Florida FINDS- Florida's Library Media Research Model

Grades 3-5

Focus on the information need 3-5.1

1 **Identify area of inquiry, decide how much information is needed and develop a search plan.** 3-5.1.1

1 Work to develop a research action plan with timeline, keeping in mind and understanding online navigation procedures (e.g., toolbar, links, favorites or bookmarks). 3-5.1.1.1

a Topic and subtopics; 3-5.1.1.1.A

b Keywords and alternate terms; 3-5.1.1.1.B

c Research questions; 3-5.1.1.1.C

d Thesis or statement of purpose; 3-5.1.1.1.D

e Possible information sources; 3-5.1.1.1.E

f People to provide assistance with research (e.g., teacher, subject specialists, media specialist and/or public librarian); and 3-5.1.1.1.F

g Due dates for project. 3-5.1.1.1.G

Investigate resources to search for answers 3-5.2

1 **Locate and evaluate relevant and reliable print and digital resources.** 3-5.2.1

1 Use search strategies to locate appropriate resources to answer a personal or academic information need, using assistance if needed. 3-5.2.1.1

a Information need determines resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph, internet source). 3-5.2.1.1.A

b Begin to apply predetermined evaluative criteria for selection (e.g., relevancy, currency, readability). 3-5.2.1.1.B

c Begin to identify and use primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias), selecting a variety of information sources in different formats representing a range of viewpoints and formats when appropriate. 3-5.2.1.1.C

2 **Demonstrate an understanding of how information is organized and located.** 3-5.2.2

1 Understand organization of resources: 3-5.2.2.1

a Headings, captions, keywords, glossaries, tables of contents and indexes; 3-5.2.2.1.A

b Alphabetical, numerical, topical, chronological or graphical; and 3-5.2.2.1.B

c Structure of the library (e.g., Dewey Decimal System). 3-5.2.2.1.C

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Note and evaluate facts 3-5.3

1. **Read, evaluate and select information to answer search need; take notes and record data for citations.** 3-5.3.1
   1. Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation. 3-5.3.1.1
      - a Draw evidence from text features (graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals) to answer a search question; 3-5.3.1.1.A
      - b Compare topic coverage in multiple sources, noting point of view (e.g., opinion, bias). 3-5.3.1.1.B
   2. Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL or date of download). 3-5.3.1.2
   3. Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism), and recognize intellectual property rights, which includes the responsible use of online resources. 3-5.3.1.3
2. **Analyze information gathered and compare with research need.** 3-5.3.2
   1. Revise and/or add new questions based on information gathered and search for additional information as needed. 3-5.3.2.1
   2. Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources. 3-5.3.2.2

Develop information into knowledge for presentation 3-5.4

1. **Select a presentation format appropriate for the topic, audience and purpose. Communicate information and ideas using a variety of formats and media.** 3-5.4.1
   1. Choose a presentation method from teacher or media specialist choices based on personal preference and audience, identifying strengths and weaknesses of presentation methods as needed. 3-5.4.1.1
   2. Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing). 3-5.4.1.2
   3. Use the writing process; media, oral and visual techniques; and technology skills to create products that express new understandings about a topic. 3-5.4.1.3
   4. Show respect for intellectual property rights of creators by listing facts about sources used with teacher/media specialist guidance. 3-5.4.1.4

Self-Evaluate presentation and search 3-5.5

1. **Reflect on the FINDS process applying evaluative criteria (e.g., rubric, objectives) noting strengths, weaknesses and areas for improvement.** 3-5.5.1
   1. Use teacher or media specialist generated criteria to evaluate information product (presentation) and evaluate success in answering search question, revising and editing the information product as needed. 3-5.5.1.1
   2. Evaluate the search process by looking for areas that lack adequate evidence and identify areas that need additional support. 3-5.5.1.2