

Grades 3-5

Focus on the information need 1

1 Identify area of inquiry, decide how much information is needed and develop a search plan. 1.1

- a Work to develop a research action plan with timeline, keeping in mind and understanding online navigation procedures (e.g., toolbar, links, favorites or bookmarks). 1.1.A
 - 1 Topic and subtopics; 1.1.A.1
 - 2 Keywords and alternate terms; 1.1.A.2
 - 3 Research questions; 1.1.A.3
 - 4 Thesis or statement of purpose; 1.1.A.4
 - 5 Possible information sources; 1.1.A.5
 - 6 People to provide assistance with research (e.g., teacher, subject specialists, media specialist and/or public librarian); and 1.1.A.6
 - 7 Due dates for project. 1.1.A.7

Investigate resources to search for answers 2

1 Locate and evaluate relevant and reliable print and digital resources. 2.1

- a Use search strategies to locate appropriate resources to answer a personal or academic information need, using assistance if needed 2.1.A
 - 1 Information need determines resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph, internet source). 2.1.A.1
 - 2 Begin to apply predetermined evaluative criteria for selection (e.g., relevancy, currency, readability). 2.1.A.2
 - 3 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. 2.1.A.3

2 Demonstrate an understanding of how information is organized and located. 2.2

- a Understand organization of resources: 2.2.A
 - 1 Headings, captions, keywords, glossaries, tables of contents and indexes; 2.2.A.1
 - 2 Alphabetical, numerical, topical, chronological or graphical; and 2.2.A.2
 - 3 Structure of the library (e.g., Dewey Decimal System). 2.2.A.3

Note and evaluate facts 3

1 Read, evaluate and select information to answer search need; take notes and record data for citations. 3.1

- a Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation. 3.1.A
 - 1 Draw evidence from text features (graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals) to answer a search question; 3.1.A.1
 - 2 Compare topic coverage in multiple sources, noting point of view (e.g., opinion, bias). 3.1.A.2
- b Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL or date of download). 3.1.B
- c 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. 3.1.C

2 Analyze information gathered and compare with research need. 3.2

- a Revise and/or add new questions based on information gathered and search for additional information as needed. 3.2.A
- b Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources. 3.2.B

Develop information into knowledge for presentation 4

1 Select a presentation format appropriate for the topic, audience and purpose. Communicate information and ideas using a variety of formats and media. 4.1

- a 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. 4.1.A
- b Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing). 4.1.B
- c Use the writing process; media, oral and visual techniques; and technology skills to create products that express new understandings about a topic. 4.1.C
- d Show respect for intellectual property rights of creators by listing facts about sources used with teacher/media specialist guidance. 4.1.D

Self-Evaluate presentation and search 5

1 Reflect on the FINDS process applying evaluative criteria (e.g., rubric, objectives) noting strengths, weaknesses and areas for improvement. 5.1

- a 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. 5.1.A
- b Evaluate the search process by looking for areas that lack adequate evidence and identify areas that need additional support. 5.1.B