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

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Provide quality services 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
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
<table>
<thead>
<tr>
<th>LAFS.68.RST.1.1</th>
<th>LAFS.68.WHST.1.2</th>
<th>LAFS.68.WHST.3.7</th>
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<tbody>
<tr>
<td>LAFS.68.RST.1.2</td>
<td>LAFS.68.WHST.2.4</td>
<td>LAFS.68.WHST.3.8</td>
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<td>LAFS.68.RST.2.6</td>
<td>LAFS.68.WHST.2.5</td>
<td>LAFS.68.WHST.3.9</td>
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<td>LAFS.68.RST.3.7</td>
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<tr>
<td>LAFS.68.RST.3.8</td>
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</tbody>
</table>
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
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
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
Homework & Research
Find valuable research content by grade level.

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

- **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 citings

• 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.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Spelling (conventions)</td>
<td>No grammar errors</td>
<td>1-2 grammar errors</td>
<td>3-4 grammar errors</td>
<td>More than 4 grammar errors</td>
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<tr>
<td>Sentences and Paragraphs</td>
<td>All sentences and paragraphs are well-constructed and varied</td>
<td>All sentences are well constructed.</td>
<td>Most sentences are complete and well-constructed</td>
<td>Many sentences are fragments or paragraphing needs much work</td>
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<tr>
<td>Ideas</td>
<td>Clear and organized</td>
<td>Clear but needs some organization</td>
<td>Somewhat organized ideas</td>
<td>Unrelated sentences</td>
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<tr>
<td>Content Accuracy</td>
<td>At least 5 accurate facts about how politics affects science</td>
<td>3-4 accurate facts</td>
<td>1-2 accurate facts</td>
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<tr>
<td>Format</td>
<td>All persuasive requirements</td>
<td>Almost all persuasive requirements</td>
<td>Several persuasive requirements</td>
<td>Less than half of the persuasive requirements</td>
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<td>Focus</td>
<td>Investigate</td>
<td>Note</td>
<td>Develop</td>
<td>Score</td>
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<td>Yes</td>
<td>Yes</td>
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<td></td>
<td>No</td>
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<td>No</td>
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<tr>
<td></td>
<td>Information has been identified</td>
<td>Yes</td>
<td>Important, problem solving information was scrutinized and noted</td>
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<tr>
<td></td>
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<td>No</td>
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<tr>
<td></td>
<td>Approved web-based resources have been used</td>
<td>Yes</td>
<td>Notes have been arranged to fit the project</td>
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<td></td>
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<td></td>
<td>Organization of information on web site was examined and used appropriately</td>
<td>Yes</td>
<td>Citings and references have been noted accurately in APA format</td>
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<td>Search terms have been defined</td>
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<td>Deadlines have been determined</td>
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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
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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
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