# FINDS: Research Process Model
## 3rd-5th Grade

| ELA.K12.EE: Expectations are incorporated throughout the FINDS Model | Expectation 1<br>ELA.K12.EE.1 | Expectation 2<br>ELA.K12.EE.2 | Expectation 3<br>ELA.K12.EE.3 | Expectation 4<br>ELA.K12.EE.4 | Expectation 5<br>ELA.K12.EE.5 | Expectation 6<br>ELA.K12.EE.6 |
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| FINDS Components | FINDS Indicators<br>The student will: | | | B.E.S.T. Standards | | |
|---|---|---|---|---|---|---|
| **Focus** on the information need | | | | **Focus** on the information need | | |
| | | | | **3rd** | **4th** | **5th** |
| Identify area of inquiry, decide how much information is needed and develop a search plan. | Work to develop a research action plan with timeline, keeping in mind and understanding online navigation procedures (e.g., toolbar, links, favorites or bookmarks).<br>▪ Topic and subtopics;<br>▪ Keywords and alternate terms;<br>▪ Research questions;<br>▪ Thesis or statement of purpose;<br>▪ Possible information sources;<br>▪ People to provide assistance with research (e.g., teacher, subject specialists, media specialist and/or public librarian); and<br>▪ Due dates for project. | | | ELA.3.C.4.1 | ELA.4.C.4.1 | ELA.5.C.4.1 |

| FINDS Components | FINDS Indicators<br>The student will: | | | B.E.S.T. Standards | | |
|---|---|---|---|---|---|---|
| **Investigate** resources to search for answers | | | | **Investigate** resources to search for answers | | |
| | | | | **3rd** | **4th** | **5th** |
| Locate and evaluate relevant and reliable print and digital resources. | Use search strategies to locate appropriate resources to answer a personal or academic information need, using assistance if needed.<br>▪ Information need determines resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph, internet source).<br>▪ Begin to apply predetermined evaluative criteria for selection (e.g., relevancy, currency, readability).<br>▪ 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. | | | ELA.3.F.1.3<br><br>ELA.3.F.1.4<br><br>ELA.3.R.2.1 | ELA.4.F.1.3<br><br>ELA.4.F.1.4<br><br>ELA.4.R.2.1 | ELA.5.F.1.3<br><br>ELA.5.F.1.4<br><br>ELA.5.R.2.1 |
| Demonstrate an understanding of how information is organized and located. | Understand organization of resources:<br>▪ Headings, captions, keywords, glossaries, tables of contents and indexes;<br>▪ Alphabetical, numerical, topical, chronological or graphical; and<br>▪ Structure of the library (e.g., Dewey Decimal System). | | | ELA.3.C.4.1<br><br>ELA.3.V.1.2<br><br>ELA.3.V.1.3 | ELA.4.C.4.1<br><br>ELA.4.V.1.2<br><br>ELA.4.V.1.3 | ELA.5.C.4.1<br><br>ELA.5.V.1.2<br><br>ELA.5.V.1.3 |

| FINDS Components | FINDS Indicators The student will: | B.E.S.T. Standards | | |
|---|---|---|---|---|
| | **Note** and evaluate facts | **Note** and evaluate facts | | |
| | | **3rd** | **4th** | **5th** |
| Read, evaluate and select information to answer search need; take notes and record data for citations. | Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation.<br>• Draw evidence from text features (graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals) to answer a search question;<br>• Compare topic coverage in multiple sources, noting point of view (e.g., opinion, bias). | ELA.3.F.1.3<br>ELA.3.F.1.4<br>ELA.3.R.2.1 | ELA.4.F.1.3<br>ELA.4.F.1.4<br>ELA.4.R.2.1 | ELA.5.F.1.3<br>ELA.5.F.1.4<br>ELA.5.R.2.1 |
| | Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL or date of download). | ELA.3.R.2.2<br>ELA.3.R.3.2 | ELA.4.R.2.2<br>ELA.4.R.2.3 | ELA.5.R.2.2<br>ELA.5.R.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. | ELA.3.R.3.3<br>ELA.3.C.1.3<br>ELA.3.C.1.4 | ELA.4.R.2.4<br>ELA.4.R.3.2<br>ELA.4.C.1.3 | ELA.5.R.2.4<br>ELA.5.R.3.2<br>ELA.5.R.3.3 |
| Analyze information gathered and compare with research need. | Revise and/or add new questions based on information gathered and search for additional information as needed. | ELA.3.C.4.1<br>ELA.3.V.1.2<br>ELA.3.V.1.3 | ELA.4.C.1.4<br>ELA.4.C.4.1<br>ELA.4.V.1.2 | ELA.5.C.1.3<br>ELA.5.C.1.4<br>ELA.5.C.4.1 |
| | Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources. | | ELA.4.V.1.3 | ELA.5.V.1.2<br>ELA.5.V.1.3 |

| FINDS Components | FINDS Indicators The student will: | B.E.S.T. Standards | | |
|---|---|---|---|---|
| | **Develop** information into knowledge for presentation | **Develop** information into knowledge for presentation | | |
| | | **3rd** | **4th** | **5th** |
| Select a presentation format appropriate for the topic, audience and purpose. Communicate information and ideas using a variety of formats and media. | 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. | ELA.3.C.1.3<br>ELA.3.C.1.4 | ELA.4.C.1.3<br>ELA.4.C.1.4 | ELA.5.C.1.3<br>ELA.5.C.1.4 |
| | Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing). | ELA.3.C.2.1 | ELA.4.C.2.1 | ELA.5.C.2.1 |
| | Use the writing process; media, oral and visual techniques; and technology skills to create products that express new understandings about a topic. | ELA.3.C.3.1<br>ELA.3.C.4.1 | ELA.4.C.3.1<br>ELA.4.C.4.1 | ELA.5.C.3.1<br>ELA.5.C.4.1 |
| | Show respect for intellectual property rights of creators by listing facts about sources used with teacher/media specialist guidance. | ELA.3.C.5.1<br>ELA.3.C.5.2 | ELA.4.C.5.1<br>ELA.4.C.5.2 | ELA.5.C.5.1<br>ELA.5.C.5.2 |

| FINDS Components | FINDS Indicators The student will: | B.E.S.T. Standards | | |
|---|---|---|---|---|
| | **Self-Evaluate** presentation and search | **Self-Evaluate** presentation and search | | |
| | | **3rd** | **4th** | **5th** |
| Reflect on the FINDS process applying evaluative criteria (e.g., rubric, objectives) noting strengths, weaknesses and areas for improvement. | 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. | ELA.3.C.1.5 | ELA.4.C.1.5 | ELA.5.C.1.5 |
| | Evaluate the search process by looking for areas that lack adequate evidence and identify areas that need additional support. | | | |