

## FINDS: Research Process Model Kindergarten

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>			
<b>K.1.1</b> Identify area of inquiry, working in groups or individually.	K.1.1.1 Ask questions to obtain information, 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.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	K.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.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> </ul>
	1.1.3 (This indicator is addressed starting in first grade.)		
	1.1.4 (This indicator is addressed starting in third grade.)		
	1.1.5 (This indicator is addressed starting in third grade.)		
<b>K.1.2</b> Decide how much information is needed, working in groups or individually.	1.2.1 (This indicator is addressed starting in first grade.)		
	1.2.2 (This indicator is addressed starting in first grade.)		
<b>K.1.3</b> Develop a search action plan and timeline, working in groups or individually.	K.1.3.1 Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.	<ul style="list-style-type: none"> <li>• 1.1.9 Collaborate with others to broaden and deepen understanding.</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> <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>	<ul style="list-style-type: none"> <li>• LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</li> <li>• LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>
	1.3.2 (This indicator is addressed starting in third grade.)		
	1.3.3 (This indicator is addressed starting in fifth grade.)		

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The student will:			
<b>Investigate</b> resources to search for answers			
<b>K.2.1</b> Locate print and digital resources, working in groups or individually.	K.2.1.1 Select books from easy shelves based on personal interests; choose books from library display for classroom projects.	<ul style="list-style-type: none"> <li>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> <li>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</li> <li>LAFS.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>
	K.2.1.2 Recognize that the library catalog has information about all the books and materials in the library media center.	<ul style="list-style-type: none"> <li>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	
	K.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>	
	2.1.4 (This indicator is addressed starting in first grade.)		
<b>K.2.2</b> Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	K.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	<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.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul>
	2.2.2 (This indicator is addressed starting in third grade.)		
	2.2.3 (This indicator is addressed starting in third grade.)		
	2.2.4 (This indicator is addressed starting in fourth grade.)		
<b>K.2.3</b> Demonstrate an understanding of how information is organized and located, working in	K.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).	<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> </ul>	<ul style="list-style-type: none"> <li>LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.</li> </ul>
	K.2.3.2 Understand that resources		

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<b>Investigate</b> resources to search for answers			
groups or individually.	may be organized according to type or format either alphabetically or numerically.	<ul style="list-style-type: none"> <li>• 4.3.2 Recognize that resources are created for a variety of purposes.</li> </ul>	
	2.3.3 (This indicator is addressed starting in first grade.)		
	2.3.4 (This indicator is addressed starting in second grade.)		
K.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	K.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.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</li> </ul>
	K.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		
	K.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.		
	2.4.4 (This indicator is addressed starting in third grade.)		

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The student will:			
<b>Note and evaluate facts</b>			
<p><b>K.3.1</b> Read, evaluate, and select information to answer search need, working in groups or individually.</p>	<p>K.3.1.1 Use literacy skills to identify relevant details from a text or oral presentation to answer a search question.</p>	<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.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</li> <li>• LAFS.K.RI.1.1 With prompting and support, ask and answer questions about text.</li> <li>• LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.</li> <li>• LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul>
	<p>K.3.1.2 Draw evidence from graphs, charts, tables, maps, photographs, and other visuals to answer search questions.</p>		<ul style="list-style-type: none"> <li>• LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul>
	<p>K.3.1.3 Review information gathered for appropriateness in answering the search question.</p>	<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.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>• LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<p><b>K.3.2</b></p>	<p>K.3.2.1 Identify and record useful</p>	<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.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.</li> </ul>

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	The student will:		
<b>Note and evaluate facts</b>			
Take notes and record data required for citations, working in groups or individually.	facts on topic with librarian/teacher assistance.	<ul style="list-style-type: none"> <li>• 1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> </ul>
	3.2.2 (This indicator is addressed starting in first grade.)		
	3.2.3 (This indicator is addressed starting in second grade.)		
	3.2.4 (This indicator is addressed starting in fourth grade.)		
3.3 Analyze information gathered and compare with research need, working in groups or individually.	3.3.1 (This indicator is addressed starting in first grade.)		
	3.3.2 (This indicator is addressed starting in first grade.)		
	3.3.3 (This indicator is addressed starting in first grade.)		
	3.3.4 (This indicator is addressed starting in first grade.)		

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The student will:			
<b>Develop</b> information into knowledge for presentation			
<p>K.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</p>	<p>K.4.1.1 Use a teacher or librarian selected method to communicate information.</p>	<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.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• LAFS.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>
	4.1.2 (This indicator is addressed starting in third grade.)		
<p>K.4.2 Analyze and synthesize collected information, working in groups or individually.</p>	<p>K.4.2.1 Draw conclusions from information to answer search question.</p>	<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>• 2.2.3 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.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).</li> <li>• LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• LAFS.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> </ul>
	4.2.2 (This indicator is addressed starting in second grade.)		
<p>K.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.</p>	<p>K.4.3.1 Convey information by sharing ideas and experiences.</p>	<ul style="list-style-type: none"> <li>• 1.3.4 Contribute to the exchange of ideas within the learning community.</li> <li>• 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</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.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (abcdef)</li> <li>• LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (abcd)</li> <li>• LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</li> <li>• LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> </ul>

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	The student will:		
<b>Develop</b> information into knowledge for presentation			
			<ul style="list-style-type: none"> <li>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	4.3.2 (This indicator is addressed starting in third grade.)		
	4.3.3 (This indicator is addressed starting in third grade.)		

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The student will:			
<b>Score presentation and search</b>			
<b>K.5.1</b> Apply and develop evaluative criteria for information problem or product, working in groups or individually.	K.5.1.1 Recognize when information problem is answered.	<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.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	K.5.1.2 Review information product with teacher or librarian.	<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>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul>
<b>K.5.2</b> Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	K.5.2.1 Answer teacher or librarian questions concerning search process.	<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>4.4.2 Recognize the limits of own personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b>K.5.3</b> Make recommendations for improving and applying process, working in groups or individually.	K.5.3.1 Explain the process used to find the information.	<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>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.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	K.5.3.2 Judge personal ability to work in teams (e.g., following directions).	<ul style="list-style-type: none"> <li>2.3.1 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.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (ab)</li> <li>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>