

## FINDS: Research Process Model Third 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>			
3.1.1 Identify area of inquiry, working in groups or individually.	3.1.1.1 Activate prior and background 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.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	3.1.1.2 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.3.W.1.2 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (a)</li> </ul>
	3.1.1.3 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.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>
	3.1.1.4 Define search terms (e.g., alternate terms, keywords).	<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.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships.</li> <li>LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>LAFS.3.W.1.2 Develop the topic with facts, definitions, and details. (b)</li> </ul>
	3.1.1.5 Formulate a statement of purpose.	<ul style="list-style-type: none"> <li>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>
3.1.2 Decide how much information is needed, working in groups or individually.	3.1.2.1 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.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</li> </ul>

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The student will:			
<b>Focus on the information need</b>			
			teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others' ideas and expressing their own clearly. (abcd) <ul style="list-style-type: none"> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	3.1.2.2 Identify 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.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
3.1.3 Develop a search action plan and timeline, working in groups or individually.	3.1.3.1 Work individually or in cooperative group to contribute to a librarian/teacher-devised search action plan which lists: <ul style="list-style-type: none"> <li>• topic and subtopics;</li> <li>• keywords and alternate terms;</li> <li>• presearch questions;</li> <li>• possible information sources; and</li> <li>• people to provide assistance with research (e.g., teacher, parents, school and/or public librarian).</li> </ul>	<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 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>	<ul style="list-style-type: none"> <li>• LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	3.1.3.2 Understand online navigation procedures (e.g., toolbar, links, bookmarks).	<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.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
1.3.3 (This indicator is addressed starting in fifth grade.)			

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The student will:			
<b>Investigate resources to search for answers</b>			
3.2.1 Locate print and digital resources, working in groups or individually.	3.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call 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.3.L.1.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. (g)</li> <li>• LAFS.3.L.3.4 Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. (d)</li> <li>• LAFS.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>• LAFS.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	3.2.1.2 Use title, subject, author, or keyword searches to locate resources in the 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>	
	3.2.1.3 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>	
	3.2.1.4 Use selected online databases and other resources (e.g., dictionaries and selected Internet sites) with assistance to locate information.	<ul style="list-style-type: none"> <li>• 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> </ul>	
3.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	3.2.2.1 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.3.L.1.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. (g)</li> <li>• LAFS.3.L.3.4 Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. (d)</li> <li>• LAFS.3.RF.4.4 Read on-level text with purpose and understanding. (a)</li> <li>• LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>• LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• LAFS.3.RI.3.8 Describe the logical connection between</li> </ul>
	3.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, readability).	<ul style="list-style-type: none"> <li>• 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> <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>• 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</li> <li>• 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</li> </ul>	

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The student will:			
<b>Investigate</b> resources to search for answers			
			particular sentences and paragraphs in a text. <ul style="list-style-type: none"> <li>• LAFS.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> </ul>
	3.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).	<ul style="list-style-type: none"> <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.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> </ul>
	2.2.4 (This indicator is addressed starting in fourth grade.)		
3.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	3.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).	<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.3.L.1.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. (g)</li> <li>• LAFS.3.L.3.4 Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. (d)</li> <li>• LAFS.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships.</li> <li>• LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul>
	3.2.3.2 Understand that resources may be organized according to type or format alphabetically, numerically, or topically.		
	3.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.		
	3.2.3.4 Understand and begin to use the organizational structure of the library (e.g., Dewey Decimal System).		
3.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	3.2.4.1 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</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> </ul>
	3.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		
	3.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.		

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	The student will:		
<b>Investigate</b> resources to search for answers			
	3.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	interaction.	

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The student will:			
<b>Note and evaluate facts</b>			
3.3.1 Read, evaluate, and select information to answer search need, working in groups or individually.	3.3.1.1 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.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (abc)</li> <li>• LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>• LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ul>
	3.3.1.2 Draw evidence from graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals to answer search questions.		<ul style="list-style-type: none"> <li>• LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
	3.3.1.3 Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources.	<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.3.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</li> <li>• LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
3.3.2 Take notes and record data required for citations,	3.3.2.1 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.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>



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The student will:			
<b>Note and evaluate facts</b>			
working in groups or individually.	3.3.2.2 Begin to recognize intellectual property rights with librarian/teacher direction (e.g., taking notes in words and phrases only).	<ul style="list-style-type: none"> <li>1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	3.3.2.3 Record sources of materials used (e.g., author, title, publisher, or URL).	<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.)		
3.3.3 Analyze information gathered and compare with research need, working in groups or individually.	3.3.3.1 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.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. (cd)</li> <li>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</li> </ul>
	3.3.3.2 Review notes and/or information for completeness.	<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>	
	3.3.3.3 Change and/or add new questions, if appropriate.	<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>	
	3.3.3.4 Search for additional facts, 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> </ul>	

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The student will:			
<b>Note and evaluate facts</b>			
		<ul style="list-style-type: none"> <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 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>	



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The student will:			
<b>Develop information into knowledge for presentation</b>			
3.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	3.4.1.1 Choose a presentation method from teacher or librarian choices. 3.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.	<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.3.SL.2.5 Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</li> <li>• LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</li> </ul>
3.4.2 Analyze and synthesize collected information, working in groups or individually.	3.4.2.1 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.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>• LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</li> <li>• LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>
	3.4.2.2 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>	<ul style="list-style-type: none"> <li>• LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
3.4.3 Communicate information and ideas using a variety of formats and media, working in	3.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning about a topic.	<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> </ul>	<ul style="list-style-type: none"> <li>• LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (abcdefghij)</li> <li>• LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization,</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Develop information into knowledge for presentation</b>			
groups or individually.		<ul style="list-style-type: none"> <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 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>punctuation, and spelling when writing. (abcdefg)</li> <li>• LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (ab)</li> <li>• LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</li> <li>• LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• LAFS.3.SL.2.5 Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</li> <li>• LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (abcd)</li> <li>• LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (abcd)</li> <li>• LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing</li> </ul>

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The student will:			
<b>Develop information into knowledge for presentation</b>			
			(using keyboarding skills) as well as to interact and collaborate with others. <ul style="list-style-type: none"> <li>• LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	3.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author’s name, title).	<ul style="list-style-type: none"> <li>• 1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> <li>• 1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> <li>• 3.3.7 Respect the principles of intellectual freedom.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	3.4.3.3 Revise and edit the information product as needed.	<ul style="list-style-type: none"> <li>• 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> <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>• 2.2.4 Demonstrate personal productivity by completing products to express learning.</li> <li>• 2.4.2 Reflect on systematic process, and assess for completeness of investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>

FINDS Components	FINDS Indicators	AASL Standards for the 21st-Century Learner	Language Arts Florida Standards
The student will:			
<b>Score presentation and search</b>			
3.5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.	<p>3.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.</p> <hr/> <p>3.5.1.2 Use teacher or librarian generated criteria to evaluate information product.</p>	<ul style="list-style-type: none"> <li>• 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> <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.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
3.5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.	3.5.2.1 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.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>• LAFS.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
3.5.3 Make recommendations for improving and applying process, working in groups or individually.	3.5.3.1 Explain the process used for inquiry-based learning 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.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> </ul>

<b>FINDS Components</b>	<b>FINDS Indicators</b>	<b>AASL Standards for the 21st-Century Learner</b>	<b>Language Arts Florida Standards</b>
The student will:			
<b>Score presentation and search</b>			
			<ul style="list-style-type: none"> <li>• LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• LAFS.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
	3.5.3.2 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, leadership, and demonstrations of respect for other viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. (abcd)</li> <li>• LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>