

## FINDS: Research Process Model First 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>				
1.1.1 Identify area of inquiry, working in groups or individually.	1.1.1.1 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.1.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>	
	1.1.1.2 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.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul>	
	1.1.1.3 Use brainstorming or webbing 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.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> </ul>	
	1.1.4 (This indicator is addressed starting in third grade.)			
	1.1.5 (This indicator is addressed starting in third grade.)			
1.1.2 Decide how much information is needed, working in groups or individually.	1.1.2.1 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.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> </ul>	
	1.1.2.2 Predict possible sources of appropriate materials.	<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.1.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>	
1.1.3 Develop a search action plan and timeline, working in groups or individually.	1.1.3.1 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>• 1.1.1 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.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• LAFS.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> </ul>	

FINDS Components	FINDS Indicators	<i>AASL Standards for the 21st-Century Learner</i>	Language Arts Florida Standards
	The student will:		
		inquiry focus, questions, resources, or strategies when necessary to achieve success. <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>	
	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			
1.2.1 Locate print and digital resources, working in groups or individually.	1.2.1.1 Select books from easy and fiction collections, using author’s surname; 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> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1.RF.4.4 Read on-level text with purpose and understanding. (a)</li> <li>• LAFS.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• LAFS.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>• LAFS.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• LAFS.1.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>
	1.2.1.2 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>	
	1.2.1.3 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>	
	1.2.1.4 Use preselected online resources to locate information, with teacher or librarian assistance.	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	
1.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	1.2.2.1 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.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</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.)		
1.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	1.2.3.1 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> <li>• 4.3.2 Recognize that resources are created for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</li> <li>• LAFS.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> </ul>
	1.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.		
	1.2.3.3 Use headings, captions, keywords, tables of contents, and		

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	The student will:		
<b>Investigate</b> resources to search for answers			
	indexes.		
	2.3.4 (This indicator is addressed starting in second grade.)		
1.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	1.2.4.1 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.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> </ul>
	1.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		
	1.2.4.3 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>			
1.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	1.3.1.1 Use literacy skills to identify 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.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (abc)</li> <li>• LAFS.1.RI.1.1 Ask and answer questions about key details in a text.</li> <li>• LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.</li> <li>• LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>
	1.3.1.2 Draw evidence from graphs, charts, tables, maps, photographs, and other visuals to answer search questions.		<ul style="list-style-type: none"> <li>• LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.</li> <li>• LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>
	1.3.1.3 Review information gathered for appropriateness in answering the 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>• 1.1.7 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.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• LAFS.1.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>
1.3.2 Take notes and record data required for citations, working in groups or individually.	1.3.2.1 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.1.RI.1.1 Ask and answer questions about key details in a text.</li> <li>• LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>
	1.3.2.2 Begin to recognize rights of authors and illustrators with	<ul style="list-style-type: none"> <li>• 1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> </ul>	

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	The student will:		
<b>Note and evaluate facts</b>			
	librarian/teacher direction.		<ul style="list-style-type: none"> <li>• LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul>
	3.2.3 (This indicator is addressed starting in second grade.)		
	3.2.4 (This indicator is addressed starting in fourth grade.)		
1.3.3 Analyze information gathered and compare with research need, working in groups or individually.	1.3.3.1 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.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.</li> <li>• LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic.</li> <li>• LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• LAFS.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> <li>• LAFS.1.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>
	1.3.3.2 Determine if question is answered with librarian/teacher assistance.	<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>	
	1.3.3.3 Add new questions with librarian/teacher guidance, if needed.	<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 supports the change, and seeking information about new ideas encountered through academic or personal experiences.</li> </ul>	
	1.3.3.4 Search for additional information, if needed.	<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</li> </ul>	

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	The student will:		
<b>Note</b> and evaluate facts			
		considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	

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The student will:			
<b>Develop information into knowledge for presentation</b>			
1.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	1.4.1.1 Use a teacher or librarian selected method to communicate information.	<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.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• LAFS.1.W.2.6 With guidance and support from adults, use 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.)			
1.4.2 Analyze and synthesize collected information, working in groups or individually.	1.4.2.1 Draw conclusions from information to answer search question.	<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.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• LAFS.1.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>
4.2.2 (This indicator is addressed starting in second grade.)			
1.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	1.4.3.1 Convey information findings orally, visually or in writing with teacher and/or librarian assistance.	<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> <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</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (abcdefg)</li> <li>• LAFS.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (abcde)</li> <li>• LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or</li> </ul>



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The student will:			
<b>Develop information into knowledge for presentation</b>			
		<p>to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <ul style="list-style-type: none"> <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>clarify something that is not understood.</p> <ul style="list-style-type: none"> <li>• LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation.</li> <li>• LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>• LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• LAFS.1.W.3.7 Participate in shared research and writing projects.</li> <li>• LAFS.1.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>			
1.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	1.5.1.1 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.1.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>
	1.5.1.2 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>4.4.4 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>	<ul style="list-style-type: none"> <li>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>
1.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	1.5.2.1 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>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.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation.</li> <li>LAFS.1.W.3.7 Participate in shared research and writing projects</li> <li>LAFS.1.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>
1.5.3 Make recommendations for improving and applying process, working in groups or individually.	1.5.3.1 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>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.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation.</li> <li>LAFS.1.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>
	1.5.3.2 Judge personal ability to work in teams (e.g., listening to opinions of others).	<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.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>LAFS.1.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>