

## FINDS: Research Process Model Fifth Grade

FINDS Components	FINDS Indicators	<i>AASL Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
	The student will:		
<b>Focus on the information need</b>			
5.1.1 Identify area of inquiry, working in groups or individually.	5.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	<ul style="list-style-type: none"> <li>• 1.1.2 Use prior and background knowledge as context for new learning.</li> <li>• 1.1.9 Collaborate with others to broaden and deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
	5.1.1.2 Narrow or broaden topic.	<ul style="list-style-type: none"> <li>• 1.1.9 Collaborate with others to broaden and deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.W.1.2 Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (a)</li> </ul>
	5.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	<ul style="list-style-type: none"> <li>• 1.1.3 Develop and refine a range of questions to frame the search for new understanding.</li> <li>• 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>
	5.1.1.4 Define search terms (e.g., alternate terms, keywords).	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships.</li> <li>• LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>• LAFS.5.W.1.2 Use precise language and domain-specific vocabulary to inform about or explain the topic. (d)</li> </ul>
	5.1.1.5 Formulate a statement of purpose.	<ul style="list-style-type: none"> <li>• 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.SL.1.1 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (c)</li> <li>• LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Focus on the information need</b>			
5.1.2 Decide how much information is needed, working in groups or individually.	5.1.2.1 Recognize need for multiple information sources.	<ul style="list-style-type: none"> <li>1.2.3 Demonstrate creativity by using multiple resources and formats.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>LAFS.5.SL.1.1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (a)</li> <li>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
	5.1.2.2 Identify possible sources of information.	<ul style="list-style-type: none"> <li>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.5.SL.1.1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (a)</li> <li>LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
5.1.3 Develop a search action plan and timeline, working in groups or individually.	5.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>topic and subtopics;</li> <li>keywords and alternate terms;</li> <li>presearch questions;</li> <li>possible information sources;</li> <li>people to provide assistance with research (e.g., teacher, parents, school and/or public librarian); and</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</li> <li>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> <li>1.1.9 Collaborate with others to broaden and deepen understanding.</li> <li>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</li> <li>1.3.4 Contribute to the exchange of ideas within the learning community.</li> <li>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.5.SL.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. (b)</li> <li>LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>

FINDS Components	FINDS Indicators	<i>AASL Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
	The student will:		
<b>Focus on the information need</b>			
	<ul style="list-style-type: none"> <li>• due dates for project.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.4.4 Seek appropriate help when it is needed.</li> <li>• 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</li> </ul>	
	5.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
	5.1.3.3 Sequence the steps in the research process.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Investigate</b> resources to search for answers			
5.2.1 Locate print and digital resources, working in groups or individually.	5.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.L.3.4 Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (c)</li> <li>• LAFS.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> <li>• LAFS.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
	5.2.1.2 Use title, subject, author, or keyword searches to locate resources the school or public library online public access catalog (OPAC).	<ul style="list-style-type: none"> <li>• 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> </ul>	
	5.2.1.3 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"> <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>	
	5.2.1.4 Use subscription-based online sources (e.g., periodical and reference databases) and selected Internet sites to locate information.	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	
5.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	5.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).	<ul style="list-style-type: none"> <li>• 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.L.3.4 Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (c)</li> <li>• LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (abc)</li> <li>• LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>• LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>• LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying</li> </ul>
	5.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority,	<ul style="list-style-type: none"> <li>• 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> <li>• 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</li> </ul>	

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Investigate</b> resources to search for answers			
	readability).	<ul style="list-style-type: none"> <li>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</li> <li>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</li> </ul>	<p>which reasons and evidence support which point(s).</p> <ul style="list-style-type: none"> <li>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>
	5.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> </ul>
	5.2.2.4 Select a variety of information sources in different formats representing a range of viewpoints and formats.	<ul style="list-style-type: none"> <li>1.2.3 Demonstrate creativity by using multiple resources and formats.</li> <li>1.3.2 Seek divergent perspectives during information gathering and assessment.</li> <li>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
5.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	5.2.3.1 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"> <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.5.L.3.4 Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (c)</li> <li>LAFS.5.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships.</li> <li>LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</li> </ul>
5.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, topically, chronologically, or graphically.	5.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.		

FINDS Components	FINDS Indicators	<i>AASL Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
The student will:			
<b>Investigate</b> resources to search for answers			
	5.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).		
5.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	5.2.4.1 Follow procedures for circulation and timely return of materials.	<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.5.SL.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. (b)</li> </ul>
	5.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		
	5.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.		
	5.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.		

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Note and evaluate facts</b>			
5.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	5.3.1.1 Use literacy skills and content knowledge to select relevant details from a text or oral presentation to answer a search question.	<ul style="list-style-type: none"> <li>• 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (abc)</li> <li>• LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>• LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>
	5.3.1.2 Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.		<ul style="list-style-type: none"> <li>• LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>• LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
	5.3.1.3 Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources.	<ul style="list-style-type: none"> <li>• 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</li> <li>• 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.</li> <li>• 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</li> <li>• 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (ab)</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>			
5.3.2 Take notes and record data required for citations, working in groups or individually.	5.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	<ul style="list-style-type: none"> <li>• 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.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• LAFS.5.SL.1.1 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (d)</li> <li>• LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
	5.3.2.2 Recognize intellectual property rights.		
	5.3.2.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).		
	5.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).		
5.3.3 Analyze information gathered and compare with research need, working in groups or individually.	5.3.3.1 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.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>• LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• LAFS.5.SL.1.1 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (d)</li> </ul>
	5.3.3.2 Review notes and/or information for clarity,	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</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>			
	coherence, and completeness.		<ul style="list-style-type: none"> <li>• LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>• LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul>
	5.3.3.3 Modify 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>	
	5.3.3.4 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	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Develop information into knowledge for presentation</b>			
5.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	5.4.1.1 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.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</li> </ul>
	5.4.1.2 Identify the strengths and weaknesses of presentation methods.		
5.4.2 Analyze and synthesize collected information, working in groups or individually.	5.4.2.1 Evaluate and analyze 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.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>• LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (abcd)</li> <li>• LAFS.5.W.1.2 Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding</li> </ul>
	5.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing).	<ul style="list-style-type: none"> <li>• 2.1.2 Organize knowledge so that it is useful.</li> <li>• 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</li> <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>	

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			
			comprehension. (a) <ul style="list-style-type: none"> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>• LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> </ul>
5.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	5.4.3.1 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>	<ul style="list-style-type: none"> <li>• LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (abcdef)</li> <li>• LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (abcde)</li> <li>• LAFS.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (ab)</li> <li>• LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (abcd)</li> <li>• LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (abcde)</li> <li>• LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate</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>to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</li> <li>• LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>• LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> </ul>
	5.4.3.2 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>• LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
	5.4.3.3 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> </ul>	<ul style="list-style-type: none"> <li>• LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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			
		<ul style="list-style-type: none"> <li>• 2.4.2 Reflect on systematic process, and assess for completeness of investigation.</li> </ul>	

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Score presentation and search</b>			
5.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	5.5.1.1 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.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> </ul>
	5.5.1.2 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>	
5.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	5.5.2.1 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.5.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (abcd)</li> <li>LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>LAFS.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> <li>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> <li>LAFS.5.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 discipline-specific tasks, purposes, and audiences.</li> </ul>
5.5.3 Make recommendations for improving and applying	5.5.3.1 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</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.5.SL.1.1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (a)</li> <li>LAFS.5.SL.2.4 Report on a topic or text or present an</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>			
process, working in groups or individually.		achieved in order to revise strategies and learn more effectively in the future.	opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <ul style="list-style-type: none"> <li>• LAFS.5.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 discipline-specific tasks, purposes, and audiences.</li> </ul>
	5.5.3.2 Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	<ul style="list-style-type: none"> <li>• 3.3.1 Connect understanding to the real world.</li> <li>• 3.2.3 Demonstrate teamwork by working productively with others.</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.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>