



Florida's Library Media Research Model and Standards-Based Instruction

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and resources in
collaboration with our
partners in education to
serve the State of
Florida's Content Area
Literacy Program



Objectives

- Participants will understand how the FINDS Process Model is aligned to LAFS
- Participants will learn how to support informational literacy and research in the content area disciplines using the **FINDS** library media research model.

Standards-based Instruction





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FINDS



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AAA

FINDS



ACADEMICS

SCHOOLS

TEACHING


ACCOUNTABILITY

FINANCE

POLICY

FINDS Model for Research

- Model for instruction in informational literacy
- Tool for acquiring the skills and practice to become a proficient information seeker
- Promotes highly successful information seekers, resource finders and creators of literary works



FINDS

Student Master

Research Process Model

Focus on information need

- Narrow or broaden topic and write a thesis sentence.
- Determine how much information is needed.
- Define search terms.
- Outline a search plan and a timeline.

Investigate resources to search for answer

- Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources.
- Apply evaluative criteria to select the best resources to answer the search question.
- Demonstrate an understanding of how information is organized and located.
- Exhibit responsible care and use of materials, e-resources, equipment, and facilities.

Note and evaluate facts and ideas to answer the question

- Read, evaluate, and select information to answer search need.
- Take notes and record data required for citations.
- Analyze information gathered and compare with research need.
- Organize notes for clarity, coherence, and emphasis.

Develop information into knowledge for presentation

- Select a presentation format appropriate for the topic, audience, purpose, content, and technology available.
- Analyze and synthesize collected information.
- Use resources and technology to create and present a quality product.
- Demonstrate effective interpersonal communication skills to share ideas and information with others.

Score presentation and search process

- Apply or develop evaluative criteria for information problem or product.
- Reflect on the search process, noting strengths and weaknesses.
- Make recommendations for ways to improve search strategies.



LAFS Course Standards Aligned to FINDS

LAFS.68.RST.1.1

LAFS.68.WHST.1.2

LAFS.68.WHST.3.7

LAFS.68.RST.1.2

LAFS.68.WHST.2.4

LAFS.68.WHST.3.8

LAFS.68.RST.2.6

LAFS.68.WHST.2.5

LAFS.68.WHST.3.9

LAFS.68.RST.3.7

LAFS.68.WHST.2.6

LAFS.68.RST.3.8



FINDS in Disciplinary Support

- Fosters standards-based inquiry within disciplines
- Provides a framework for research and writing
- Works with any discipline
- Broadens student learning, thinking, communication





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Science Content Standard

SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa

Science Lesson Sequence Example

- Vocabulary Pretest
- Prior Knowledge Students Need to Have
 - Difference between weather and climate
 - Read and interpret a table of values
 - Convert percentages
- Politics, science and policy discussion
- Reading and directed research ←
- Introduction of problem
- Collaborative teamwork research ←
- Formal or Written Presentation ←



Climate Challenge Overview

- Students will research and read from several sources to determine the most effective plan to address climate change effects and reduce carbon pollution
- Students will determine what is the most appropriate response to climate change and how to mitigate its effects
- Students will develop an action plan using a variety of strategies



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FINDS Strategy

FINDS - Focus

- **Research: Focus**
 - What is the specific focus/theme?
 - How much information do I need?
 - What type of information do I need?
 - What search words should I use?
 - What is my timeline for project completion?
 - How much time should I use on the search?
- **Science Content: Focus**
 - What is the inquiry or problem? What needs to be done to complete the task, or find a viable solution?
 - Relates to SC.8.N.1

Student FINDS-F

- Find the science content and project **Focus** of the activity.
- Decide what information to search and how much information is needed
- Define a list of search words
- Create a timeline with a due date for the search and a due date for project completion.

FINDS- Investigate

- Identify information needed by genre and format
- Select and use approved web-based resources
- Examine and comprehend how information is organized at the sight

- Science Content: Investigate
 - Offer engaging disciplinary websites
 - [Seven Things to Know About Climate Change](#)



Florida Electronic Library

Florida Department of State, Division of Library and Information Services

[Home](#) [Interests](#) [All Resources](#) **[Browse By](#)** [eBooks](#)

Search Magazines, Books, Ne

[LeRoy Collins Leon County Public Li](#)

- Homework & Research
- Body & Mind
- DIY & Small Business
- Career & Jobs



Homework & Research

Find valuable research content by grade level.

Elementary

Middle

High School

College

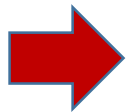
Educators

General Interest

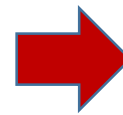


Research In Context

Created specifically for middle-schoolers, *Research In Context* combines the best of Gale's reference content with age-appropriate videos, newspapers, magazines, primary sources and much more. Students will find outstanding support to complete assignments in core subjects including literature, science, social studies and history.



Science



- Genetics
- Geological Time
- Geology
- Global Warming
- Goodall, Jane
- Hurricanes

Teacher Approved Clearinghouses, Websites and Repositories

LIBRARY
LIBRARY
OF CONGRESS



ERIC
Institute of Education Sciences

**NATIONAL STUDENT
CLEARINGHOUSE®**

- Benefits
 - Necessary for high school and college
 - Assurance of validity

Student FINDS-I

- Read the letter found in the packet from the EPA
- Investigate the problem on the Florida Electronic Library
 - Use Focus Chart:
 - Search words
 - Research focus
 - Amount of research needed
 - Time limits

Turn and Talk-Investigation Support

- How would you as ELA teachers and coaches support students during their investigations?
- How could you as an ELA teacher support content area teachers during the investigate?

FINDS- Note

- Using the research information found, the EPA letter and the necessary project requirements:
 - Scrutinize and choose information needed for project
 - Highlight and write notes
 - Evaluate what notes have been chosen
 - Arrange notes to fit project
 - Record reference data and citations
- Science Content: Note and Evaluate Facts
 - Take notes from the articles and websites that correspond to the project requirements.

Student FINDS-N

- Use the Focus chart
- Take notes from the articles or recommended webpages
- Think about how to organize the notes to match the project needs
- Write the references used for citations.
- Watch the time dedicated for notetaking
- Stay focused on the project goals

Turn and Talk-Note Support

- How could you as teachers and coaches support the note section for students?
- How could you support the content area teachers with this area?

FINDS - Develop

- Choose a presentation format
- Organize the information
- Use presentation software to create a high quality product
- Practice using best communication skills to share the information
- **Science Content: Develop**
 - Organize the notes into a viable solution for the inquiry
 - Select a format for presenting
 - Write or create the presentation first draft, edit, revise, edit revise, final
 - Practice presentation

Student FINDS-D

- Organize resources, notes and people
 - How
 - What
 - Who
 - Why
- Choose a presentation format
- Develop a presentation for the Climate Challenge
- Practice the presentation

Turn and Talk-Develop Support

- How could you as an ELA teacher or coach support students with the development of the presentation?
- How could you support content area teachers in the development phase of FINDS?

FOCUS- Score

- Using the FINDS checklist provided score the presentation
- Identify strengths and weaknesses
- Change the presentation as needed
- Recommend improved search strategies if information is not substantive enough

- Science Content: Score
 - Students use the content area rubric to score their presentation.

CATEGORY	4	3	2	1
Grammar and Spelling (conventions)	No grammar errors	1-2 grammar errors	3-4 grammar errors	More than 4 grammar errors
Sentences and Paragraphs	All sentences and paragraphs are well-constructed and varied	All sentences are well constructed.	Most sentences are complete and well-constructed	Many sentences are fragments or paragraphing needs much work
Ideas	Clear and organized	Clear but needs some organization	Somewhat organized ideas	Unrelated sentences
Content Accuracy	At least 5 accurate facts about how politics affects science	3-4 accurate facts	1-2 accurate facts	No accurate facts
Format	All persuasive requirements	Almost all persuasive requirements	Several persuasive requirements	Less than half of the persuasive requirements



Focus		Investigate		Note		Develop		Score	
Topic has been determined	Yes	Information has been identified	Yes	Important, problem solving Information was scrutinized and noted	Yes	A presentation format was chosen	Yes	Presentation has been scored	Yes
	No		No		No		No		No
Thesis has been written	Yes	Approved web-based resources have been used	Yes	Notes have been arranged to fit the project	Yes	Information is organized in the format selected	Yes	Strengths and weaknesses have been identified	Yes
	No		No		No		No		No
Search terms have been defined	Yes	Organization of information on web site was examined and used appropriately	Yes	Citings and references have been noted accurately in APA format	Yes	Software has been used for the presentation	Yes	Presentation has been edited	Yes
	No		No		No		No		No
Search plan has been outlined	Yes					Presentation has been practices	Yes	Improved search strategies have been listed for next research project	Yes
	No						No		No
Due date has been determined	Yes								
	No								
Deadlines have been determined	Yes								
	No								

Student FINDS-S

- Use the rubrics to score your presentation
- Revise and edit
- Be ready to share your final presentation

FINDS in Disciplinary Support

- Fosters standards-based inquiry
- Provides a framework for research and writing
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Reflection

- How can the FINDS model of research support LAFS and content area standards?
- List three ways that you will use this strategy in your district, school or classroom

Contact Information

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