

## FINDS: Research Process Model Second 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>				
2.1.1 Identify area of inquiry, working in groups or individually.	2.1.1.1 Activate prior knowledge to select topic when appropriate, 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.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	
	2.1.1.2 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.2.W.1.2 Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>	
	2.1.1.3 Use brainstorming, webbing, or graphic organizers 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.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> </ul>	
	1.1.4 (This indicator is addressed starting in third grade.)			
	1.1.5 (This indicator is addressed starting in third grade.)			
2.1.2 Decide how much information is needed, working in groups or individually.	2.1.2.1 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.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	
	2.1.2.2 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.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>LAFS.2.W.3.7 Participate in shared research and writing projects.</li> <li>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	
2.1.3 Develop a search	2.1.3.1 Work individually or in cooperative group to decide who	<ul style="list-style-type: none"> <li>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with</li> </ul>	

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The student will:			
<b>Focus on the information need</b>			
action plan and timeline, working in groups or individually.	can assist in locating information for a librarian/teacher directed activity.	real-world connection for using this process in own life. <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>• 1.1.4 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 inquiry focus, questions, resources, or strategies when necessary to achieve success.</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>	peers and adults in small and larger groups. (abc) <ul style="list-style-type: none"> <li>• LAFS.2.W.3.7 Participate in shared research and writing projects.</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			
2.2.1 Locate print and digital resources, working in groups or individually.	2.2.1.1 Select books from easy and fiction collections, using author’s surname; locate nonfiction books using library signage, beginning to recognize that nonfiction section is arranged by DDC numbers.	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.2.L.1.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (e)</li> <li>• LAFS.2.L.3.4 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (e)</li> <li>• LAFS.2.RF.4.4 Read on-level text with purpose and understanding. (a)</li> <li>• LAFS.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• LAFS.2.RL.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	2.2.1.2 Use a keyword search in a school or public library online public access catalog (OPAC).	<ul style="list-style-type: none"> <li>• 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> </ul>	
	2.2.1.3 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>	
	2.2.1.4 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>	
2.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	2.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, 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.2.L.1.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (e)</li> <li>• LAFS.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (c)</li> <li>• LAFS.2.RF.4.4 Read on-level text with purpose and understanding. (a)</li> <li>• LAFS.2.RI.3.7 Explain how specific images contribute to and clarify a text.</li> <li>• LAFS.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>
	2.2.2 (This indicator is addressed starting in third grade.)		
	2.2.3 (This indicator is addressed starting in third grade.)		

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The student will:			
<b>Investigate</b> resources to search for answers			
2.2.4 (This indicator is addressed starting in fourth grade.)			
2.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	2.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs).	<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.2.L.1.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (e)</li> <li>• LAFS.2.L.3.4 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (e)</li> <li>• LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> <li>• LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> </ul>
	2.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.		
	2.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.		
	2.2.3.4 Begin to understand and use the organizational structure of the library (e.g., Dewey Decimal System).		
2.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	2.2.4.1 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.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abcd)</li> </ul>
	2.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		
	2.2.4.3 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>			
2.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	2.3.1.1 Use literacy skills and content knowledge to select 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.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (abc)</li> <li>• LAFS.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>• LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>
	2.3.1.2 Draw evidence from graphs, charts, tables, maps, photographs, and other visuals to answer search questions.	<ul style="list-style-type: none"> <li>• 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.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>• LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>• LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	2.3.1.3 Review information gathered to answer the search question, checking for appropriateness and accuracy.	<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.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• LAFS.2.RI.1.2 Identify the main topic of a multiparagraph</li> </ul>
2.3.2 Take notes and record data required for citations, working in	2.3.2.1 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.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• LAFS.2.RI.1.2 Identify the main topic of a multiparagraph</li> </ul>

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The student will:			
<b>Note and evaluate facts</b>			
groups or individually.	2.3.2.2 Begin to recognize rights of authors and illustrators with librarian/teacher direction.	<ul style="list-style-type: none"> <li>1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> </ul>	text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> <li>LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	2.3.2.3 Record sources with assistance (e.g., author and title).	<ul style="list-style-type: none"> <li>1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> </ul>	
	3.2.4 (This indicator is addressed starting in fourth grade.)		
2.3.3 Analyze information gathered and compare with research need, working in groups or individually.	2.3.3.1 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.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</li> <li>LAFS.2.SL.1.1 Ask for clarification and further explanation as needed about the topic and text under discussion. (c)</li> <li>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>LAFS.2.W.3.7 Participate in shared research and writing projects.</li> <li>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	2.3.3.2 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>	
	2.3.3.3 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>	
	2.3.3.4 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</li> </ul>	

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	The student will:		
<b>Note and evaluate facts</b>			
		resources when clear conclusions cannot be drawn. • 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.	

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The student will:			
<b>Develop information into knowledge for presentation</b>			
2.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	2.4.1.1 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.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• LAFS.2.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.)			
2.4.2 Analyze and synthesize collected information, working in groups or individually.	2.4.2.1 Summarize and draw conclusions from information to develop product.	<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.2.RI.1.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>• LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• LAFS.2.RI.3.7 Explain how specific images contribute to and clarify a text.</li> <li>• LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</li> <li>• LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	2.4.2.2 Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing).	<ul style="list-style-type: none"> <li>• 2.1.2 Organize knowledge so that it is useful.</li> <li>• 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</li> <li>• 2.1.4 Use technology and other information tools to analyze and organize information.</li> <li>• 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</li> </ul>	
2.4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.	2.4.3.1 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</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (abcdefg)</li> <li>• LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (abcde)</li> </ul>

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The student will:			
<b>Develop information into knowledge for presentation</b>			
		<p>completing products to express learning.</p> <ul style="list-style-type: none"> <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 to organize and display knowledge and understanding in ways that others can view, use, and assess.</li> <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>	<ul style="list-style-type: none"> <li>• LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• LAFS.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</li> <li>• LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>• LAFS.2.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.2.W.3.7 Participate in shared research and writing projects.</li> <li>• LAFS.2.W.3.8 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>			
2.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	2.5.1.1 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.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	2.5.1.2 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.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>
2.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	2.5.2.1 Reflect on search process during oral discussion.	<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.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>
2.5.3 Make recommendations for improving and applying process, working in groups or individually.	2.5.3.1 Explain the process used to find information and suggest ways for improvement.	<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.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	2.5.3.2 Judge personal ability to work in teams (e.g., listening and responding to varying opinions).	<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,</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (abc)</li> <li>• LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a</li> </ul>

<b>FINDS Components</b>	<b>FINDS Indicators</b>	<i>AASL Standards for the 21st-Century Learner</i>	<b>Language Arts Florida Standards</b>
	The student will:		
<b>Score presentation and search</b>			
		leadership, and demonstrations of respect for other viewpoints.	question.