Florida FINDS: Research Process Model

Grades 9-12

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 which lists: 1.1.A
  - 1 Topic and subtopics; 1.1.A.1
  - 2 Background reading to extract key ideas and details; 1.1.A.2
  - 3 Keywords and alternate terms; 1.1.A.3
  - 4 Research questions; 1.1.A.4
  - 5 Thesis or statement of purpose; 1.1.A.5
  - 6 Possible information sources; 1.1.A.6
  - 7 People to provide assistance with research (e.g., teacher, subject specialists, media specialist and/or public librarian); 1.1.A.7
  - 8 Due dates for project; and 1.1.A.8
  - 9 The formatting method that will be used (MLA, APA, etc.). 1.1.A.9

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 (eg., encyclopedia, almanac, nonfiction, newspaper, magazine, internet resource). 2.1.A.1
  - 2 Apply predetermined evaluative criteria for selection (eg. 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 fac

1 **Read, evaluate and select information to answer search need; take notes and ecord 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., bias, propaganda). 3.1.A.2

b 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.B

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

c Reflect on personal ability to collaborate in group (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems). 5.1.C