

**FINDS: Research Process Model  
9th-12th Grade**

<b>ELA.K12.EE: Expectations are incorporated throughout the FINDS Model</b>	Expectation 1 ELA.K12.EE.1	Expectation 2 ELA.K12.EE.2	Expectation 3 ELA.K12.EE.3	Expectation 4 ELA.K12.EE.4	Expectation 5 ELA.K12.EE.5	Expectation 6 ELA.K12.EE.6
<b>FINDS Components</b>	<b>FINDS Indicators</b>					<b>B.E.S.T. Standards</b>
	The student will:					
<b>Focus on the information need</b>						<b>Focus on the information need</b>
						<b>9th</b> <b>10th</b> <b>11th</b> <b>12th</b>
Identify area of inquiry, decide how much information is needed and develop a search plan.	Work to develop a research action plan with timeline which lists: <ul style="list-style-type: none"> <li>• Topic and subtopics;</li> <li>• Background reading to extract key ideas and details;</li> <li>• Keywords and alternate terms;</li> <li>• Research questions;</li> <li>• Thesis or statement of purpose;</li> <li>• Possible information sources;</li> <li>• People to provide assistance with research (e.g., teacher, subject specialists, media specialist and/or public librarian);</li> <li>• Due dates for project; and</li> <li>• The formatting method that will be used (MLA, APA, etc.).</li> </ul>					ELA.9.R.2.1    ELA.10.R.2.1    ELA.11.R.2.1    ELA.12.R.2.1 ELA.9.R.2.4    ELA.10.R.2.4    ELA.11.R.2.4    ELA.12.R.2.4 ELA.9.R.3.2    ELA.10.R.3.2    ELA.11.R.3.2    ELA.12.R.3.2 ELA.9.C.4.1    ELA.10.C.4.1    ELA.11.C.4.1    ELA.12.C.4.1 ELA.9.V.1.1    ELA.10.V.1.1    ELA.11.V.1.1    ELA.12.V.1.1
<b>FINDS Components</b>	<b>FINDS Indicators</b>					<b>B.E.S.T. Standards</b>
	The student will:					
<b>Investigate resources to search for answers</b>						<b>Investigate resources to search for answers</b>
						<b>9th</b> <b>10th</b> <b>11th</b> <b>12th</b>
Locate and evaluate relevant and reliable print and digital resources.	Use advanced search strategies to locate a variety of resources that represent a range of viewpoints and formats. <ul style="list-style-type: none"> <li>• Information need determines resources selected (eg., encyclopedia, almanac, nonfiction, newspaper, magazine, internet resource).</li> <li>• Apply predetermined evaluative criteria for selection (eg. relevancy, currency, authority, readability, primary vs secondary sources).</li> </ul>					ELA.9.R.2.1    ELA.10.R.2.1    ELA.11.R.2.1    ELA.12.R.2.1 ELA.9.R.3.2    ELA.10.R.3.2    ELA.11.R.3.2    ELA.12.R.3.2 ELA.9.C.4.1    ELA.10.C.4.1    ELA.11.C.4.1    ELA.12.C.4.1 ELA.9.V.1.1    ELA.10.V.1.1    ELA.11.V.1.1    ELA.12.V.1.1
Demonstrate an understanding of how information is organized and located.	Understand organization of resources: <ul style="list-style-type: none"> <li>• Headings, captions, keywords, glossaries, tables of contents and indexes;</li> <li>• Alphabetical, numerical, topical, chronological or graphical; and</li> <li>• Structure of the library (e.g., Dewey Decimal System).</li> </ul>					ELA.9.V.1.2    ELA.10.V.1.2    ELA.11.V.1.2    ELA.12.V.1.2 ELA.9.V.1.3    ELA.10.V.1.3    ELA.11.V.1.3    ELA.12.V.1.3

FINDS Components	FINDS Indicators	B.E.S.T. Standards			
	The student will:				
<b>Note and evaluate facts</b>		<b>Note and evaluate facts</b>			
		9th	10th	11th	12th
Read, evaluate and select information to answer search need; take notes and record data for citations.	Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation. • Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals to answer a research question; • Compare topic coverage in multiple sources, noting point of view (e.g., bias, propaganda).	ELA.9.R.2.1 ELA.9.R.2.2 ELA.9.R.2.4	ELA.10.R.2.1 ELA.10.R.2.4	ELA.11.R.2.1 ELA.11.R.2.4	ELA.12.R.2.1 ELA.12.R.2.2 ELA.12.R.2.4
	Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism) and recognize intellectual property rights, which includes the responsible use of online resources.	ELA.9.R.3.2 ELA.9.C.1.3	ELA.10.C.1.3 ELA.10.C.1.4	ELA.11.C.1.3 ELA.11.C.1.4	ELA.12.R.3.2 ELA.12.C.1.3
Analyze information gathered and compare with research need.	Review notes and/or information for clarity, coherence and completeness.	ELA.9.C.1.4 ELA.9.C.4.1 ELA.9.V.1.1	ELA.10.C.4.1 ELA.10.V.1.1	ELA.11.V.1.1 ELA.11.V.1.2 ELA.11.V.1.3	ELA.12.C.1.4 ELA.12.C.4.1 ELA.12.V.1.1
	Revise and/or add new research questions based on information gathered and search for additional information as needed.	ELA.9.V.1.2 ELA.9.V.1.3	ELA.10.V.1.3		ELA.12.V.1.2 ELA.12.V.1.3
FINDS Components	FINDS Indicators	B.E.S.T. Standards			
	The student will:				
<b>Develop information into knowledge for presentation</b>		<b>Develop information into knowledge for presentation</b>			
		9th	10th	11th	12th
Select a presentation format appropriate for the topic, audience and purpose. Communicate information and ideas using a variety of formats and media.	Choose a presentation method based on appropriateness and personal preference. Identify the strengths and weaknesses of presentation methods.	ELA.9.R.3.2 ELA.9.C.1.3	ELA.10.R.3.2 ELA.10.C.1.3	ELA.11.R.3.2 ELA.11.C.1.3	ELA.12.R.3.2 ELA.12.C.1.3
	Plan product by integrating facts and exploring original ideas based on notes using an appropriate organizer (e.g., outlining, storyboarding, webbing).	ELA.9.C.1.4 ELA.9.C.2.1	ELA.10.C.1.4 ELA.10.C.2.1	ELA.11.C.1.4 ELA.11.C.2.1	ELA.12.C.1.4 ELA.12.C.2.1
	Use the writing process; media, oral and visual techniques; and technology skills to create products that express new understandings about a topic.	ELA.9.C.3.1 ELA.9.C.4.1	ELA.10.C.3.1 ELA.10.C.4.1	ELA.11.C.3.1 ELA.11.C.4.1	ELA.12.C.3.1 ELA.12.C.4.1
	Show respect for intellectual property rights of creators by creating bibliographies of sources used, including in-text citations following a consistent formatting style (e.g., MLA, APA, etc.).	ELA.9.C.5.1 ELA.9.C.5.2	ELA.10.C.5.1 ELA.10.C.5.2	ELA.11.C.5.1 ELA.11.C.5.2	ELA.12.C.5.1 ELA.12.C.5.2
FINDS Components	FINDS Indicators	B.E.S.T. Standards			
	The student will:				
<b>Self-Evaluate presentation and search</b>		<b>Self-Evaluate presentation and search</b>			
		9th	10th	11th	12th
Reflect on the FINDS process applying evaluative criteria (e.g., rubric, objectives) noting strengths, weaknesses and areas for improvement.	Revise and edit the information product as needed. Evaluate the search process through oral discussion or writing exercises, identifying strengths and weaknesses with a peer, teacher or media specialist.				
	Evaluate the search process by looking for areas that lack adequate evidence and identify areas that need additional support.	ELA.9.C.1.5	ELA.10.C.1.5	ELA.11.C.1.5	ELA.12.C.1.5
	Reflect on personal ability to collaborate in group (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).				