

FINDS: Research Process Model Eleventh and Twelfth Grades

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Focus on the information need			
1112.1.1 Identify area of inquiry, working in groups or individually.	1112.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	<ul style="list-style-type: none">• 1.1.2 Use prior and background knowledge as context for new learning.• 1.1.9 Collaborate with others to broaden and deepen understanding.	<ul style="list-style-type: none">• 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.• 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.
	1112.1.1.2 Narrow or broaden topic.	<ul style="list-style-type: none">• 1.1.9 Collaborate with others to broaden and deepen understanding.	<ul style="list-style-type: none">• LAFS.1112.W.1.2 Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (a)• LAFS.1112.WHST.1.2 Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (a)• 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

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	The student will:		
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			investigation. <ul style="list-style-type: none">• 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.
	1112.1.1.3 Generate presearch questions through brainstorming and use of graphic organizers.	<ul style="list-style-type: none">• 1.1.3 Develop and refine a range of questions to frame the search for new understanding.• 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	<ul style="list-style-type: none">• LAFS.1112.SL.1.1 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (c)• 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.• 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.• 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.• 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.
	1112.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	<ul style="list-style-type: none">• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	<ul style="list-style-type: none">• LAFS.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

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			<p>independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none">• LAFS.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).• LAFS.1112.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).• LAFS.1112.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.• LAFS.1112.W.1.2 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (d)• LAFS.1112.WHST.1.2 Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (d)• 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.• 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,

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			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.
	1112.1.1.5 Formulate a thesis or statement of purpose.	<ul style="list-style-type: none">1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.	<ul style="list-style-type: none">LAFS.1112.SL.1.1 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (c)LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.LAFS.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1112.1.2 Decide how much information is needed, working in groups or individually.	1112.1.2.1 Recognize need for multiple information sources.	<ul style="list-style-type: none">1.2.3 Demonstrate creativity by using multiple resources and formats.	<ul style="list-style-type: none">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)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.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.
	1112.1.2.2 Identify potential	<ul style="list-style-type: none">1.1.4 Find, evaluate, and select appropriate sources to answer questions.	<ul style="list-style-type: none">LAFS.1112.SL.1.1 Come to discussions prepared, having read and researched material under study;

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	information sources.		<p>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)</p> <ul style="list-style-type: none">• 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.• 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.• 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.• 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.
1112.1.3 Develop a search action plan and timeline, working in groups or individually.	1112.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none">• topic and subtopics;	<ul style="list-style-type: none">• Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.• 1.1.3 Develop and refine a range of questions to frame the search for new understanding.	<ul style="list-style-type: none">• LAFS.1112.SL.1.1 Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (b)• LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or

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	<ul style="list-style-type: none">keywords and alternate terms;presearch questions;thesis or statement of purpose;possible information sources;people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); anddue dates for project.	<ul style="list-style-type: none">1.1.4 Find, evaluate, and select appropriate sources to answer questions.1.1.9 Collaborate with others to broaden and deepen understanding.1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.1.3.4 Contribute to the exchange of ideas within the learning community.1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.1.4.4 Seek appropriate help when it is needed.2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	<p>trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none">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.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.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.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.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.
	1112.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or	<ul style="list-style-type: none">1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	<ul style="list-style-type: none">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,

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	bookmarks).		<p>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.</p> <ul style="list-style-type: none">• 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.
	1112.1.3.3 Sequence the steps in the research process.	<ul style="list-style-type: none">• 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.	<ul style="list-style-type: none">• 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.• 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.

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Investigate resources to search for answers			
1112.2.1 Locate print and digital, working in groups or individually.	1112.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	<ul style="list-style-type: none">• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	<ul style="list-style-type: none">• LAFS.1112.L.3.4 Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (c)• LAFS.1112.RI.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.• LAFS.1112.RL.4.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.• LAFS.1112.RH.4.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.• LAFS.1112.RST.4.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.• 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.• 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,
	1112.2.1.2 Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, and public libraries.	<ul style="list-style-type: none">• 1.1.4 Find, evaluate, and select appropriate sources to answer questions.	
	1112.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	<ul style="list-style-type: none">• 1.1.9 Collaborate with others to broaden and deepen understanding.• 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	
	1112.2.1.4 Use subscription-based online sources (e.g., periodical and reference databases) and selected Internet sites to locate information.	<ul style="list-style-type: none">• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	

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			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.
1112.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	1112.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).	<ul style="list-style-type: none">1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.	<ul style="list-style-type: none">LAFS.1112.L.3.4 Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (c)LAFS.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).LAFS.1112.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).LAFS.1112.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.LAFS.1112.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).LAFS.1112.RH.3.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.LAFS.1112.RST.3.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	1112.2.2.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	<ul style="list-style-type: none">1.1.4 Find, evaluate, and select appropriate sources to answer questions.1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.	
	1112.2.2.3 Identify and use primary sources (e.g., letters,	<ul style="list-style-type: none">1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and	<ul style="list-style-type: none">LAFS.1112.RI.2.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the

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	autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).	gather meaning. <ul style="list-style-type: none">1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	power, persuasiveness or beauty of the text. <ul style="list-style-type: none">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.LAFS.1112.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.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.
	1112.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	<ul style="list-style-type: none">1.2.3 Demonstrate creativity by using multiple resources and formats.1.3.2 Seek divergent perspectives during information gathering and assessment.3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.	<ul style="list-style-type: none">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.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.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.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.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.LAFS.1112.WHST.3.8 Gather relevant information from

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			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.
1112.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	1112.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	<ul style="list-style-type: none">• 1.2.3 Demonstrate creativity by using multiple resources and formats.• 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.• 4.3.2 Recognize that resources are created for a variety of purposes.	<ul style="list-style-type: none">• LAFS.1112.L.3.4 Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (c)• LAFS.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.• LAFS.1112.RH.2.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	1112.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, topically, chronologically, or graphically.		
	1112.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.		
	1112.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		
1112.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	1112.2.4.1 Follow procedures for circulation and timely return of materials.	<ul style="list-style-type: none">• 1.3.3 Follow ethical and legal guidelines in gathering and using information.• 1.3.5 Use information technology responsibly.• 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.• 3.1.6 Use information and technology ethically and responsibly.• 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.	<ul style="list-style-type: none">• 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)
	1112.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.		
	1112.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school’s Acceptable Use Policy.		

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Note and evaluate facts			
1112.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	1112.3.1.1 Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.	<ul style="list-style-type: none">1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	<ul style="list-style-type: none">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.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.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.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.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.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.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.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.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,

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Note and evaluate facts			
	1112.3.1.2 Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.		<p>points of emphasis, and tone used.</p> <ul style="list-style-type: none">• 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.• 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.• 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.• 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.
	1112.3.1.3 Analyze information gathered to answer the search question by comparing topic coverage in multiple sources, noting point of view (e.g., bias, propaganda).	<ul style="list-style-type: none">• 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.• 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.• 1.2.2 Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.• 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.	<ul style="list-style-type: none">• 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.• 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. .• 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.• 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.

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Note and evaluate facts			
			<ul style="list-style-type: none">• 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.• 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.• LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)• LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.
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">• 1.2.3 Demonstrate creativity by using multiple resources and formats.• 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.• 4.3.2 Recognize that resources are created for a variety of purposes.	<ul style="list-style-type: none">• 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.• 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.• 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.• 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.
	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:		
Note and evaluate facts			
	practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).		<ul style="list-style-type: none">• 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.• 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.• 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)• 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.• 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.
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">• 1.3.3 Follow ethical and legal guidelines in gathering and using information.• 1.3.5 Use information technology responsibly.• 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.• 3.1.6 Use information and technology ethically and responsibly.• 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.	<ul style="list-style-type: none">• 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.• 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.• LAFS.1112.RST.1.2 Determine the central ideas or

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Note and evaluate facts			
	1112.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	<ul style="list-style-type: none">1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	<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">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.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.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.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.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.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.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)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
	1112.3.3.3 Revise and/or add new questions based on information gathered.	<ul style="list-style-type: none">1.1.4 Find, evaluate, and select appropriate sources to answer questions.	
	1112.3.3.4 Search for additional information, if needed.	<ul style="list-style-type: none">1.1.9 Collaborate with others to broaden and deepen understanding.1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Note and evaluate facts			
			<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">• 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.• 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.• 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.• 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.• LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)• LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Develop 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">• 4.1.7 Use social networks and information tools to gather and share information.• 4.1.8 Use creative and artistic formats to express personal learning.	<ul style="list-style-type: none">• 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.• 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.• 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.• 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.
	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">• 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.• 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.• 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.• 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	<ul style="list-style-type: none">• 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.• 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.• 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.• 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.• LAFS.1112.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an
	1112.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding).	<ul style="list-style-type: none">• 2.1.2 Organize knowledge so that it is useful.• 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.	

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Develop information into knowledge for presentation			
		<ul style="list-style-type: none">• 2.1.4 Use technology and other information tools to analyze and organize information.• 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.	<p>accurate summary that makes clear the relationships among the key details and ideas.</p> <ul style="list-style-type: none">• 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.• 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.• 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.• 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.• 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)• 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.• 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.• 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

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Develop information into knowledge for presentation			
			<p>range of formal and informal tasks.</p> <ul style="list-style-type: none">• 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.• 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)• LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (abcde)• 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.• 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.• 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.• 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.• LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)• LAFS.1112.WHST.3.9 Draw evidence from

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Develop information into knowledge for presentation			
			informational texts to support analysis, reflection, and research.
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">• 1.3.4 Contribute to the exchange of ideas within the learning community.• 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.• 2.2.4 Demonstrate personal productivity by completing products to express learning.• 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.• 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.• 3.1.3 Use writing and speaking skills to communicate new understandings effectively.• 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.• 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.• 3.3.4 Create products that apply to authentic, real-world contexts.• 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.	<ul style="list-style-type: none">• LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (ab)• LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (ab)• 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)• 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.• 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.• LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.• 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)• LAFS.1112.WHST.1.1 Write arguments focused on <i>discipline-specific content</i>. (abcde)• 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)• LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (abcde)• LAFS.1112.W.2.4 Produce clear and coherent writing in

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Develop 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">• LAFS.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• 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.• 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.• 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.• 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.• 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.• 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.• 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.

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Develop information into knowledge for presentation			
			<ul style="list-style-type: none">• 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.
	1112.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	<ul style="list-style-type: none">• 1.3.1 Respect copyright/ intellectual property rights of creators and producers.• 1.3.3 Follow ethical and legal guidelines in gathering and using information.• 3.3.7 Respect the principles of intellectual freedom.	<ul style="list-style-type: none">• 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.• 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.• 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.• 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.

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Develop information into knowledge for presentation			
	1112.4.3.3 Revise and edit the information product as needed.	<ul style="list-style-type: none">1.4.3 Monitor gathered information, and assess for gaps or weaknesses.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.2.2.4 Demonstrate personal productivity by completing products to express learning.2.4.2 Reflect on systematic process, and assess for completeness of investigation.	<ul style="list-style-type: none">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)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.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.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.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.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.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.

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
Score presentation and search			
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">1.4.3 Monitor gathered information, and assess for gaps or weaknesses.	<ul style="list-style-type: none">LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.
	1112.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	<ul style="list-style-type: none">2.4.3 Recognize new knowledge and understanding.3.4.2 Assess the quality and effectiveness of the learning product.4.4.4 Interpret new information based on cultural and social context.4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	
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">1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.2.4.2 Reflect on systematic process, and assess for completeness of investigation.2.4.3 Recognize new knowledge and understanding.3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.4.4.2 Recognize the limits of own personal knowledge.	<ul style="list-style-type: none">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)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.LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.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

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
	The student will:		
			<p>a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> • 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"> • 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. • 2.3.1 Connect understanding to the real world. • 2.4.4 Develop directions for future investigations. • 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. 	<ul style="list-style-type: none"> • 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) • 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. • 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. • 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.
	1112.5.3.2 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"> • 3.2.3 Demonstrate teamwork by working productively with others. • 3.3.1 Connect understanding to the real world. • 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. 	<ul style="list-style-type: none"> • 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)