

Research Process Model Skills

FINDS	*SSS Benchmarks	Student Tasks/Skills
Focus on information need		
The student will: Determine the information problem.	LA.A.2.1.5 LA.B.1.4.1	The student will: <ul style="list-style-type: none"> • Narrow or broaden topic and write a thesis sentence. • Use brainstorming, webbing, or graphical organizers to write presearch questions. • Evaluate scope of information need and determine how much information is needed (ready reference/research).
Develop a search plan.	FL.C.1.4.1 LA.A.2.4.6 LA.B.2.4.2	<ul style="list-style-type: none"> • Identify key words and alternative search words. • Formulate search strategies. • Establish timeline. • Identify possible sources of appropriate resources. • Recognize when there is a need for more than one source of information.
Understand and use search techniques and terminology.	FL.C.1.4.1 LA.A.2.4.6	<ul style="list-style-type: none"> • Define search terms (<i>i.e.</i>, descriptors, Boolean logic operators, proximity operators, alternative terms, wild cards, key words, search punctuation). • Apply search punctuation and techniques to formulated search plan.
Investigate resources to search for answer		
The student will: Understand the structure and organization of information resources.	LA.A.2.1.5 LA.D.2.1.4 LA.D.2.1.4 LA.A.1.2.1 FL.C.1.4.1 LA.A.2.4.6 LA.B.2.4.4	<ul style="list-style-type: none"> • Identify the library media specialist and staff as information sources. • Recognize that reference information is organized in specific formats (<i>i.e.</i>, specialized dictionaries and encyclopedias; directories and handbooks; almanacs and yearbooks). • Understand that resources may be organized alphabetically, chronologically, topically, graphically, and/or numerically. • Understand and use the organizational structure of the library (<i>i.e.</i>, Dewey Decimal Classification System, Library of Congress Classification System). • Use tables of content, indexes, headings, key words, captions, guide words, glossaries, appendixes, cross references, menus, help screens, hypertext links, URLs, and other organizers. • Understand that organization of information varies according to type/format of resource.
Develop and apply personal and evaluative criteria for selecting relevant resources.	LA.A.2.1.4 LA.A.2.2.4 LA.E.1.2.1 LA.A.2.3.4	<ul style="list-style-type: none"> • Identify the need for and a list of evaluative criteria in selecting resources. • Develop evaluative criteria checklists for selecting resources to answer different types of information problems. • Apply evaluative criteria for selecting resources. • Understand that the information need determines the resources selected (<i>i.e.</i>, newspaper, photograph, chart).

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Access and use appropriate print, nonprint, and e-resources to gather information.	LA.A.1.1.1 LA.A.2.1.5 LA.A.2.2.8 LA.D.2.2.5 SS.A.1.2.2 LA.B.2.2.4 LA.A.2.3.6 SS.A.1.3.2 LA.A.2.3.6 LA.C.2.4.1 LA.A.1.4.4 LA.A.2.4.7 LA.B.2.4.4	<ul style="list-style-type: none"> • Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources. • Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals. • Use specialized resources (<i>i.e.</i>, gazetteers, biographical sources, atlases, periodicals, literary criticism, manuals, government documents) in print, nonprint, or e-resource format. • Distinguish whether a primary or secondary source is more appropriate. • Use resources from various locations (<i>i.e.</i>, public library, Internet, book store). • Use online public access catalogs (OPAC) in the local school, district, and public libraries, and the SUNLINK statewide K-12 database. • Use shared resources such as those available from SUNLINK and multitype library consortiums.
Respect the rights of others to equitable access to information.	LA.C.1.1.1 LA.B.2.3.4	<ul style="list-style-type: none"> • Follow procedures for circulation and timely return of materials. • Exhibit responsible care in the use of materials, equipment, and facilities. • Maintain orderly arrangement of resources. • Follow guidelines and etiquette in the use of electronic information resources. • Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.
Note and evaluate facts and ideas to answer the question		
The student will: Interpret and analyze information to answer search question.	LA.A.2.1.3 LA.A.2.1.4 MA.E.3.1.2 LA.A.2.2.6 LA.A.2.2.4 LA.A.2.2.2 LA.A.2.3.8 LA.C.2.3.1 LA.D.2.3.6 LA.A.2.4.5 LA.C.1.4.4	<ul style="list-style-type: none"> • Differentiate between fiction and nonfiction; fact and opinion. • Recognize that ideas and information can be enhanced, manipulated or distorted (<i>i.e.</i>, stereotypes, prejudice, bias). • Distinguish contrasting points of view and perspective in ideas and information. • Recognize that information is presented for a variety of purposes. • Compare the information gathered with the information need. • Predict outcomes, sequences, events, and use visual and oral clues to interpret information.
Compile and organize information to answer the search question, recording bibliographic data.	LA.B.2.2.1 LA.B.2.2.2 LA.A.1.3.4 LA.B.2.3.1 LA.A.1.4.4 LA.A.2.4.4 LA.A.2.4.8 LA.B.2.4.2	<ul style="list-style-type: none"> • Compile notes using strategies such as Power Notes, graphic organizers, or note cards. • Organize notes and/or information for clarity, coherence, and emphasis. • Organize data using e-tools (<i>i.e.</i>, spreadsheets, databases, word processing). • Sequence information alphabetically, numerically, statistically, categorically, chronologically, as--appropriate.

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Understand the concepts of intellectual property rights and intellectual freedom.	SS.C.2.1.1 SS.C.2.1.2 SC.H.1.1.3 SC.H.1.2.3 LA.D.2.3.7 LA.D.2.3.7	<ul style="list-style-type: none"> Recognize the value of information representing diverse points of view. Recognizes that information from diverse resources promotes cultural literacy, multicultural awareness, and interpersonal understanding. Allow individuals in a group project to maintain their own opinions while working toward group consensus. Participate in group discussions and activities by expressing opinions about materials heard, read or viewed. Cite sources of all types of information using references or a bibliography. Recognize the purpose of copyright and copyright law. Practice legal and ethical usage of copyright law and fair use guidelines appropriate to format. Explain the responsibilities of citizens in a democracy concerning intellectual freedom.
Develop information into knowledge for presentation		
The student will: Understand the strategies necessary to produce a project.	LA.A.2.4.4 LA.A.2.4.8	<ul style="list-style-type: none"> Understand the need for effective planning strategies such as timelines, group member assignments, work flow, etc. Understand that information can be shared in a variety of formats (<i>i.e.</i>, written, oral, visual, digital).
Select and use a variety of appropriate media equipment and accessories.	LA.D.2.3.4	<ul style="list-style-type: none"> Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. Understand the strengths and limitations of each type of media. Use appropriate type of equipment and accessories to complete the project.
Organize information and ideas to effectively communicate them to others.	LA.B.2.2.4 LA.A.2.3.2 LA.A.2.3.7 LA.A.2.4.4 LA.A.2.4.8 LA.B.2.4.1 LA.B.2.4.2 LA.B.2.4.4	<ul style="list-style-type: none"> Establish a clear focus for the product and/or information need. Analyze and synthesize collected information through various techniques (<i>i.e.</i>, source cards, note cards, spreadsheets, outlines, storyboards). Prepare presentation for intended audience (<i>i.e.</i>, children, adults, supporters, opponents).
Present information and ideas, including a bibliography.	LA.B.2.2.4 LA.A.2.2.5 LA.A.2.3.5 LA.B.2.3.4 LA.D.2.3.5 LA.D.3.4.3 LA.D.2.4.4	<ul style="list-style-type: none"> Use resources and technology to create and present a quality product (<i>i.e.</i>, oral or written report, speech, research paper, multimedia presentation, Webquest, videorecorded documentary). Demonstrate effective interpersonal communication skills to share ideas and information with others.

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Score presentation and search process		
The student will: Evaluate outcome compared to criteria defined for information problem.	LA.C.1.2.1 LA.C.1.2.2 LA.C.1.3.2 LA.B.2.4.2	<ul style="list-style-type: none"> • Develop and use evaluative criteria for information problem or product (<i>i.e.</i>, rubric, checklist, personal need).
Analyze and evaluate the search process.	LA.A.2.4.8	<ul style="list-style-type: none"> • Reflect on the search process and note strengths and weaknesses (<i>i.e.</i>, journal entry, rubric, group discussion).
Make recommendations for improving search process.	LA.A.2.4.8	<ul style="list-style-type: none"> • Recommend specific ways to improve personal search methodologies.