**The Big6™ Skills**

The Big6 is a process model of how people of all ages

solve an information problem.

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|  | **1. Task Definition**  1.1 Define the information problem  1.2 Identify information needed (to solve the information problem)   * + What is my current task?   + What are some topics or questions I need to answer?   + What information will I need?   **2. Information Seeking Strategies**  2.1 Determine all possible sources (brainstorm)  2.2 Select the best sources   * + What are all the possible sources to check?   + What are the best sources of information for this task?   **3. Location and Access**  3.1 Locate sources (intellectually and physically)  3.2 Find information within sources   * + Where can I find these sources?   + Where can I find the information in the source?   **4. Use of Information**  4.1 Engage (e.g., read, hear, view, touch)  4.2 Extract relevant information   * + What information do I expect to find in this source?   + What information from the source is useful?   **5. Synthesis**  5.1 Organize from multiple sources  5.2 Present the information   * + How will I organize my information?   + How should I present my information?   **6. Evaluation**  6.1 Judge the product (effectiveness)  6.2 Judge the process (efficiency)   * + Did I do what was required?   + Did I complete each of the Big6 Stages efficiently? |

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**The Super3™ Skills**

**Basic big6 elements but for younger students to understand**

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| **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.  Big6 Steps:  Location and Access  Use of Information  Synthesis |  |
| **3. Review - (End)**  Before finishing the product and turning it in, students should  stop and think— Is this done?  Did I do what I was supposed to do?  Do I feel ok about this?  Should I do something else before I turn it in? |  |

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