Florida FINDS: Research Process Model

# Grades 6-8

**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 advanced search strategies to locate a variety of resources that represent a range of viewpoints and formats. 2.1.A
  - 1 Information need determines resources selected (e.g., newspaper, magazine, nonfiction, internet resource). 2.1.A.1
  - 2 Apply predetermined evaluative criteria for selection (e.g., relevancy, currency, authority, readability, primary vs. secondary sources). 2.1.A.2

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

Skip to main content

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 graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals to answer a research 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, page number) 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 Review notes and/or information for clarity, coherence and completeness. 3.2.A

b Revise and/or add new research questions based on information gathered and search for additional information as needed. 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 based on appropriateness and personal preference. Identify the strengths and weaknesses of presentation methods. 4.1.A

b Plan product by integrating facts and exploring original ideas based on notes using an appropriate organizer (e.g., outlining, storyboarding, 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 creating bibliographies of sources used, including in-text citations following a consistent formatting style (e.g., MLA, APA, etc.). 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 Revise and edit the information product as needed. Evaluate the search process through oral discussion or writing exercises, identifying strengths and weaknesses with a peer, teacher or media specialist. 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