

# FINDS

## Grade Kindergarten

Kindergarten	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
K.1.1 Identify area of inquiry, working in groups or individually.	K.1.1.1 Ask questions to obtain information, collaborating with others if working in group.	LA.K.6.2.1	AASL 1.1.3 AASL 1.1.9
	K.1.1.2 Narrow or broaden topic.		
K.1.2 Decide how much information is needed, working in groups or individually.			
K.1.3 Develop a search action plan and timeline, working in groups or individually.	K.1.3.1 Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.	LA.K.6.2.1	AASL 1.4.2 AASL 1.4.4
<b>Investigate</b> resources to search for answers			
K.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.	K.2.1.1 Know that story books are in the easy fiction section.	LA.K.2.1.4	AASL 1.1.4
	K.2.1.2 Know that books are placed in order on the library shelves.		AASL 1.1.4
	K.2.1.3 Identify appropriate resources from various locations (e.g., school/public library or book store).	LA.K.2.1.4 LA.K.2.2.3	AASL 1.2.2
K.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	K.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	LA.K.6.1.1 LA.K.6.2.2	AASL 1.1.4 AASL 1.1.5
K.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	K.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).	LA.K.6.2.2	AASL 1.1.4
	K.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.		AASL 1.1.6
K.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	K.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 3.1.5 AASL 3.1.6
	K.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	K.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.K.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
K.3.1 Read, evaluate, and select	K.3.1.1 Differentiate between fiction and nonfiction.	LA.K.1.7.2	AASL 1.1.4

information to answer search need, working in groups or individually.	K.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.K.1.7.1	
K.3.2 Take notes and record data required for citations, working in groups or individually.	K.3.2.1 Identify useful facts on topic with librarian/teacher direction.	LA.K.2.2.2 LA.K.6.2.1	AASL 1.4.2
K.3.3 Analyze information gathered and compare with research need, working in groups or individually.			
<b>Develop</b> information into knowledge for presentation			
K.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	K.4.1.1 Use a teacher or librarian selected method to communicate information.	LA.K.6.4.1	AASL 1.4.2 AASL 4.1.8
K.4.2 Analyze and synthesize collected information, working in groups or individually.	K.4.2.1 Draw conclusions from information to answer search question.	LA.K.3.5.1 LA.K.4.2.2 LA.K.6.2.3	AASL 2.1.1 AASL 2.1.3
K.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	K.4.3.1 Convey information by sharing ideas and experiences.	LA.K.3.5.1 LA.K.4.2.1 LA.K.4.3.1 LA.K.5.2.6 LA.K.6.4.1	AASL 2.1.5 AASL 2.1.6 AASL 3.1.3
<b>Score</b> presentation and search			
K.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	K.5.1.1 Recognize when information problem is answered.		AASL 1.4.1 AASL 1.4.3
	K.5.1.2 Review information product with teacher or librarian.	LA.K.3.3.1	AASL 1.4.2
K.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	K.5.2.1 Answer teacher or librarian questions concerning search process.		AASL 1.4.1 AASL 1.4.2
K.5.3 Make recommendations for improving and applying process, working in groups or individually.	K.5.3.1 Explain the process used to find the information.		AASL 1.4.1
	K.5.3.2 Judge personal ability to work in teams (e.g., following directions).	LA.K.5.2.1	AASL 3.2.3 AASL 3.4.3

# FINDS

## First Grade

First Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
1.1.1 Identify area of inquiry, working in groups or individually.	1.1.1.1 Ask questions to obtain information, collaborating with others if working in group.	LA.K.6.2.1	AASL 1.1.3 AASL 1.1.9
	1.1.1.2 Narrow or broaden topic.	LA.1.6.2.1	
	1.1.1.3 Use brainstorming or webbing to write presearch questions.	LA.1.3.1.1 LA.1.6.2.1	AASL 1.1.3
1.1.2 Decide how much information is needed, working in groups or individually.	1.1.2.1 Recognize when there is a need for more than one source of information.	LA.1.6.2.1	AASL 1.2.3
	1.1.2.2 Predict possible sources of appropriate materials.	LA.1.6.2.1	AASL 1.1.4
1.1.3 Develop a search action plan and timeline, working in groups or individually.	1.1.3.1 Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.	LA.1.2.2.2 LA.1.5.2.1 LA.1.6.2.1	AASL 1.4.2 AASL 1.4.4
<b>Investigate</b> resources to search for answers			
1.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.	1.2.1.1 Know that easy fiction books are arranged alphabetically by author's last name.	LA.1.2.1.6	AASL 1.1.4
	1.2.1.2 Know that books are placed in order on the library shelves.	LA.1.1.1.2	AASL 1.1.4
	1.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.1.2.1.6 LA.1.2.2.2	AASL 1.2.2
	1.2.1.4 Recognize that the library catalog has information about all the books and materials in the library media center.		AASL 1.1.8
1.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	1.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	LA.1.6.2.1 LA.1.6.2.2	AASL 1.1.4 AASL 1.1.5
1.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	1.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).	LA.1.6.1.1 LA.1.6.2.1 LA.1.6.2.2	AASL 1.1.4
	1.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.		AASL 1.1.6

	1.2.3.3 Use headings, captions, keywords, tables of contents, and indexes.	LA.1.1.1.1 LA.1.1.7.1 LA.1.2.2.1	
1.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	1.2.4.1 Follow procedures for circulation and timely return of materials.	LA.1.5.2.1	AASL 1.3.3 AASL 3.1.6
	1.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	1.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.1.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
1.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	1.3.1.1 Differentiate between fiction and nonfiction.	LA.1.1.7.5	AASL 1.1.4
	1.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.1.1.7.1	
	1.3.1.3 Use graphs, charts, tables, maps, photographs, and other visuals.	LA.1.1.7.1 LA.1.2.2.1	AASL 1.1.6
1.3.2 Take notes and record data required for citations, working in groups or individually.	1.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	LA.1.2.2.3 LA.1.6.2.2	AASL 1.3.3
	1.3.2.2 Begin to recognize rights of authors and illustrators with librarian/teacher direction.	LA.1.6.2.4	AASL 1.3.1
1.3.3 Analyze information gathered and compare with research need, working in groups or individually.	1.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	LA.1.3.1.3 LA.1.3.2.2	AASL 2.1.2
	1.3.3.2 Determine if question is answered with librarian/teacher assistance.		AASL 1.3.1 AASL 1.4.2
	1.3.3.3 Add new questions with librarian/teacher guidance, if needed.		AASL 1.4.2 AASL 1.4.3
	1.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1
<b>Develop</b> information into knowledge for presentation			
1.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	1.4.1.1 Use a teacher or librarian selected method to communicate information.	LA.1.6.4.1	AASL 1.4.2 AASL 4.1.8
1.4.2 Analyze and synthesize collected information, working in	1.4.2.1 Draw conclusions from information to answer search question.	LA.1.3.5.1 LA.1.6.2.3	AASL 2.1.1 AASL 2.1.3

groups or individually.			
1.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	1.4.3.1 Convey information findings orally, visually or in writing with teacher and/or librarian assistance.	LA.1.3.5.1 LA.1.5.2.6 LA.1.6.2.3 LA.1.6.4.1 LA.1.6.4.2	AASL 2.1.5 AASL 2.1.6 AASL 3.1.3
<b>Score</b> presentation and search			
1.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	1.5.1.1 Recognize when information problem is answered.		AASL 1.4.1 AASL 1.4.3
	1.5.1.2 Review information product with teacher or librarian.	LA.1.3.3.1	AASL 1.4.2 AASL 1.4.3
1.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	1.5.2.1 Answer teacher or librarian questions concerning search process.		AASL 1.4.1 AASL 1.4.2
1.5.3 Make recommendations for improving and applying process, working in groups or individually.	1.5.3.1 Explain the process used to find the information.		AASL 1.4.1 AASL 3.1.3
	1.5.3.2 Judge personal ability to work in teams (e.g., listening to opinions of others).	LA.1.5.2.1	AASL 3.2.3 AASL 3.4.3

## FINDS Second Grade

Second Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
2.1.1 Identify area of inquiry, working in groups or individually.	2.1.1.1 Activate prior knowledge to select topic when appropriate, collaborating with others if working in group.	LA.2.6.2.1	AASL 1.1.2 AASL 1.1.9
	2.1.1.2 Narrow or broaden topic.	LA.2.6.2.1	
	2.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	LA.2.3.1.1 LA.2.6.2.1	AASL 1.1.3
2.1.2 Decide how much information is needed, working in groups or individually.	2.1.2.1 Recognize when there is a need for more than one source of information.	LA.2.6.2.1	AASL 1.2.3
	2.1.2.2 Predict possible sources of appropriate materials.	LA.2.6.2.1	AASL 1.1.4
2.1.3 Develop a search action plan and timeline, working in groups or individually.	2.1.3.1 Work individually or in cooperative group to decide who can assist in locating information for a librarian/teacher directed activity.	LA.2.2.2.4 LA.2.5.2.4 LA.2.6.2.1	AASL 1.4.2 AASL 1.4.4
<b>Investigate</b> resources to search for answers			
2.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.	2.2.1.1 Locate easy books alphabetically by the author’s last name.	LA.2.2.1.8	AASL 1.1.4
	2.2.1.2 Understand that nonfiction books are arranged on the shelf by numbers.	LA.2.2.2.4	AASL 1.1.4
	2.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.2.2.1.6 LA.2.2.2.4	AASL 1.2.2
	2.2.1.4 Use the library catalog to explore materials, with teacher or librarian assistance.	LA.2.6.4.1	AASL 1.1.8 AASL 1.4.2
2.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	2.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph).	LA.2.6.2.1 LA.2.6.2.2	AASL 1.1.4 AASL 1.1.5
2.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	2.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs).	LA.2.6.1.1 LA.2.6.2.1 LA.2.6.2.2	AASL 1.1.4
	2.2.3.2 Understand that resources may be organized according to type or format either		AASL 1.1.6

	alphabetically or numerically.		
	2.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.2.1.7.1 LA.2.2.2.1	
	2.2.3.4 Begin to understand and use the organizational structure of the library (e.g., Dewey Decimal System).		AASL 1.1.4 AASL 1.1.8
2.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	2.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 1.3.3 AASL 3.1.6
	2.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	2.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.2.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
2.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	2.3.1.1 Differentiate between fiction and nonfiction.	LA.2.1.7.4	AASL 1.1.4 AASL 4.3.2
	2.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.2.1.7.1	
	2.3.1.3 Use graphs, charts, tables, maps, photographs, and other visuals.	LA.2.1.7.1 LA.2.2.2.1	AASL 1.1.6
	2.3.1.4 Recognize that information is presented for a variety of purposes.	LA.2.2.2.3 LA.2.6.3.2	AASL 3.3.1 AASL 4.3.2
	2.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions.	LA.2.2.2.2 LA.2.4.2.2 LA.2.6.2.3	AASL 1.1.7 AASL 2.4.1
2.3.2 Take notes and record data required for citations, working in groups or individually.	2.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	LA.2.2.2.2 LA.2.4.2.2	AASL 1.3.3
	2.3.2.2 Begin to recognize rights of authors and illustrators with librarian/teacher direction.	LA.2.6.2.4	AASL 1.3.1
	2.3.2.3 Record sources with assistance (e.g., author and title).	LA.2.6.2.4	AASL 1.3.3 AASL 1.4.2
2.3.3 Analyze information gathered and compare with research need, working in groups or individually.	2.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	LA.2.3.1.3 LA.2.3.2.2	AASL 2.1.2
	2.3.3.2 Determine if question is answered with librarian/teacher assistance.	LA.2.3.3.4	AASL 1.4.2 AASL 1.4.3
	2.3.3.3 Add new questions with librarian/teacher guidance, if needed.	LA.2.3.3.4	AASL 1.4.2 AASL 1.4.3
	2.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1

<b>Develop</b> information into knowledge for presentation			
2.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	2.4.1.1 Use a teacher or librarian selected method to communicate information.	LA.2.6.4.1 LA.2.6.4.2	AASL 1.4.2 AASL 4.1.8
2.4.2 Analyze and synthesize collected information, working in groups or individually.	2.4.2.1 Summarize and draw conclusions from information to develop product.	LA.2.3.5.1 LA.2.6.2.3	AASL 2.1.1 AASL 2.1.3
	2.4.2.2 Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing).	LA.2.3.5.1 LA.2.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2
2.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	2.4.3.1 Convey information findings orally, visually or in writing with teacher and/or librarian assistance.	LA.2.3.5.1 LA.2.5.2.4 LA.2.6.2.3 LA.2.6.4.1 LA.2.6.4.2	AASL 1.4.2 AASL 2.1.5 AASL 2.1.6. AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.2.1
<b>Score</b> presentation and search			
2.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	2.5.1.1 Recognize when information problem is answered.		AASL 1.4.1 AASL 1.4.3
	2.5.1.2 Review information product with teacher or librarian.	LA.2.3.3.4	AASL 1.4.2 AASL 1.4.3
2.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	2.5.2.1 Reflect on search process during oral discussion.		AASL 1.4.1 AASL 2.4.2
2.5.3 Make recommendations for improving and applying process, working in groups or individually.	2.5.3.1 Explain the process used to find information and suggest ways for improvement.		AASL 1.4.1 AASL 2.4.2 AASL 2.4.4 AASL 3.1.3
	2.5.3.2 Judge personal ability to work in teams (e.g., listening and responding to varying opinions).		AASL 3.2.3 AASL 3.4.3

# FINDS

## Third Grade

Third Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
3.1.1 Identify area of inquiry, working in groups or individually.	3.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.3.6.2.1	AASL 1.1.2 AASL 1.1.9
	3.1.1.2 Narrow or broaden topic.	LA.3.6.2.1	
	3.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	LA.3.3.1.1 LA.3.6.2.1	AASL 1.1.3
	3.1.1.4 Define search terms (e.g., alternate terms, keywords).	LA.3.1.6.5 LA.3.6.2.1	
	3.1.1.5 Formulate a statement of purpose.	LA.3.3.2.1	AASL 1.2.5
3.1.2 Decide how much information is needed, working in groups or individually.	3.1.2.1 Recognize when there is a need for more than one source of information.	LA.3.6.2.1	AASL 1.2.3
	3.1.2.2 Identify possible sources of appropriate materials.	LA.3.6.2.1	AASL 1.1.4
3.1.3 Develop a search action plan and timeline, working in groups or individually.	3.1.3.1 Work individually or in cooperative group to contribute to a librarian/teacher-devised search action plan which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• possible information sources; and</li> <li>• people to provide assistance with research (e.g., teacher, parents, school and/or public librarian).</li> </ul>	LA.3.2.2.5 LA.3.6.2.1	AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.2 AASL 1.4.4 AASL 2.1.5
	3.1.3.2 Understand online navigation procedures (e.g., buttons, toolbar, links, favorites or bookmarks).	LA.3.6.4.1 LA.3.6.4.2	AASL 1.1.8
<b>Investigate</b> resources to search for answers			
3.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.	3.2.1.1 Locate resources using a title, subject, or author search in the online public access catalog (OPAC).	LA.3.2.1.8 LA.3.2.2.5	AASL 1.1.8
	3.2.1.2 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	LA.3.2.1.8 LA.3.2.2.5	AASL 1.1.4
	3.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet,	LA.3.2.1.8	AASL 1.1.9

	book store).	LA.3.2.2.5	AASL 1.2.2
	3.2.1.4 Use online resources (e.g., catalog, encyclopedias and preselected Internet sites) with assistance.	LA.3.6.4.1	AASL 1.1.8 AASL 1.4.2
3.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	3.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph).	LA.3.6.2.1 LA.3.6.2.2	AASL 1.1.5
	3.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, readability).	LA.3.2.2.4 LA.3.6.2.2	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	3.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).		AASL 1.1.6 AASL 1.1.7
3.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	3.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).	LA.3.6.1.1 LA.3.6.2.2	AASL 1.2.3
	3.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, or topically.		AASL 2.2.1 AASL 4.3.2
	3.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.3.1.7.1 LA.3.2.2.1	
	3.2.3.4 Understand and begin to use the organizational structure of the library (e.g., Dewey Decimal System).		AASL 1.1.4 AASL 1.1.8
3.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	3.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 1.3.3 AASL 3.1.6
	3.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	3.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.3.6.4.1	AASL 1.3.5 AASL 3.1.6
	3.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.3.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
3.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	3.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.3.1.7.4 LA.3.6.3.1	AASL 1.1.4 AASL 4.3.2
	3.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.3.1.7.1	
	3.3.1.3 Use graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals.	LA.3.1.7.1 LA.3.2.2.1	AASL 1.1.6
	3.3.1.4 Recognize that information is presented for a variety of purposes.	LA.3.2.2.4	AASL 3.3.1

		LA.3.6.3.1	AASL 4.3.2
	3.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions.	LA.3.2.2.2 LA.3.4.2.2	AASL 1.1.7 AASL 2.4.1
	3.3.1.6 Use specialized resources (e.g., biographical resources, atlases, periodicals) in print, nonprint, or e-resource format.	LA.3.6.2.2	AASL 1.1.5 AASL 1.1.8
	3.3.1.7 Begin to identify author's perspective in ideas and information.	LA.3.1.7.2	AASL 1.1.7
3.3.2 Take notes and record data required for citations, working in groups or individually.	3.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	LA.3.2.2.3 LA.3.4.2.2	AASL 1.3.3
	3.3.2.2 Begin to recognize intellectual property rights with librarian/teacher direction (e.g., taking notes in words and phrases only).	LA.3.6.2.4	AASL 1.3.1 AASL 1.4.2
	3.3.2.3 Record sources of materials used (e.g., author, title, publisher, or URL).	LA.3.6.2.4	AASL 1.3.3
3.3.3 Analyze information gathered and compare with research need, working in groups or individually.	3.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	LA.3.3.1.3 LA.3.3.2.2	AASL 2.1.2
	3.3.3.2 Review notes and/or information for completeness.	LA.3.3.3.4	AASL 1.4.1
	3.3.3.3 Change and/or add new questions, if appropriate.	LA.3.3.3.4	AASL 1.2.5 AASL 4.2.3
	3.3.3.4 Search for additional facts, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			
3.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	3.4.1.1 Choose a presentation method from teacher or librarian choices.	LA.3.6.4.1 LA.3.6.4.2	AASL 1.4.2 AASL 4.1.8
	3.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.	LA.3.6.4.1 LA.3.6.4.2	
3.4.2 Analyze and synthesize collected information, working in groups or individually.	3.4.2.1 Summarize and draw conclusions from information to develop product.	LA.3.3.5.1 LA.3.6.2.3	AASL 2.1.1 AASL 2.2.2 AASL 2.2.3
	3.4.2.2 Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing).	LA.3.3.5.1 LA.3.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.2.2
3.4.3 Communicate information and ideas using a variety of formats and media, working in	3.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning about a topic.	LA.3.3.5.1 LA.3.5.2.2 LA.3.6.2.3	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4

groups or individually.		LA.3.6.4.1 LA.3.6.4.2	AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	3.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title).	LA.3.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 1.4.2 AASL 3.3.7
	3.4.3.3 Revise and edit the information product as needed.	LA.3.3.3.4	AASL 1.4.3 AASL 2.2.4 AASL 2.4.2
<b>Score presentation and search</b>			
3.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	3.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.		AASL 1.4.2 AASL 1.4.3
	3.5.1.2 Use teacher or librarian generated criteria to evaluate information product.	LA.3.3.3.4	AASL 1.4.2 AASL 1.4.3
3.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	3.5.2.1 Reflect on search process during oral discussion.		AASL 1.4.1 AASL 2.4.2
3.5.3 Make recommendations for improving and applying process, working in groups or individually.	3.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement.		AASL 1.4.1 AASL 2.4.2 AASL 2.4.4 AASL 3.1.3

# FINDS

## Fourth Grade

Fourth Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
4.1.1 Identify area of inquiry, working in groups or individually.	4.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.4.6.2.1	AASL 1.1.2 AASL 1.1.9
	4.1.1.2 Narrow or broaden topic.	LA.4.6.2.1	
	4.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	LA.4.3.1.1 LA.4.6.2.1	AASL 1.1.3
	4.1.1.4 Define search terms (e.g., alternate terms, keywords).	LA.4.1.6.5 LA.4.6.2.1	
	4.1.1.5 Formulate a statement of purpose.	LA.4.3.2.1	AASL 1.2.5
4.1.2 Decide how much information is needed, working in groups or individually.	4.1.2.1 Recognize when there is a need for more than one source of information.	LA.4.6.2.1	AASL 1.2.3
	4.1.2.2 Identify possible sources of information.	LA.4.6.2.1	AASL 1.1.4
4.1.3 Develop a search action plan and timeline, working in groups or individually.	4.1.3.1 Work individually or in cooperative group to develop a simple search action plan which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• possible information sources; and</li> <li>• people to provide assistance with research (e.g., teacher, parents, school and/or public librarian).</li> </ul>	LA.4.2.2.5 LA.4.5.2.1 LA.4.6.2.1	AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5
	4.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	LA.4.6.4.1 LA.4.6.4.2	AASL 1.1.8
<b>Investigate</b> resources to search for answers			
4.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.	4.2.1.1 Locate resources using a title, subject, author, or keyword search in the online public access catalog (OPAC).	LA.4.2.1.9 LA.4.2.2.5	AASL 1.1.8
	4.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelf using call numbers.	LA.4.2.1.9 LA.4.2.2.5	AASL 1.1.4
	4.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet,	LA.4.2.1.9	AASL 1.1.9

	book store).	LA.4.2.2.5	AASL 1.2.2
	4.2.1.4 Use online resources (e.g., catalog, encyclopedias and preselected Internet sites) with assistance.	LA.4.6.4.1	AASL 1.1.8 AASL 1.4.2
4.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	4.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, thesaurus, encyclopedia, nonfiction, newspaper).	LA.4.6.2.1 LA.4.6.2.2	AASL 1.1.5
	4.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	LA.4.2.2.4 LA.4.6.2.2	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	4.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).		AASL 1.1.6 AASL 1.1.7
	4.2.2.4 Select a variety of information sources in different formats.	LA.4.6.2.2	AASL 1.1.6 AASL 1.2.3
4.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	4.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).	LA.4.6.1.1 LA.4.6.2.2	AASL 1.2.3
	4.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, or topically.		AASL 2.2.1 AASL 4.3.2
	4.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.4.1.7.1 LA.4.2.2.1	
	4.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		AASL 1.1.4 AASL 1.1.8
4.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	4.2.4.1 Follow procedures for circulation and timely return of materials.	LA.4.6.2.2	AASL 1.3.3 AASL 3.1.6
	4.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	4.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.4.6.4.1	AASL 1.3.5 AASL 3.1.6
	4.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.4.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
4.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	4.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.4.1.7.4 LA.4.6.2.2	AASL 1.1.4 AASL 4.3.2
	4.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.4.6.3.1	

	4.3.1.3 Use graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals.	LA.4.1.7.1 LA.4.2.2.1	AASL 1.1.6
	4.3.1.4 Recognize that information is presented for a variety of purposes.	LA.4.2.2.4 LA.4.6.3.1	AASL 3.3.1 AASL 4.3.2
	4.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions.	LA.4.2.2.2 LA.4.4.2.2 LA.4.6.2.2	AASL 1.1.7 AASL 2.4.1
	4.3.1.6 Use specialized resources (e.g., biographical sources, atlases, periodicals) in print, nonprint, or e-resource format.	LA.4.6.2.2	AASL 1.1.5 AASL 1.1.8
	4.3.1.7 Begin to identify author's perspective in ideas and information.	LA.4.1.7.2	AASL 1.1.7
	4.3.1.8 Begin to recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).	LA.4.6.3.1	AASL 1.1.7 AASL 1.2.4
4.3.2 Take notes and record data required for citations, working in groups or individually.	4.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	LA.4.2.2.3 LA.4.4.2.2 LA.4.6.2.2	AASL 1.3.3
	4.3.2.2 Begin to recognize intellectual property rights with librarian/teacher direction (e.g., taking notes in words and phrases only).	LA.4.6.2.4	AASL 1.3.1 AASL 1.4.2
	4.3.2.3 Record sources of materials used (e.g., author, title, publisher, date, or URL).	LA.4.6.2.4	AASL 1.3.3
	4.3.2.4 Begin to observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	LA.4.6.2.4	AASL 1.3.3 AASL 2.3.3
4.3.3 Analyze information gathered and compare with research need, working in groups or individually.	4.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	LA.4.3.1.3 LA.4.3.2.2	AASL 2.1.2
	4.3.3.2 Review notes and/or information for clarity and completeness.	LA.4.3.3.4	AASL 1.4.1
	4.3.3.3 Modify and/or add new questions based on information gathered.	LA.4.3.3.4	AASL 1.2.5 AASL 4.2.3
	4.3.3.4 Search for additional facts, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			
4.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in	4.4.1.1 Choose a presentation method from teacher or librarian choices.	LA.4.6.4.1 LA.4.6.4.2	AASL 1.4.2 AASL 4.1.8

groups or individually.	4.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.	LA.4.6.4.1 LA.4.6.4.2	
4.4.2 Analyze and synthesize collected information, working in groups or individually.	4.4.2.1 Evaluate information and draw conclusions to develop product.	LA.4.3.5.1 LA.4.6.2.3	AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
	4.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing).	LA.4.3.5.1 LA.4.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.2.2
4.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	4.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning about a topic.	LA.4.3.5.1 LA.4.5.2.5 LA.4.6.2.3 LA.4.6.4.1 LA.4.6.4.2	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	4.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title, copyright date).	LA.4.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 1.4.2 AASL 3.3.7
	4.4.3.3 Revise and edit the information product as needed.	LA.4.3.3.4	AASL 1.4.3 AASL 2.2.4 AASL 2.4.2
<b>Score presentation and search</b>			
4.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	4.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.		AASL 1.4.2 AASL 1.4.3
	4.5.1.2 Use teacher or librarian generated criteria to evaluate information product.	LA.4.3.3.4	AASL 1.4.2 AASL 1.4.3 AASL 3.4.2
4.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	4.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.		AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
4.5.3 Make recommendations for improving and applying process, working in groups or individually.	4.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement.		AASL 1.4.1 AASL 2.4.4 AASL 3.4.1
	4.5.3.2 Evaluate personal ability to work with others in groups (e.g., showing respect for varying		AASL 3.2.3

	viewpoints, contributing to discussion, solving problems).		AASL 3.4.3
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# FINDS

## Fifth Grade

Fifth Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus on the information need</b>			
5.1.1 Identify area of inquiry, working in groups or individually.	5.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.5.6.2.1	AASL 1.1.2 AASL 1.1.9
	5.1.1.2 Narrow or broaden topic.	LA.5.6.2.1	
	5.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	LA.5.3.1.1 LA.5.6.2.1	AASL 1.1.3
	5.1.1.4 Define search terms (e.g., alternate terms, keywords).	LA.5.1.6.5 LA.5.6.2.1	
	5.1.1.5 Formulate a statement of purpose.	LA.5.3.2.1	AASL 1.2.5
5.1.2 Decide how much information is needed, working in groups or individually.	5.1.2.1 Recognize need for multiple information sources.	LA.5.6.2.1	AASL 1.2.3
	5.1.2.2 Identify possible sources of information.	LA.5.6.2.1	AASL 1.1.4
5.1.3 Develop a search action plan and timeline, working in groups or individually.	5.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• possible information sources;</li> <li>• people to provide assistance with research (e.g., teacher, parents, school and/or public librarian); and</li> <li>• due dates for project.</li> </ul>	LA.5.2.2.5 LA.5.5.2.1 LA.5.6.2.1	AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5
	5.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	LA.5.6.4.1 LA.5.6.4.2	AASL 1.1.8
	5.1.3.3 Sequence the steps in the research process.		AASL 1.1.1
<b>Investigate</b> resources to search for answers			
5.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or	5.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.	LA.5.2.1.9 LA.5.2.2.5	AASL 1.1.8
	5.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.	LA.5.2.1.9	AASL 1.1.4

individually.		LA.5.2.2.5	
	5.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.5.2.1.9 LA.5.2.2.5	AASL 1.1.9 AASL 1.2.2
	5.2.1.4 Use fee-based online sources (e.g., catalog, subscription encyclopedias, periodical and reference databases) and preselected Internet sites.	LA.5.6.4.1	AASL 1.1.8 AASL 1.4.2
5.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	5.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).	LA.5.6.2.1 LA.5.6.2.2	AASL 1.1.5
	5.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	LA.5.2.2.4 LA.5.6.2.1	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	5.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).		AASL 1.1.6 AASL 1.1.7
	5.2.2.4 Select a variety of information sources in different formats.	LA.5.6.2.2 LA.5.6.3.2	AASL 1.1.6 AASL 1.2.3
5.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	5.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	LA.5.6.2.1	AASL 1.2.3
	5.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, topically, chronologically, or graphically.		AASL 2.2.1 AASL 4.3.2
	5.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.5.1.7.1 LA.5.2.2.1	
	5.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		AASL 1.1.4 AASL 1.1.8
5.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	5.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 1.3.3 AASL 3.1.6
	5.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	5.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.5.6.4.1	AASL 1.3.5 AASL 3.1.6
	5.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.5.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
5.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	5.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.5.1.7.4 LA.5.6.3.1	AASL 1.1.4 AASL 4.3.2
	5.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.5.1.7.1	

	5.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	LA.5.1.7.1 LA.5.2.2.1	AASL 1.1.6
	5.3.1.4 Recognize that information is presented for a variety of purposes.	LA.5.2.2.4 LA.5.6.3.1	AASL 3.3.1 AASL 4.3.2
	5.3.1.5 Select relevant details to answer questions.	LA.5.2.2.2 LA.5.4.2.2 LA.5.6.2.2	AASL 1.1.7 AASL 2.4.1
	5.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	LA.5.6.2.1	AASL 1.1.5 AASL 1.1.8
	5.3.1.7 Begin to identify author's perspective in ideas and information.	LA.5.1.7.2	AASL 1.1.7
	5.3.1.8 Begin to recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).	LA.5.6.3.1	AASL 1.1.7 AASL 1.2.4
5.3.2 Take notes and record data required for citations, working in groups or individually.	5.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	LA.5.2.2.3 LA.5.4.2.2 LA.5.6.2.2	AASL 1.3.3
	5.3.2.2 Recognize intellectual property rights.	LA.5.6.2.4	AASL 1.3.1
	5.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).	LA.5.6.2.4	AASL 1.3.3
	5.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	LA.5.6.2.4	AASL 1.3.3 AASL 2.3.3
5.3.3 Analyze information gathered and compare with research need, working in groups or individually.	5.3.3.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	LA.5.3.1.3 LA.5.3.2.2	AASL 2.1.2
	5.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	LA.5.3.3.4	AASL 1.4.1
	5.3.3.3 Modify and/or add new questions based on information gathered.	LA.5.3.3.4	AASL 1.2.5 AASL 4.2.3
	5.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			
5.4.1 Select a presentation format appropriate for the topic, audience,	5.4.1.1 Choose a presentation method based on appropriateness and personal preference.	LA.5.6.4.1 LA.5.6.4.2	AASL 4.1.8

and purpose, working in groups or individually.			
	5.4.1.2 Identify the strengths and weaknesses of presentation methods.	LA.5.6.4.1 LA.5.6.4.2	
5.4.2 Analyze and synthesize collected information, working in groups or individually.	5.4.2.1 Evaluate and analyze information to draw conclusions for product development.	LA.5.3.5.1 LA.5.6.2.3	AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
	5.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing).	LA.5.3.5.1 LA.5.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2
5.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	5.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	LA.5.3.5.1 LA.5.5.2.2 LA.5.6.2.3 LA.5.6.4.1 LA.5.6.4.2	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	5.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	LA.5.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7
	5.4.3.3 Revise and edit the information product as needed.	LA.5.3.3.4	AASL 1.4.3 AASL 2.2.4 AASL 2.4.2
<b>Score</b> presentation and search			
5.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	5.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.		AASL 1.4.3
	5.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	LA.5.3.3.4	AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2
5.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	5.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.		AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
5.5.3 Make recommendations for improving and applying process, working in groups or individually.	5.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement.		AASL 1.4.1 AASL 2.4.4 AASL 3.4.1

	<p>5.5.3.2 Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).</p>		<p>AASL 3.2.3 AASL 3.4.3</p>
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# FINDS

## Sixth Grade

Sixth Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
6.1.1 Identify area of inquiry, working in groups or individually.	6.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.6.6.2.1	AASL 1.1.2 AASL 1.1.9
	6.1.1.2 Narrow or broaden topic.	LA.6.6.2.1	
	6.1.1.3 Generate presearch questions through brainstorming and use of graphic organizers.	LA.6.3.1.1 LA.6.6.2.1	AASL 1.1.3
	6.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	LA.6.1.6.5 LA.6.6.2.1	
	6.1.1.5 Formulate a thesis or statement of purpose.	LA.6.3.2.1	AASL 1.2.5
6.1.2 Decide how much information is needed, working in groups or individually.	6.1.2.1 Recognize need for multiple information sources.	LA.6.6.2.1	AASL 1.2.3
	6.1.2.2 Identify potential information sources.	LA.6.6.2.1	AASL 1.1.4
6.1.3 Develop a search action plan and timeline, working in groups or individually.	6.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• thesis or statement of purpose;</li> <li>• possible information sources;</li> <li>• people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>• due dates for project.</li> </ul>	LA.6.2.2.5 LA.6.5.2.1 LA.6.6.2.1	AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5
	6.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	LA.6.6.4.1 LA.6.6.4.2	AASL 1.1.8
	6.1.3.3 Sequence the steps in the research process.		AASL 1.1.1
<b>Investigate</b> resources to search for answers			
6.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-	6.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.	LA.6.2.1.10 LA.6.2.2.5	AASL 1.1.8

resources, working in groups or individually.	6.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.	LA.6.2.1.10 LA.6.2.2.5	AASL 1.1.4
	6.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.6.2.1.10 LA.6.2.2.5	AASL 1.1.9 AASL 1.2.2
	6.2.1.4 Use fee-based online sources (e.g., catalog, subscription encyclopedias, periodical and reference databases) and preselected Internet sites.	LA.6.6.4.1	AASL 1.1.8 AASL 1.4.2
6.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	6.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).	LA.6.6.2.1 LA.6.6.2.2	AASL 1.1.5
	6.2.2.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	LA.6.2.2.4 LA.6.6.2.1	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	6.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).		AASL 1.1.6 AASL 1.1.7
	6.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	LA.6.6.2.2 LA.6.6.3.2	AASL 1.1.6 AASL 1.2.3
6.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	6.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	LA.6.6.2.1	AASL 1.2.3
	6.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, topically, chronologically, or graphically.		AASL 2.2.1 AASL 4.3.2
	6.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.6.1.7.1 LA.6.2.2.1 LA.6.6.1.1	
	6.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		AASL 1.1.4 AASL 1.1.8
6.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	6.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 1.3.3 AASL 3.1.6
	6.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	6.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.6.6.3.2 LA.6.6.4.1	AASL 1.3.5 AASL 3.1.6
	6.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.6.6.3.2 LA.6.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
6.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	6.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.6.1.7.4	AASL 1.1.4 AASL 4.3.2
	6.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to	LA.6.1.7.1	

	interpret information.		
	6.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	LA.6.1.7.1 LA.6.2.2.1	AASL 1.1.6
	6.3.1.4 Recognize that information is presented for a variety of purposes.	LA.6.2.2.4 LA.6.6.3.1	AASL 3.3.1 AASL 4.3.2
	6.3.1.5 Select relevant details to answer questions.	LA.6.2.2.2 LA.6.4.2.2 LA.6.6.2.2	AASL 1.1.7 AASL 2.4.1
	6.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	LA.6.6.2.1	AASL 1.1.5 AASL 1.1.8
	6.3.1.7 Identify author's perspective in ideas and information.	LA.6.1.7.2	AASL 1.1.7
	6.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).	LA.6.6.3.1	AASL 1.1.7 AASL 1.2.4
6.3.2 Take notes and record data required for citations, working in groups or individually.	6.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	LA.6.2.2.3 LA.6.4.2.2 LA.6.6.2.2	AASL 1.3.3
	6.3.2.2 Recognize intellectual property rights.	LA.6.6.2.4	AASL 1.3.1
	6.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).	LA.6.6.2.4	AASL 1.3.3
	6.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	LA.6.6.2.4	AASL 1.3.3 AASL 2.3.3
6.3.3 Analyze information gathered and compare with research need, working in groups or individually.	6.3.3.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	LA.6.3.1.3 LA.6.3.2.2	AASL 2.1.2
	6.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	LA.6.3.3.4	AASL 1.4.1
	6.3.3.3 Revise and/or add new questions based on information gathered.	LA.6.3.3.4	AASL 1.2.4 AASL 4.2.3
	6.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			
6.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or	6.4.1.1 Choose a presentation method based on appropriateness and personal preference.	LA.6.6.4.1 LA.6.6.4.2	AASL 4.1.8
	6.4.1.2 Identify the strengths and weaknesses of presentation methods.	LA.6.6.4.1	

individually.		LA.6.6.4.2	
6.4.2 Analyze and synthesize collected information, working in groups or individually.	6.4.2.1 Analyze and synthesize information to draw conclusions for product development.	LA.6.3.5.1 LA.6.6.2.3	AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
	6.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	LA.6.3.5.1 LA.6.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.2.2
6.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	6.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	LA.6.3.5.1 LA.6.5.2.2 LA.6.6.2.3 LA.6.6.4.1 LA.6.6.4.2 LA.6.3.5.2	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	6.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	LA.6.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7
	6.4.3.3 Revise and edit the information product as needed.	LA.6.3.3.4	AASL 1.4.3 AASL 2.2.4 AASL 2.4.2
<b>Score</b> presentation and search			
6.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	6.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.		AASL 1.4.3
	6.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	LA.6.3.3.4	AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2
6.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	6.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.		AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
6.5.3 Make recommendations for improving and applying process, working in groups or individually.	6.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement.		AASL 1.4.1 AASL 2.4.4 AASL 3.4.1
	6.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).		AASL 3.2.3 AASL 3.4.3

# FINDS

## Seventh Grade

Seventh Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
7.1.1 Identify area of inquiry, working in groups or individually.	7.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.7.6.2.1	AASL 1.1.2 AASL 1.1.9
	7.1.1.2 Narrow or broaden topic.	LA.7.6.2.1	
	7.1.1.3 Generate presearch questions through brainstorming and use of graphic organizers.	LA.7.3.1.1 LA.7.6.2.1	AASL 1.1.3
	7.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	LA.7.1.6.5 LA.7.6.2.1	
	7.1.1.5 Formulate a thesis or statement of purpose.	LA.7.3.2.1	AASL 1.2.5
7.1.2 Decide how much information is needed, working in groups or individually.	7.1.2.1 Recognize need for multiple information sources.	LA.7.6.2.1	AASL 1.2.3
	7.1.2.2 Identify potential information sources.	LA.7.6.2.1	AASL 1.1.4
7.1.3 Develop a search action plan and timeline, working in groups or individually.	7.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• thesis or statement of purpose;</li> <li>• possible information sources;</li> <li>• people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>• due dates for project.</li> </ul>	LA.7.2.2.5 LA.7.5.2.1 LA.7.6.2.1	AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5
	7.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	LA.7.6.4.1 LA.7.6.4.2	AASL 1.1.8
	7.1.3.3 Sequence the steps in the research process.		AASL 1.1.1
<b>Investigate</b> resources to search for answers			
7.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-	7.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.	LA.7.2.1.10 LA.7.2.2.5	AASL 1.1.8
	7.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.	LA.7.2.1.10	AASL 1.1.4

resources, working in groups or individually.		LA.7.2.2.5	
	7.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.7.2.1.10 LA.7.2.2.5	AASL 1.1.9 AASL 1.2.2
	7.2.1.4 Use fee-based online sources (e.g., catalog, subscription encyclopedias, periodical and reference databases) and preselected Internet sites.	LA.7.6.4.1	AASL 1.1.8 AASL 1.4.2
7.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	7.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	LA.7.6.2.1 LA.7.6.2.2	AASL 1.1.5
	7.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	LA.7.2.2.4 LA.7.6.2.1	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	7.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).		AASL 1.1.6 AASL 1.1.7
	7.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	LA.7.6.2.2 LA.7.6.3.2	AASL 1.1.6 AASL 1.2.3
7.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	7.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	LA.7.6.2.1	AASL 1.2.3
	7.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.		AASL 2.2.1 AASL 4.3.2
	7.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.7.1.7.1 LA.7.2.2.1 LA.7.6.1.1	
	7.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		AASL 1.1.4 AASL 1.1.8
7.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	7.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 1.3.3 AASL 3.1.6
	7.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	7.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.7.6.3.2 LA.7.6.4.1	AASL 1.3.5 AASL 3.1.6
	7.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.7.6.3.2 LA.7.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
7.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	7.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.7.1.7.4 LA.7.6.3.3	AASL 1.1.4 AASL 4.3.2
	7.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret	LA.7.1.7.1	

	information.		
	7.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	LA.7.1.7.1 LA.7.2.2.1	AASL 1.1.6
	7.3.1.4 Recognize that information is presented for a variety of purposes.	LA.7.2.2.4 LA.7.6.3.1	AASL 3.3.1 AASL 4.3.2
	7.3.1.5 Select relevant details to answer questions.	LA.7.2.2.2 LA.7.4.2.2 LA.7.6.2.2	AASL 1.1.7 AASL 2.4.1
	7.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	LA.7.6.2.1	AASL 1.1.5 AASL 1.1.8
	7.3.1.7 Identify author's perspective in ideas and information.	LA.7.1.7.2	AASL 1.1.7
	7.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).	LA.7.6.3.1 LA.7.6.3.3	AASL 1.1.7 AASL 1.2.4
7.3.2 Take notes and record data required for citations, working in groups or individually.	7.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	LA.7.2.2.3 LA.7.4.2.2	AASL 1.3.3
	7.3.2.2 Recognize intellectual property rights.	LA.7.6.2.4	AASL 1.3.1
	7.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).	LA.7.6.2.4	AASL 1.3.3
	7.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	LA.7.6.2.4	AASL 1.3.3 AASL 2.3.3
7.3.3 Analyze information gathered and compare with research need, working in groups or individually.	7.3.3.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	LA.7.3.1.3 LA.7.3.2.2	AASL 2.1.2
	7.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	LA.7.3.3.4	AASL 1.4.1
	7.3.3.3 Revise and/or add new questions based on information gathered.	LA.7.3.3.4	AASL 1.2.4 AASL 4.2.3
	7.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			
7.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in	7.4.1.1 Choose a presentation method based on appropriateness and personal preference.	LA.7.6.4.1 LA.7.6.4.2	AASL 4.1.8
	7.4.1.2 Identify the strengths and weaknesses of presentation methods.	LA.7.6.4.1	

groups or individually.		LA.7.6.4.2	
7.4.2 Analyze and synthesize collected information, working in groups or individually.	7.4.2.1 Analyze and synthesize information to make inferences and draw conclusions for product development.	LA.7.3.5.1 LA.7.6.2.3	AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
	7.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	LA.7.3.5.1 LA.7.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.2.2
7.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	7.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	LA.7.3.5.1 LA.7.5.2.3 LA.7.6.2.3 LA.7.6.4.1 LA.7.6.4.2	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	7.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	LA.7.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7
	7.4.3.3 Revise and edit the information product as needed.	LA.7.3.3.4	AASL 1.4.3 AASL 2.2.4 AASL 2.4.2
<b>Score</b> presentation and search			
7.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	7.5.1.1 Develop and use criteria to evaluate success in answering search question.		AASL 1.4.3
	7.5.1.2 Develop and use criteria to evaluate information product.	LA.7.3.3.4	AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2
7.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	7.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.		AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
7.5.3 Make recommendations for improving and applying process, working in groups or individually.	7.5.3.1 Assess the process used for inquiry-based learning and recommend ways for improvement.		AASL 1.4.1 AASL 2.4.4 AASL 3.4.1
	7.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).		AASL 1.4.1 AASL 2.4.4 AASL 3.4.1

# FINDS

## Eighth Grade

Eighth Grade	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
8.1.1 Identify area of inquiry, working in groups or individually.	8.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.8.6.2.1	AASL 1.1.2 AASL 1.1.9
	8.1.1.2 Narrow or broaden topic.	LA.8.6.2.1	
	8.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers.	LA.8.3.1.1 LA.8.6.2.1	AASL 1.1.3
	8.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	LA.8.1.6.5 LA.8.6.2.1	
	8.1.1.5 Formulate a thesis or statement of purpose.	LA.8.3.2.1	AASL 1.2.5
8.1.2 Decide how much information is needed, working in groups or individually.	8.1.2.1 Recognize need for multiple information sources.	LA.8.6.2.1	AASL 1.2.3
	8.1.2.2 Identify potential information sources.	LA.8.6.2.1	AASL 1.1.4
8.1.3 Develop a search action plan and timeline, working in groups or individually.	8.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• thesis or statement of purpose;</li> <li>• possible information sources;</li> <li>• people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>• due dates for project.</li> </ul>	LA.8.2.2.5 LA.8.5.2.1 LA.8.6.2.1	AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5
	8.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	LA.8.6.4.1 LA.8.6.4.2	AASL 1.1.8
	8.1.3.3 Sequence the steps in the research process.		AASL 1.1.1
<b>Investigate</b> resources to search for answers			
8.2.1 Locate collections such as fiction, nonfiction, reference,	8.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.	LA.8.2.1.10 LA.8.2.2.5	AASL 1.1.8

biography, nonprint, and e-resources, working in groups or individually.	8.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.	LA.8.2.1.10 LA.8.2.2.5	AASL 1.1.4
	8.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.8.2.1.10 LA.8.2.2.5	AASL 1.1.9 AASL 1.2.2
	8.2.1.4 Use fee-based online sources (e.g., catalog, subscription periodical and reference databases) and preselected Internet sites (e.g., Florida Memory Project).	LA.8.6.4.1	AASL 1.1.8 AASL 1.4.2
8.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	8.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	LA.8.6.2.1 LA.8.6.2.2	AASL 1.1.5
	8.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	LA.8.2.2.4 LA.8.6.2.1	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	8.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).	LA.8.6.2.2	AASL 1.1.6 AASL 1.1.7
	8.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	LA.8.6.2.2 LA.8.6.3.2	AASL 1.1.6 AASL 1.2.3
8.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	8.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, almanacs, atlases, biographical sources).	LA.8.6.2.1	AASL 1.2.3
	8.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.		AASL 2.2.1 AASL 4.3.2
	8.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.8.1.7.1 LA.8.2.2.1 LA.8.6.1.1	
	8.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		AASL 1.1.4 AASL 1.1.8
8.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	8.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 1.3.3 AASL 3.1.6
	8.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	8.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.8.6.3.2 LA.8.6.4.1	AASL 1.3.5 AASL 3.1.6
	8.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.8.6.3.2 LA.8.6.4.1	AASL 1.3.5 AASL 3.1.6
<b>Note</b> and evaluate facts			
8.3.1 Read, evaluate, and select	8.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.8.1.7.4	AASL 1.1.4

information to answer search need, working in groups or individually.		LA.8.6.3.3	AASL 4.3.2
	8.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.8.1.7.1	
	8.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	LA.8.1.7.1 LA.8.2.2.1	AASL 1.1.6
	8.3.1.4 Recognize that information is presented for a variety of purposes.	LA.8.2.2.4 LA.8.6.3.1	AASL 3.3.1 AASL 4.3.2
	8.3.1.5 Select relevant details to answer questions.	LA.8.2.2.2 LA.8.4.2.2 LA.8.6.2.2	AASL 1.1.7 AASL 2.4.1
	8.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	LA.8.6.2.1	AASL 1.1.5 AASL 1.1.8
	8.3.1.7 Identify author's perspective in ideas and information.	LA.8.1.7.2	AASL 1.1.7
	8.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).	LA.8.6.3.1 LA.8.6.3.3	AASL 1.1.7 AASL 1.2.4
8.3.2 Take notes and record data required for citations, working in groups or individually.	8.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	LA.8.2.2.3 LA.8.4.2.2	AASL 1.3.3
	8.3.2.2 Recognize intellectual property rights.	LA.8.6.2.4	AASL 1.3.1
	8.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).	LA.8.6.2.4	AASL 1.3.3
	8.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	LA.8.6.2.4	AASL 1.3.3 AASL 2.3.3
8.3.3 Analyze information gathered and compare with research need, working in groups or individually.	8.3.3.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	LA.8.3.1.3 LA.8.3.2.2	AASL 2.1.2
	8.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	LA.8.3.3.4	AASL 1.4.1
	8.3.3.3 Reflect on and revise questions based on information gathered.	LA.8.3.3.4	AASL 1.2.4 AASL 4.2.3
	8.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			

8.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	8.4.1.1 Choose a presentation method based on appropriateness and personal preference.	LA.8.6.4.1 LA.8.6.4.2	AASL 4.1.8
	8.4.1.2 Identify the strengths and weaknesses of presentation methods.	LA.8.6.4.1 LA.8.6.4.2	
8.4.2 Analyze and synthesize collected information, working in groups or individually.	8.4.2.1 Analyze and synthesize information to make inferences and draw conclusions for product development.	LA.8.3.5.1 LA.8.6.2.3	AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
	8.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	LA.8.3.5.1 LA.8.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.2.2
8.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	8.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	LA.8.3.5.1 LA.8.5.2.5 LA.8.6.2.3 LA.8.6.4.1 LA.8.6.4.2	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	8.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.	LA.8.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7
	8.4.3.3 Revise and edit the information product as needed.	LA.8.3.3.4	AASL 1.4.3 AASL 2.2.4 AASL 2.4.2
<b>Score presentation and search</b>			
8.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	8.5.1.1 Develop and use criteria to evaluate success in answering search question.		AASL 1.4.3
	8.5.1.2 Develop and use criteria to evaluate information product.	LA.8.3.3.4	AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2
8.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	8.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.		AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
8.5.3 Make recommendations for improving and applying process, working in groups or individually.	8.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it.		AASL 1.4.1 AASL 2.4.4 AASL 3.4.1
	8.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).		AASL 1.4.1 AASL 2.4.4 AASL 3.4.1

# FINDS

## Ninth and Tenth Grades

Ninth and Tenth Grades	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
910.1.1 Identify area of inquiry, working in groups or individually.	910.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.910.6.2.1	AASL 1.1.2 AASL 3.3.2
	910.1.1.2 Narrow or broaden topic.	LA.910.6.2.1	
	910.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers.	LA.910.3.1.1 LA.910.6.2.1	AASL 1.1.3 AASL 1.2.1
	910.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	LA.910.1.6.5 LA.910.6.2.1	AASL 1.1.8
	910.1.1.5 Formulate a thesis or statement of purpose.	LA.910.3.2.1	AASL 1.2.5
910.1.2 Decide how much information is needed, working in groups or individually.	910.1.2.1 Recognize need for multiple information sources.	LA.910.6.2.1	AASL 1.2.3
	910.1.2.2 Identify potential information sources.	LA.910.6.2.1	AASL 1.1.4
910.1.3 Develop a search action plan and timeline, working in groups or individually.	910.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• thesis or statement of purpose;</li> <li>• possible information sources;</li> <li>• people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>• due dates for project.</li> </ul>	LA.910.2.2.5 LA.910.5.2.1 LA.910.6.2.1	AASL 1.1.1 AASL 1.1.9 AASL 1.3.4 AASL 2.1.5  AASL 1.1.3 AASL 1.2.5 AASL 1.1.4 AASL 1.4.2 AASL 1.4.4
	910.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	LA.910.6.4.1 LA.910.6.4.2	AASL 1.1.8
	910.1.3.3 Sequence the steps in the research process.		
<b>Investigate</b> resources to search for answers			
910.2.1 Locate collections such as fiction, nonfiction, reference,	910.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.	LA.910.2.1.10 LA.910.2.2.5	AASL 1.1.8

biography, nonprint, and e-resources, working in groups or individually.	910.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.	LA.910.2.1.10 LA.910.2.2.5	AASL 1.1.4
	910.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.910.2.1.10 LA.910.2.2.5	AASL 1.1.9 AASL 1.2.2
	910.2.1.4 Use fee-based online sources (e.g., catalog, subscription periodical and reference databases) and free Internet sites (e.g., Florida Memory Project).	LA.910.6.4.1 LA.910.6.4.2	AASL 1.1.8
910.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	910.2.2.1 Understand that the information need determines the resources selected (e.g., subject encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	LA.910.6.2.1 LA.910.6.2.2	AASL 1.1.5
	910.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	LA.910.2.2.4 LA.910.6.2.1	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	910.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, speeches) and secondary sources (e.g., textbooks, biographies).	LA.910.6.2.2	AASL 1.1.6 AASL 1.1.7
	910.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	LA.910.6.2.2 LA.910.6.3.3	AASL 1.2.3 AASL 1.3.2 AASL 3.3.2
910.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	910.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, almanacs, atlases, biographical sources).	LA.910.6.2.1	AASL 1.2.3
	910.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.		AASL 2.2.1 AASL 4.3.2
	910.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.910.1.7.1 LA.910.2.2.1 LA.910.6.1.1	
	910.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		
910.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	910.2.4.1 Follow procedures for circulation and timely return of materials.		
	910.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	910.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.910.6.3.2 LA.910.6.4.1	AASL 1.3.5 AASL 2.3.3
	910.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.910.6.3.2 LA.910.6.4.1	AASL 1.3.5 AASL 2.3.3
<b>Note and evaluate facts</b>			
910.3.1 Read, evaluate, and select information to answer	910.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.910.1.7.4 LA.910.6.3.1	AASL 1.1.4

search need, working in groups or individually.	910.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.910.1.7.1	
	910.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	LA.910.1.7.1 LA.910.2.2.1	AASL 1.1.6
	910.3.1.4 Recognize that information is presented for a variety of purposes.	LA.910.2.2.4 LA.910.6.3.1	AASL 3.3.1 AASL 4.3.2
	910.3.1.5 Select relevant details to answer questions.	LA.910.2.2.2 LA.910.4.2.2 LA.910.6.2.2	AASL 1.1.7 AASL 2.4.1
	910.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	LA.910.6.2.1	AASL 1.1.5
	910.3.1.7 Identify author's perspective in ideas and information.	LA.910.1.7.2	AASL 1.1.7
	910.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).	LA.910.6.3.1	AASL 1.1.7 AASL 1.2.4
910.3.2 Take notes and record data required for citations, working in groups or individually.	910.3.2.1 Compile notes using appropriate strategies.	LA.910.2.2.3 LA.910.4.2.2	AASL 1.3.3
	910.3.2.2 Recognize intellectual property rights.	LA.910.6.2.4	AASL 1.3.1
	910.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).	LA.910.6.2.4	AASL 1.3.3
	910.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	LA.910.6.2.4	AASL 1.3.3 AASL 2.3.3
910.3.3 Analyze information gathered and compare with research need, working in groups or individually.	910.3.3.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	LA.910.3.1.3 LA.910.3.2.2	AASL 2.1.2
	910.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	LA.910.3.3.4	AASL 1.4.1
	910.3.3.3 Reflect on and refine questions based on information gathered or new insights on topic.	LA.910.3.3.4	AASL 1.2.5 AASL 4.2.3
	910.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			
910.4.1 Select a presentation	910.4.1.1 Choose a presentation method based on appropriateness and personal	LA.910.6.4.1	AASL 4.1.8

format appropriate for the topic, audience, and purpose, working in groups or individually.	preference.	LA.910.6.4.2	
	910.4.1.2 Identify the strengths and weaknesses of presentation methods.	LA.910.6.4.1 LA.910.6.4.2	
910.4.2 Analyze and synthesize collected information, working in groups or individually.	910.4.2.1 Analyze, synthesize, and reflect on information gathered to conceptualize product.	LA.910.3.5.1 LA.910.6.2.3	AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
	910.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	LA.910.3.5.1 LA.910.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2
910.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	910.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	LA.910.3.5.1 LA.910.5.2.5 LA.910.6.2.3 LA.910.6.4.1 LA.910.6.4.2	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	910.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.	LA.910.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7
	910.4.3.3 Revise and edit the information product as needed.	LA.910.3.3.4	AASL 1.4.3 AASL 2.1.1 AASL 2.2.4 AASL 2.4.2
<b>Score presentation and search</b>			
910.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	910.5.1.1 Develop and use criteria to evaluate success in answering search question.		AASL 1.4.3
	910.5.1.2 Develop and use a variety of evaluative strategies to assess information product.	LA.910.3.3.4	AASL 2.4.3 AASL 3.4.2 AASL 4.4.4 AASL 4.4.5
910.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	910.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.		AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
910.5.3 Make recommendations for improving and applying process, working in groups or individually.	910.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it.		AASL 1.4.2 AASL 2.4.4 AASL 3.4.1
	910.5.3.2 Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.		AASL 2.3.1 AASL 3.2.3 AASL 3.4.3

# FINDS

## Eleventh and Twelfth Grades

Eleventh and Twelfth Grades	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
<b>Focus</b> on the information need			
1112.1.1 Identify area of inquiry, working in groups or individually.	1112.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	LA.1112.6.2.1	AASL 1.1.2 AASL 3.3.2
	1112.1.1.2 Narrow or broaden topic.	LA.1112.6.2.1	
	1112.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers.	LA.1112.3.1.1 LA.1112.6.2.1	AASL 1.1.3 AASL 1.2.1
	1112.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	LA.1112.1.6.5 LA.1112.6.2.1	AASL 1.1.8
	1112.1.1.5 Formulate a thesis or statement of purpose.	LA.1112.3.2.1	AASL 1.2.5
1112.1.2 Decide how much information is needed, working in groups or individually.	1112.1.2.1 Recognize need for multiple information sources.	LA.1112.6.2.1	AASL 1.2.3
	1112.1.2.2 Identify potential information sources.	LA.1112.6.2.1	AASL 1.1.4
1112.1.3 Develop a search action plan and timeline, working in groups or individually.	1112.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• thesis or statement of purpose;</li> <li>• possible information sources;</li> <li>• people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>• due dates for project phases.</li> </ul>	LA.1112.2.2.5 LA.1112.5.2.1 LA.1112.6.2.1	AASL 1.1.1 AASL 1.1.9 AASL 1.3.4 AASL 2.1.5  AASL 1.1.3 AASL 1.2.5 AASL 1.1.4 AASL 1.4.2 AASL 1.4.4
	1112.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	LA.1112.6.4.1 LA.1112.6.4.2	AASL 1.1.8
	1112.1.3.3 Sequence the steps in the research process.		
<b>Investigate</b> resources to search for answers			
1112.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.	1112.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.	LA.1112.2.1.10 LA.1112.2.2.5	AASL 1.1.8
	1112.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.	LA.1112.2.1.10	AASL 1.1.4

		LA.1112.2.2.5	
	111210.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).	LA.1112.2.1.10 LA.1112.2.2.5	AASL 1.1.9 AASL 1.2.2
	1112.2.1.4 Use fee-based online sources (e.g., catalog, subscription periodical and reference databases) and free Internet sites (e.g., Florida Memory Project).	LA.1112.6.4.1 LA.1112.6.4.2	AASL 1.1.8
1112.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	1112.2.2.1 Understand that the information need determines the resources selected (e.g., subject encyclopedia, handbook, nonfiction, newspaper, periodical, Internet source).	LA.1112.6.2.1 LA.1112.6.2.2	AASL 1.1.5
	1112.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, coverage).	LA.1112.2.2.4 LA.1112.6.2.1	AASL 1.1.4 AASL 1.1.5 AASL 1.2.4
	1112.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, treaties, speeches) and secondary sources (e.g., textbooks, biographies, historical analyses).	LA.1112.6.2.2	AASL 1.1.6 AASL 1.1.7
	1112.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	LA.1112.6.2.2 LA.1112.6.3.2	AASL 1.2.3 AASL 1.3.2 AASL 3.3.2
1112.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	111210.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, yearbooks, atlases, biographical sources).	LA.1112.6.2.1	AASL 1.2.3
	111210.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.		AASL 2.2.1 AASL 4.3.2
	111210.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	LA.1112.1.7.1 LA.1112.2.2.1 LA.1112.6.1.1	
	111210.2.3.4 Understand and use the organizational structure of a library (e.g., Dewey Decimal System and Library of Congress Classification System).		
1112.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	1112.2.4.1 Follow procedures for circulation and timely return of materials.		
	1112.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	1112.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.1112.6.3.2 LA.1112.6.4.1	AASL 1.3.5 AASL 2.3.3
	1112.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	LA.1112.6.3.2 LA.1112.6.4.1	AASL 1.3.5 AASL 2.3.3
<b>Note</b> and evaluate facts			
1112.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	1112.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	LA.1112.1.7.4 LA.1112.6.3.1	AASL 1.1.4
	1112.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	LA.1112.1.7.1	

	1112.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	LA.1112.1.7.1 LA.1112.2.2.1	AASL 1.1.6
	1112.3.1.4 Recognize that information is presented for a variety of purposes.	LA.1112.2.2.4 LA.1112.6.3.1	AASL 3.3.1 AASL 4.3.2
	1112.3.1.5 Select relevant details to answer questions.	LA.1112.2.2.2 LA.1112.4.2.2 LA.1112.6.2.2	AASL 1.1.7 AASL 2.4.1
	1112.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	LA.910.6.2.1	AASL 1.1.5
	1112.3.1.7 Identify author's perspective in ideas and information.	LA.1112.1.7.2	AASL 1.1.7
	1112.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).	LA.1112.6.3.1	AASL 1.1.7 AASL 1.2.4
1112.3.2 Take notes and record data required for citations, working in groups or individually.	1112.3.2.1 Compile notes using appropriate strategies.	LA.1112.2.2.3 LA.1112.4.2.2	AASL 1.3.3
	1112.3.2.2 Recognize intellectual property rights.	LA.1112.6.2.4	AASL 1.3.1
	1112.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).	LA.1112.6.2.4	AASL 1.3.3
	1112.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	LA.1112.6.2.4	AASL 1.3.3 AASL 2.3.3
1112.3.3 Analyze information gathered and compare with research need, working in groups or individually.	1112.3.3.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	LA.1112.3.1.3 LA.1112.3.2.2	AASL 2.1.2
	1112.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	LA.1112.3.3.4	AASL 1.4.1
	1112.3.3.3 Reflect on and refine questions based on information gathered or new insights on topic.	LA.1112.3.3.4	AASL 1.2.5 AASL 4.2.3
	1112.3.3.4 Search for additional information, if needed.		AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3
<b>Develop</b> information into knowledge for presentation			
1112.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	1112.4.1.1 Choose a presentation method based on appropriateness and personal preference.	LA.1112.6.4.1 LA.1112.6.4.2	AASL 4.1.8
	1112.4.1.2 Identify the strengths and weaknesses of presentation methods.	LA.1112.6.4.1 LA.1112.6.4.2	
1112.4.2 Analyze and synthesize	1112.4.2.1 Analyze, synthesize, and reflect on information gathered to conceptualize product.	LA.1112.3.5.1	AASL 2.1.1

collected information, working in groups or individually.		LA.1112.6.2.3	AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
	1112.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	LA.1112.3.5.1 LA.1112.6.2.3	AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2
1112.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	1112.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	LA.1112.3.5.1 LA.1112.5.2.5 LA.1112.6.2.3 LA.1112.6.4.1 LA.1112.6.4.2	AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
	1112.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.	LA.1112.6.2.4	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7
	1112.4.3.3 Revise and edit the information product as needed.	LA.1112.3.3.4	AASL 1.4.3 AASL 2.1.1 AASL 2.2.4 AASL 2.4.2
<b>Score presentation and search</b>			
1112.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	1112.5.1.1 Develop and use criteria to evaluate success in answering search question.		AASL 1.4.3
	1112.5.1.2 Develop and use a variety of evaluative strategies to assess information product.	LA.1112.3.3.4	AASL 2.4.3 AASL 3.4.2 AASL 4.4.4 AASL 4.4.5
1112.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	1112.5.2.1 Reflect on search process orally, visually, or in writing, identifying skills that require practice and refinement.		AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
1112.5.3 Make recommendations for improving and applying process, working in groups or individually.	1112.5.3.1 Internalize the research process, monitor for needed improvements, and apply to academic and real-world contexts.		AASL 1.4.2 AASL 2.3.1 AASL 2.4.4 AASL 3.4.1
	1112.5.3.2 Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.		AASL 2.3.1 AASL 3.2.3 AASL 3.4.3