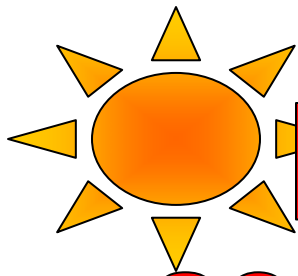
**How can I**

**present result?**

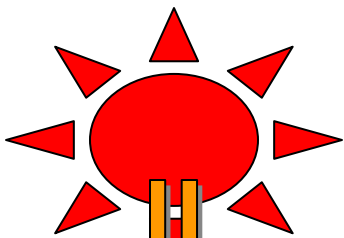


# The Big Six

## #6 EVALUATION



**Is the task  
completed?**



**How can I do things better?**



## Bibliographies

The following sheets are resources to help students understand how to format a bibliography. One sheet gives an explanation of what a bibliography is and shows examples of proper citation. The next sheet is a fill-in-the-blank bibliography for students. Make a copy of this sheet for each student. Throughout the project have the students fill in the bibliography appropriately. This sheet gives students a way to practice formatting a bibliography without confusion.

## How to Write a Bibliography

What is a bibliography? A bibliography is a list of the sources that you use when writing a research paper. The bibliography comes at the end of the paper. There are certain requirements that you must follow when you are writing your bibliography. Every reference that is used to write a paper must be put in the bibliography. Below are several resources that you may use when writing your paper. Below each resource is the information that you will need in order to write a bibliography that follows the correct format.

### **Books**

Title of book  
Author(s)  
City of publication  
Copyright date

### **Books on CD-Rom**

Title of CD-Rom  
Author(s)  
CD-Rom city of publication  
Copyright date

### **Encyclopedia**

Title of reference  
Author(s)  
Title of Article  
Volume  
Copyright date  
Page numbers

### **Magazine Article**

Title of article  
Author(s)  
Name of magazine  
Issue  
Date  
Page numbers

### **Newspaper Article**

Title of newspaper  
Title of Article  
Author  
Date of publication  
page numbers

### **Dictionary**

Title of Dictionary  
Author  
Word  
copyright date  
page numbers

### **Web Site**

Title of the webpage  
Author(s)  
Date of access  
URL address

# Bibliography

## Encyclopedias

1. “ \_\_\_\_\_ ”, \_\_\_\_\_, © \_\_\_\_\_, vol. \_\_\_\_\_,  
Article title Title of book year  
Page #s \_\_\_\_\_.
2. “ \_\_\_\_\_ ”, \_\_\_\_\_, © \_\_\_\_\_, vol. \_\_\_\_\_,  
Article title Title of book year  
Page #s \_\_\_\_\_.

## Books

1. “ \_\_\_\_\_ ”, \_\_\_\_\_, © \_\_\_\_\_, Page #s \_\_\_\_\_.  
Author Title of book year
2. “ \_\_\_\_\_ ”, \_\_\_\_\_, © \_\_\_\_\_, Page #s \_\_\_\_\_.  
Author Title of book year
3. “ \_\_\_\_\_ ”, \_\_\_\_\_, © \_\_\_\_\_, Page #s \_\_\_\_\_.  
Author Title of book year
4. “ \_\_\_\_\_ ”, \_\_\_\_\_, © \_\_\_\_\_, Page #s \_\_\_\_\_.  
Author Title of book year

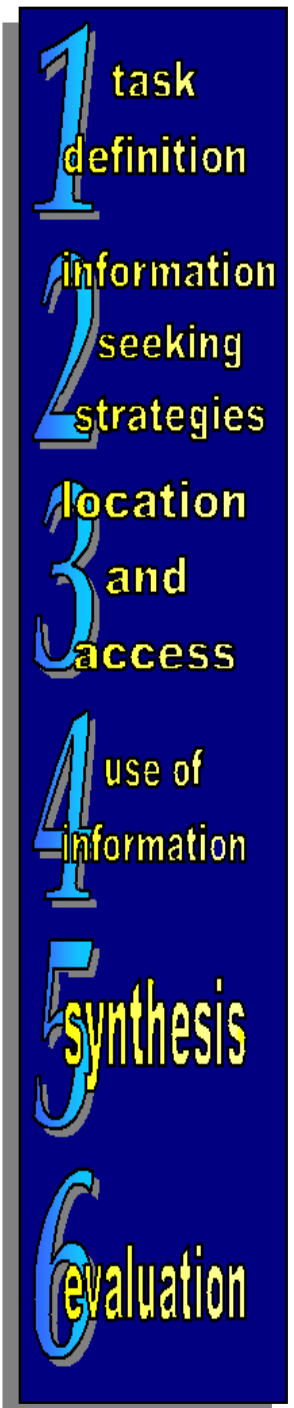
***The Big6***  
***for***  
***High***  
***School***



# The Big6 Skills

The big6 is a process model of how people of all ages solve an information problem.

1. Task Definition
  - 1.1. Define the information problem
  - 1.2. Identify information needed in order to complete the task (to solve the information problem)
    - What's the task?
    - What types of information do I need?
2. Information Seeking Strategies
  - 2.1. Determine the range of possible sources (brainstorm)
  - 2.2. Evaluate the different possible sources to determine priorities (select the best sources)
    - What are the possible sources?
    - Which are the best?
3. Location and Access
  - 3.1. Locate sources (intellectually and physically)
  - 3.2. Find information within sources
    - Where is each source?
    - Where is the information in each source?
4. Use of Information
  - 4.1. Engage (e.g. read, hear, view, touch) the information in a source
  - 4.2. Extract relevant information from a source
    - How can I best use each source?
    - What information in each source is useful?
5. Synthesis
  - 5.1. Organize information from multiple sources
  - 5.2. Present the information
    - How can I organize all the information?
    - How can I present the results?
6. Evaluation
  - 6.1. Judge the product (effectiveness)
  - 6.2. Judge the information problem-solving process (efficiency)
    - Is the task completed?
    - How can I do things better?



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Handout created by: Barbara J. Shoemaker, School Media Specialist, Mill Road Elementary, K-2 Red Hook Central School District, Red Hook, NY





# Wallet Size Card

Information Literacy for the Information Age © 2001, 2002, 2003 Big6 Associates, LLC. All Rights Reserved. Clip art used with permission from Discoveryschool.com

**The BIG 6** The Big6™ Guide to Information Problem-Solving

- 1. Task Definition:**
  - Define the information problem
  - Identify information needed
- 2. Information Seeking Strategies:**
  - Determine all possible sources
  - Select the best sources
- 3. Location and Access:**
  - Locate sources
  - Find information within sources
- 4. Use of Information:**
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# Feature Section: The Big6™

## Writing Process for Grades 7-12

By Barbara A. Jansen <http://www.big6.com/showarticle.php?id=316>

This feature section will help you get organized and complete an assigned written paper or report. Writing can be a lot of fun if you approach it in an organized way. Here you will find links to the writing process and some great tools.

1. Big6 Writing Process Organizer

Use this handy organizer to develop your written paper from beginning to end! This is a helpful tool that takes you from prewriting to evaluating your work and publishing your paper.

2. Helpful Writing Process Links (links used with permission)

### [Avoiding Plagiarism](#)

Worried about plagiarizing? The Online Writing Lab at Purdue University explains what it is and how to avoid it.

### [Big6 Research Paper Organizer](#)

Plan and organize your research approach with this form. Contains links to search engines, writing support, how to develop good questions, and how to cite sources.

### [A Guide for Writing Research papers Based on Modern Language Association \(MLA\) Documentation](#)

The Capitol Community College in Hartford, Ct. hosts this marvelous web site that is more than just how to document sources based on MLA guidelines. This site helps you get started on your paper, provides information about taking notes and plagiarism, assists with formatting your paper, and much more!

### [Guide to Grammar and Writing](#)

From Capitol Community College in Hartford, Ct. this handy tool answers your questions about usage of word, sentence, and paragraph, in addition to useful information about essays and research papers. Have a question about grammar that isn't answered on the site? Go to the Ask Grammar form and get a personal response.

### [Ideas About Note Taking and Citing Sources](#)

Confused about note taking and making a bibliography? Read this for help on note taking and citing sources.

### [Quoting, Paraphrasing, and Summarizing](#)

Are you confused about quoting, paraphrasing, and summarizing? Don't know when to use one or the other? The online Writing Lab at Purdue University explains and gives examples of each. There is also a link on how to write an effective paraphrase.

### [Writing Center Writer's Web](#)

Designed and maintained by faculty and students at the University of Richmond, this web site allows you to explore topics by stages of the writing process. The ideas for prewriting will get you going in no time!



Big6  
Writing Process  
Organizer for Grades 7-12

**#1: Task Definition**

1. Prewriting- Write the assignment here in your own words:

2. What information do you need to include in your writing assignment? Write a list of questions to which you need to “find answers.”

- 
- 
- 
- 
- 

3. Put a check mark beside any questions on the list above that require you to find information in an outside source such as a library book or an online database.

**#2: Information Seeking Strategies**

1. Check all of the possible sources of information that will help you answer the questions you checked in Big6 #1 Task Definition.

Make a list here:

- Books
- Encyclopedias
- Websites
- Personal Interviews
- Audio-visual materials (DVD's, CD's, Video, Cassettes)
- Periodicals

2. Put a check mark beside each item to which you have access and are able to use. If you need help, ask your librarian.

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## Big6 #3: Location & Access

1. Check where you will find these sources. Write the location of each source beside each item on the list in Big6 #2 Information Seeking Strategies. If it is a website, list the web address.

- School library
- Public or university library
- Personal library
- Textbooks
- Other \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Internet

If using a search engine use likely key words.

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## Big6 #4: Use of Information

How will I record the information that I find?

- Notecards
- Notebook papers
- Wordprocessor
- Diagram, charts
- Graphic Organizer
- Tape recorder
- Camera
- Other

Be sure to give credit to your sources in MLA format.

## Big6 #5: Synthesis

1. **Prewriting:** You have already completed the note taking part of this step. Brainstorm other ideas you will include in your paper. Write your ideas using the same type of organizer that you used for your note taking in Big6 #4
2. **Drafting:** Write the first draft of your paper. Include the notes you took from your sources. Give credit to all the appropriate sources.
3. **Conferencing:** Ask your teacher for a content conference. Prepare at least two questions you would like answered about your paper. Focus on the content of your work rather than the grammar and spelling at this step.
4. **Revising:** During this part of the process, you will re-enter your writing. This is an opportunity for you to “re-see” your writing in a different way. Your paper should be more than just a summary of other people’s ideas or what you found on the Internet. It should represent mostly your ideas and conclusions. It should be a thoughtful response to the assignment. Make changes to improve your work.

You may want to combine short sentences and begin to look at your use of grammar. Revising makes good writing even better.

Think about scheduling another content conference with your teacher after you revise your paper. Again, have one or two questions ready to ask about your paper.

5. **Editing:** This may be the most important part of the writing process. Your teacher or another trusted adult should give you ideas about ways to improve your grammar and spelling, if needed. You need to correct all errors. You may choose to have a peer edit your paper. Choose someone who is a good writer!
6. **Publishing:** Use a word processor to publish your final paper. Include footnotes or parenthetical references, a bibliography, and any other parts of the paper as assigned. The bibliography should be arranged in alphabetical order by author's last name. Use MLA format for you bibliography. Ask your teacher or librarian for information about how to write a bibliography.

**Does your assignment include a product to go with your paper? If so, now is the time to make the product.**

**Timeline for assignment:**

Idea for topic completed by: \_\_\_\_\_

Information searching (note taking) completed by: \_\_\_\_\_

First draft due: \_\_\_\_\_

Completed paper due: \_\_\_\_\_

## **Big6 #6: Evaluation**

You should be able to answer “yes” to these questions before you turn in your paper:

- 1. Is your final paper a thoughtful response to the assignment?
- 2. Does your final paper represent your ideas and conclusions?
- 3. Is your paper more than just a summary of other people's ideas?
- 4. If you paraphrased or summarized information found in books or magazines, on the Internet, or from other people, did you cite the source at point of use in your paper (using a footnote or parenthetical reference)?
- 5. Did you give credit to all of your sources in a bibliography?
- 6. Did you do everything in the assignment?
- 7. Does your bibliography follow the MLA format? Find out if your teacher requires a format other than MLA.
- 8. Is your paper word processed (or very neatly typed or hand-written if you do not have access to a computer)?
- 9. Is your paper complete and does it include a title page with heading information (title, your name, your teacher's name, date, etc...).
- 10. If your teacher requests these, did you include your notes, copies of each draft, and an annotated bibliography?

# Ideas About Note Taking and Citing Sources

by: [Barbara A. Jansen](#)

Jump down to [Citing Sources](#).

**Note Taking:** Taking notes in middle school and high school should be more than just copying common knowledge, facts or ideas from others. In addition to the note taking from sources such as books, web sites, journals and texts, you should add your own ideas and opinions about the information. Jamie McKenzie calls this “green ink” or fresh thinking (McKenzie, 2000). You should also use electronic means whenever possible to take and store notes. This makes notes easily accessible and searchable, as well as allowing for ease of revising, amending, and creating a final product or paper. (McKenzie, 2000)

Note taking tips:

1. **Paraphrase:** Don't copy and paste huge blocks of text. If you need the information from a large amount of text, paraphrase it. Paraphrasing is appropriate for supporting information, biographical information, predictions, hypothesis, and drawing conclusions. You will put the information into your own words. This type of note taking must be cited (giving credit to its source).
2. **Summarize** (read a large section for overall meaning and summarize it into one or two sentences). Summarizing is typically used for beginning research, i.e., general explanatory material. It must be cited unless the information contains common facts and knowledge.
3. **Copy and paste** small portions of text such as specific details, facts, definitions, and statistics. Typically you don't need to cite this kind of information if it is common knowledge, unless it is a new or unique perspective on the knowledge.
4. **Direct quotes.** Quotations are reserved for one or two sentence statements that prove a point or reveal an attitude. Don't use quotations to make your point, just to back it up. They are especially appropriate for primary sources such as diaries, journals, speeches, interviews, letters, memos, manuscripts, memoirs, and autobiographies. You need to use quotation marks and footnotes. (Stripling and Pitts, 1988)

**Tip to avoid plagiarism:** Add quotation marks around text that is extracted directly from the source, and add brackets or some other notation to information that you summarize or paraphrase as soon as you write, type or paste the notes in the note taking form (see below). Do this so you won't forget whether or not it is a direct quote or paraphrased when you are using the information in a paper. You will include the quotation marks around a direct quote in your final paper. You do not need to put quotation marks around a paraphrase or summary, but you do need to cite either.

**Possible electronic organizers for note taking:**

Word processed.

Create your own template or use one below.

Suggested fields: Name, date, Source (title, author, publication, date, URL, etc.), subject of that information, abstract (pertinent information-paraphrase, avoid copying and pasting huge blocks of text), ideas (record your ideas and reactions to be information, ways to use it in the paper, your opinions, or further research you need to do on the information). You should save each with a descriptive title or sequential number (McKenzie, 2000)

Instruction for saving the note taking form as a template in Microsoft Word:

1. [Download this form](#) created in Microsoft Word.
2. Click on File > Save As...
3. Title it with a short descriptive name such as NoteForm
4. Choose Document Template for Save as type. Notice that the folder that it will save into has changed to Templates. This will save it as a template. Click OK Every time you choose New Office Document, there is an icon for that form. When selected, it comes up as an untitled Word document, but it has the form fields for you to fill in.

Here is the [same note taking form template \(in PDF format\)](#). This one is used to record notes by hand. You will need [Acrobat Reader](#) to view or print this file. However, to save time and effort you are strongly encouraged to take notes in digital form whenever possible.

Create a database.

Use Microsoft Access or another database application. Use the suggested fields above.

### **Citing Sources**

Do it! Check with your teacher to see if he/she prefers parenthetical citation or footnotes. Here is what you need to know:

1. To create parenthetical citations you will create a Works Cited list on a separate page at the end of your paper. It is alphabetized by author (or title if there is no author). Use this page for information on [writing the citations](#).
2. If you are using footnotes, you will cite your sources on the page on which they appear. Microsoft Word does this automatically:

Type the text that you wish to cite. After the period insert the footnote (don't put a space). Here's how:

- Click on Insert on the menu bar.
- Click Footnote...
- Click OK at the dialog box (unless you need to customize it).
- Word will put your cursor at the bottom of the page with the footnote number. Type in the citation. The author's name will appear in normal order (not reversed), separated from the other information with a comma. Publication data (City: Publisher, year) appears in parentheses, and no period is used until the very end of the citation.
- Continue typing text in the body of the paper above.
- Note: You can put more than one footnote on a page.

### **References**

McKenzie, Jamie. (2000) *Beyond Technology: Questioning, Research and the Information Literate School*. Bellingham, WA: FNO Press.

Note taking tips modified from: Stripling, Barbara K. and Judy M. Pitts. (1988). *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*. Englewood, CO: Libraries Unlimited, Inc.

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## Quick Guide: Preparing a Bibliography

### Based on Modern Language Association Citation Format

This format below is for writing a bibliography, not footnotes or endnotes. Footnotes and endnotes differ slightly. A **bibliographic** entry has three main parts, each separated by a period: the authors name, reversed for alphabetizing; the title; and the publication information. A **footnote** or endnote has four parts: the author's name in normal order, then a comma; the title; the publication information in parenthesis; then a page reference, followed by a period.

From: Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5th ed. New York: The Modern Language Association of America, 1999.

[Click here for citing Internet sources](#)

<http://www.classroom.com/community/connection/howto/citeresources.jhtml>


[Click here for citing works that do not appear on this page](#)




<http://webster.commnet.edu/mla/index.shtml>

[Click here for directions on creating an in-text reference \(or parenthetical reference\).](#)

For easy citing, use the [Citation Machine](#) or [NoodleTools Quick Cite](#).

Citing electronic databases provided by your school (such as EbscoHost or Gale) is shown below.

	Books
	<p><b>One Author:</b> Last name, first name and initial or middle name. <i>Title</i>. Place: Publisher, date of publication. Example: Deedy, Carmen Agra. <i>The Library Dragon</i>. Atlanta: Peachtree Publishers, Ltd, 1994.</p>
	<p><b>Two Authors:</b> Last name, First name and initial or middle name, and First name Last Name. <i>Title</i>. Place: Publisher, date. Example: Ryan, Pam Munoz, and Jerry Pallotta. <i>The Crayon Counting Book</i>. Watertown, MA: Charlesbridge Publishing, 1996.</p>
	<p><b>Three authors:</b> Last name, first name, First name Last name, and First name Last name. <i>Title</i>. Place: Publisher, date. Example: Jones, V.S., M.E. Eakle, and C.W. Foerster. <i>A History of Newspapers</i>. Cambridge, Eng.: Cambridge UP, 1987.</p>
	<p><b>More than three authors:</b> Last name, first name, et al. <i>Title</i>. Place: Publisher, date. Shields, J., et al. <i>The History of English Alley</i>. Hartford: Merganser Press, 1997.</p>

	<h2 style="text-align: center;">Encyclopedia Articles</h2>
	<p><b>When you know the author (the article is signed):</b>  Last name, first name. "Article Title." <i>Title of Encyclopedia</i> (edition), volume number, page numbers.  Example:  Feinberg, Joe. "Cats." <i>The World Book Encyclopedia</i> (1999), 3, 101-123.</p>
	<p><b>When you don't know the author's name (the article is unsigned):</b>  "Article Title." <i>Title of Encyclopedia</i>, (edition), volume number, page numbers.  "Money." <i>Compton's Precyclopedia</i> (1977 ed.), X, 80-91.</p>
	<h2 style="text-align: center;">Magazine and newspaper articles</h2>
	<p>Last name, first name. "Article title." <i>Title of magazine</i> (Issue date): pages.  Example:  King, Peter. "The Clutch." <i>Sports Illustrated</i> (31 January 2000): 42-45.</p>
	<h2 style="text-align: center;">Magazine and newspaper articles from an electronic database such as Electric Library or Gale, etc.</h2>
	<p>Last name, first name. "Article title." <i>Title of magazine or newspaper</i> (Issue date): pages. n. pag. Service name. Date of use or download.  Example:  Stokstad, Erik. "Paleontology: Popular Interest Fuels a Research Boom." <i>Science</i>. 204.14 (13 November 98): n. pag. Electric Library. 2 February 00.</p>

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Upper School.

For complete access visit  
<http://www.standrews.austin.tx.us/library/WorksCited.htm>

# Technology as a Tool: Applications in a Big6™ Context

## Computer Capabilities and the Big6™

Technology	Big6™ Skill
Word processing, graphics, desktop publishing	Synthesis (writing) Use of Information (note-taking)
Spelling and grammar checking	Evaluation
Information Retrieval and Search Systems	Information Seeking Strategies Location & Access
Spreadsheets, Database management systems	Synthesis
Hypermedia	Use of Information Synthesis
Electronic resources (on CD-ROM, servers, WWW)	Information Seeking Strategies Location & Access

## Internet Capabilities and the Big6™

Technology	Big6™ Skill
E-mail, listservs, chat, video conferencing, instant messaging	Task Definition Information Seeking Strategies Location & Access Use of Information Synthesis Evaluation
Network navigation (WWW Netscape, Internet Explorer, Portals)	Information Seeking Strategies Location & Access
FTP, download/upload	Use of Information
Yahoo, Google, Yahoooligans, Lycos, AltaVista, portals	Location & Access
Web authoring	Synthesis
Web sites	Use of Information

*Adapted and reprinted with permission from Eisenberg, M.B. & Berkowitz, R.E. (1999). The New Improved Big6 Workshop Handbook. Worthington, OH: Linworth Publishing, Inc. p.43.*

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