





























FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
<b>Note and evaluate facts</b>			
			<ul style="list-style-type: none"> <li>• LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• LAFS.1112.WHST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> <li>• LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>
1112.3.2 Take notes and record data required for citations, working in groups or individually.	1112.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	<ul style="list-style-type: none"> <li>• 1.2.3 Demonstrate creativity by using multiple resources and formats.</li> <li>• 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</li> <li>• 4.3.2 Recognize that resources are created for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• LAFS.1112.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>• LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</li> <li>• LAFS.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> </ul>
	1112.3.2.2 Recognize intellectual property rights.		
	1112.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).		
	1112.3.2.4 Observe ethical		

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Note and evaluate facts</b>			
	practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).		<ul style="list-style-type: none"> <li>• LAFS.1112.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• LAFS.1112.RST.1.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• LAFS.1112.SL.1.1 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (d)</li> <li>• LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• LAFS.1112.WHST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> </ul>
1112.3.3 Analyze information gathered and compare with research need, working in groups or individually.	1112.3.3.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	<ul style="list-style-type: none"> <li>• 1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> <li>• 1.3.5 Use information technology responsibly.</li> <li>• 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</li> <li>• 3.1.6 Use information and technology ethically and responsibly.</li> <li>• 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• LAFS.1112.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• LAFS.1112.RST.1.2 Determine the central ideas or</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Note and evaluate facts</b>			
	1112.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	<p>conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <ul style="list-style-type: none"> <li>• LAFS.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>• LAFS.1112.RH.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</li> <li>• LAFS.1112.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</li> <li>• LAFS.1112.RH.3.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• LAFS.1112.RST.3.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</li> <li>• LAFS.1112.SL.1.1 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (d)</li> <li>• LAFS.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make</li> </ul>
	1112.3.3.3 Revise and/or add new questions based on information gathered.	<ul style="list-style-type: none"> <li>• 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> </ul>	
	1112.3.3.4 Search for additional information, if needed.	<ul style="list-style-type: none"> <li>• 1.1.9 Collaborate with others to broaden and deepen understanding.</li> <li>• 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</li> </ul>	



FINDS Components	FINDS Indicators	<i>AASL Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
	The student will:		
<b>Note and evaluate facts</b>			
			<p>informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <ul style="list-style-type: none"> <li>• LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.WHST.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• LAFS.1112.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> <li>• LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>

FINDS Components	FINDS Indicators	<i>AASL Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
The student will:			
<b>Develop</b> information into knowledge for presentation			
1112.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	1112.4.1.1 Choose a presentation method based on appropriateness and personal preference.	<ul style="list-style-type: none"> <li>• 4.1.7 Use social networks and information tools to gather and share information.</li> <li>• 4.1.8 Use creative and artistic formats to express personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• LAFS.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>• LAFS.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• LAFS.1112.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>
	1112.4.1.2 Identify the strengths and weaknesses of presentation methods.		
1112.4.2 Analyze and synthesize collected information, working in groups or individually.	1112.4.2.1 Analyze and synthesize information to draw conclusions for product development.	<ul style="list-style-type: none"> <li>• 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</li> <li>• 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</li> <li>• 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</li> <li>• 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• LAFS.1112.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>• LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</li> <li>• LAFS.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> </ul>
	1112.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding).		

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Develop</b> information into knowledge for presentation			
		<ul style="list-style-type: none"> <li>• 2.1.4 Use technology and other information tools to analyze and organize information.</li> <li>• 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</li> </ul>	<p>accurate summary that makes clear the relationships among the key details and ideas.</p> <ul style="list-style-type: none"> <li>• LAFS.1112.RST.1.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• LAFS.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• LAFS.1112.RH.1.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>• LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li> <li>• LAFS.1112.SL.1.1 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (d)</li> <li>• LAFS.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>• LAFS.1112.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>• LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Develop</b> information into knowledge for presentation			
			<p>range of formal and informal tasks.</p> <ul style="list-style-type: none"> <li>• LAFS.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>• LAFS.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (abcdef)</li> <li>• LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (abcde)</li> <li>• LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.WHST.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• LAFS.1112.WHST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> <li>• LAFS.1112.WHST.3.9 Draw evidence from</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Develop</b> information into knowledge for presentation			
1112.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	1112.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	<ul style="list-style-type: none"> <li>• 1.3.4 Contribute to the exchange of ideas within the learning community.</li> <li>• 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</li> <li>• 2.2.4 Demonstrate personal productivity by completing products to express learning.</li> <li>• 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</li> <li>• 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</li> <li>• 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</li> <li>• 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</li> <li>• 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</li> <li>• 3.3.4 Create products that apply to authentic, real-world contexts.</li> <li>• 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</li> </ul>	<p>informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (ab)</li> <li>• LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (ab)</li> <li>• LAFS.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a)</li> <li>• LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• LAFS.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>• LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• LAFS.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (abcde)</li> <li>• LAFS.1112.WHST.1.1 Write arguments focused on <i>discipline-specific content</i>. (abcde)</li> <li>• LAFS.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (abcdef)</li> <li>• LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (abcde)</li> <li>• LAFS.1112.W.2.4 Produce clear and coherent writing in</li> </ul>

FINDS Components	FINDS Indicators	AASL <i>Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
The student will:			
<b>Develop</b> information into knowledge for presentation			
			<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• LAFS.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.WHST.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• LAFS.1112.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• LAFS.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• LAFS.1112.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Develop</b> information into knowledge for presentation			
	1112.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	<ul style="list-style-type: none"> <li>• 1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> <li>• 1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> <li>• 3.3.7 Respect the principles of intellectual freedom.</li> </ul>	<ul style="list-style-type: none"> <li>• AFS.1112.WHST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• LAFS.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• LAFS.1112.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• LAFS.1112.WHST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Develop</b> information into knowledge for presentation			
	1112.4.3.3 Revise and edit the information product as needed.	<ul style="list-style-type: none"> <li>• 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> <li>• 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</li> <li>• 2.2.4 Demonstrate personal productivity by completing products to express learning.</li> <li>• 2.4.2 Reflect on systematic process, and assess for completeness of investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a)</li> <li>• LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.WHST.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• LAFS.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• LAFS.1112.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• LAFS.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>• LAFS.1112.WHST.4.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>



FINDS Components	FINDS Indicators	<i>AASL Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
The student will:			
<b>Score presentation and search</b>			
1112.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	1112.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.	<ul style="list-style-type: none"> <li>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> <li>LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>
	1112.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	<ul style="list-style-type: none"> <li>2.4.3 Recognize new knowledge and understanding.</li> <li>3.4.2 Assess the quality and effectiveness of the learning product.</li> <li>4.4.4 Interpret new information based on cultural and social context.</li> <li>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</li> </ul>	
1112.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	1112.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	<ul style="list-style-type: none"> <li>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</li> <li>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</li> <li>2.4.3 Recognize new knowledge and understanding.</li> <li>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</li> <li>4.4.2 Recognize the limits of own personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (abcd)</li> <li>LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> <li>LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>LAFS.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
			a range of tasks, purposes, and audiences. • LAFS.1112.WHST.4.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
1112.5.3 Make recommendations for improving and applying process, working in groups or individually.	1112.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement.	<ul style="list-style-type: none"> <li>• 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</li> <li>• 2.3.1 Connect understanding to the real world.</li> <li>• 2.4.4 Develop directions for future investigations.</li> <li>• 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1112.SL.1.1 Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (a)</li> <li>• LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• LAFS.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>• LAFS.1112.WHST.4.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
	1112.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	<ul style="list-style-type: none"> <li>• 3.2.3 Demonstrate teamwork by working productively with others.</li> <li>• 3.3.1 Connect understanding to the real world.</li> <li>• 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (abcd)</li> </ul>