

## FINDS: Research Process Model Fourth 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>			
4.1.1 Identify area of inquiry, working in groups or individually.	4.1.1.1 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.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>
	4.1.1.2 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.4.W.1.2 Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. (a)</li> </ul>
	4.1.1.3 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.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>
	4.1.1.4 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.4.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 precise actions, emotions, or states of being.</li> <li>LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> <li>LAFS.4.W.1.2 Use precise and domain-specific vocabulary to inform about or explain the topic. (d)</li> </ul>
	4.1.1.5 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.4.SL.1.1 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (c)</li> </ul>

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The student will:			
<b>Focus on the information need</b>			
			<ul style="list-style-type: none"> <li>• LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul>
4.1.2 Decide how much information is needed, working in groups or individually.	4.1.2.1 Recognize when there is a need for more than one source of information.	<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.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• LAFS.4.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.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>
	4.1.2.2 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.4.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.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>
4.1.3 Develop a search action plan and timeline, working in groups or individually.	4.1.3.1 Work individually or in cooperative group to develop a simple search action plan 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</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</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.4.SL.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. (b)</li> <li>• LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize</li> </ul>

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<b>Focus on the information need</b>			
	<p>sources; and</p> <ul style="list-style-type: none"> <li>people to provide assistance with research (e.g., teacher, parents, school and/or public librarian).</li> </ul>	<p>inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <ul style="list-style-type: none"> <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> <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>	<p>information, and provide a list of sources.</p>
	<p>4.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).</p>	<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.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>

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The student will:			
<b>Investigate</b> resources to search for answers			
4.2.1 Locate print and digital resources, working in groups or individually.	4.2.1.1 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.4.L.3.4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (c)</li> <li>• LAFS.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• LAFS.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>
	4.2.1.2 Use title, subject, author, or keyword searches to locate resources in 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>	
	4.2.1.3 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>	
	4.2.1.4 Use subscription-based online databases and other digital resources (e.g., encyclopedias 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>	
4.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	4.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, thesaurus, encyclopedia, nonfiction, newspaper).	<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.4.L.1.2 Spell grade-appropriate words correctly, consulting references as needed. (d)</li> <li>• LAFS.4.L.3.4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (c)</li> <li>• LAFS.4.RF.4.4 Read on-level text with purpose and understanding. (a)</li> <li>• LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> <li>• LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements</li> </ul>
	4.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	<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> <li>• 1.2.2 Demonstrate confidence and self-</li> </ul>	

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<b>Investigate</b> resources to search for answers			
		direction by making independent choices in the selection of resources and information. <ul style="list-style-type: none"> <li>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</li> </ul>	on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <ul style="list-style-type: none"> <li>LAFS.4.RI.3.8 Explain how an author uses reasons an evidence to support particular points in a text.</li> <li>LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>
	4.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).	<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.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> </ul>
	4.2.2.4 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.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
4.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	4.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).	<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.4.L.3.4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (c)</li> <li>LAFS.4.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 precise actions, emotions, or states of being.</li> <li>LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> </ul>
	4.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, or topically.		
	4.2.3.3 Use headings, captions, keywords, glossaries, tables of		

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The student will:			
<b>Investigate</b> resources to search for answers			
	<p>contents, and indexes.</p> <p>4.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).</p>		
<p>4.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</p>	<p>4.2.4.1 Follow procedures for circulation and timely return of materials.</p> <p>4.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.</p> <p>4.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.</p> <p>4.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school’s Acceptable Use Policy.</p>	<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.4.SL.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. (b)</li> </ul>

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The student will:			
<b>Note and evaluate facts</b>			
4.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	4.3.1.1 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.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (abc)</li> <li>• LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>• LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.4.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ul>
	4.3.1.2 Draw evidence from graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals to answer search questions.		<ul style="list-style-type: none"> <li>• LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
	4.3.1.3 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</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.4.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize</li> </ul>

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The student will:			
<b>Note and evaluate facts</b>			
4.3.2 Take notes and record data required for citations, working in groups or individually.	4.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	<ul style="list-style-type: none"> <li>1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>LAFS.4.SL.1.1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (d)</li> <li>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>
	4.3.2.2 Begin to recognize intellectual property rights with librarian/teacher direction (e.g., taking notes in words and phrases only).	<ul style="list-style-type: none"> <li>1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> </ul>	
	4.3.2.3 Record sources of materials used (e.g., author, title, publisher, date, or URL).	<ul style="list-style-type: none"> <li>1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> </ul>	
	4.3.2.4 Begin to observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	<ul style="list-style-type: none"> <li>1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> <li>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</li> </ul>	
4.3.3 Analyze information gathered and compare with research need, working in groups or individually.	4.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	<ul style="list-style-type: none"> <li>2.1.2 Organize knowledge so that it is useful.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>LAFS.4.SL.1.1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (d)</li> <li>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
	4.3.3.2 Review notes and/or information for clarity and completeness.	<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>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> </ul>	
	4.3.3.3 Modify and/or add new questions based on information gathered.	<ul style="list-style-type: none"> <li>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</li> <li>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</li> <li>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence</li> </ul>	

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The student will:			
<b>Note and evaluate facts</b>			
	4.3.3.4 Search for additional facts, if needed.	<p>supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <ul style="list-style-type: none"> <li>• 1.2.6 Display emotional resilience by persisting in information searching despite challenges.</li> <li>• 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</li> <li>• 1.4.4 Seek appropriate help when needed.</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>• 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>• LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> </ul>

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The student will:			
<b>Develop information into knowledge for presentation</b>			
4.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	4.4.1.1 Choose a presentation method from teacher or librarian choices.	<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.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• LAFS.4.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 one page in a single sitting.</li> </ul>
	4.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.		
4.4.2 Analyze and synthesize collected information, working in groups or individually.	4.4.2.1 Evaluate information and draw conclusions to develop product.	<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.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>• LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>• LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
	4.4.2.2 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>	
4.4.3 Communicate information and ideas using a variety of formats and media, working in groups or	4.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning 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> </ul>	<ul style="list-style-type: none"> <li>• LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (abcdefgh)</li> <li>• LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and</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			
individually.		<ul style="list-style-type: none"> <li>• 2.2.4 Demonstrate personal productivity by completing products to express learning.</li> <li>• 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</li> <li>• 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</li> <li>• 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</li> <li>• 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</li> <li>• 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</li> <li>• 3.3.4 Create products that apply to authentic, real-world contexts.</li> <li>• 3.3.5 Contribute to the exchange of ideas within and beyond the learning community</li> </ul>	<p>spelling when writing. (abcd)</p> <ul style="list-style-type: none"> <li>• LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (abc)</li> <li>• LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>• LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (abcd)</li> <li>• LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (abcde)</li> <li>• LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>• LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce</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>and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <ul style="list-style-type: none"> <li>• LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>• LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> </ul>
	4.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author’s name, title, copyright date).	<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.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>
	4.4.3.3 Revise and edit the information product as needed.	<ul style="list-style-type: none"> <li>• 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> <li>• 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</li> <li>• 2.2.4 Demonstrate personal productivity by completing products to express learning.</li> <li>• 2.4.2 Reflect on systematic process, and assess for completeness of investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</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>			
4.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	4.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.	<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.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>• LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> </ul>
	4.5.1.2 Use teacher or librarian generated criteria to evaluate information product.	<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>	
4.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	4.5.2.1 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.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• LAFS.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</li> <li>• LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab)</li> <li>• LAFS.4.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>

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The student will:			
<b>Score presentation and search</b>			
4.5.3 Make recommendations for improving and applying process, working in groups or individually.	4.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement.	<ul style="list-style-type: none"> <li>• 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</li> <li>• 2.3.1 Connect understanding to the real world.</li> <li>• 2.4.4 Develop directions for future investigations.</li> <li>• 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• LAFS.4.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>
	4.5.3.2 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.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul>