Florida FINDS: Research Process Model

# 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

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**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