

FINDS Summary – Focus

Focus –		1.1 Identify area of inquiry, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.1.1.1 Ask questions to obtain information, collaborating with others if working in group. LA.K.6.2.1 AASL 1.1.3 AASL 1.1.9	1.1.1.1 Ask questions to obtain information, collaborating with others if working in group. LA.1.6.2.1 AASL 1.1.3 AASL 1.1.9	2.1.1.1 Activate prior knowledge to select topic when appropriate, collaborating with others if working in group. LA.2.6.2.1 AASL 1.1.2 AASL 1.1.9	3.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA.3.6.2.1 AASL 1.1.2 AASL 1.1.9	4.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA.4.6.2.1 AASL 1.1.2 AASL 1.1.9	5.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA.5.6.2.1 AASL 1.1.2 AASL 1.1.9	6.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA.6.6.2.1 AASL 1.1.2 AASL 1.1.9	7.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA.7.6.2.1 AASL 1.1.2 AASL 1.1.9	8.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA.8.6.2.1 AASL 1.1.2 AASL 1.1.9	910.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA..910.6.2.1 AASL 1.1.2 AASL 1.1.9	1112.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group. LA..1112.6.2.1 AASL 1.1.2 AASL 1.1.9
K.1.1.2 Narrow or broaden topic.	1.1.1.2 Narrow or broaden topic. LA.1.6.2.1	2.1.1.2 Narrow or broaden topic. LA.2.6.2.1	3.1.1.2 Narrow or broaden topic. LA.3.6.2.1	4.1.1.2 Narrow or broaden topic. LA.4.6.2.1	5.1.1.2 Narrow or broaden topic. LA.5.6.2.1	6.1.1.2 Narrow or broaden topic. LA.6.6.2.1	7.1.1.2 Narrow or broaden topic. LA.7.6.2.1	8.1.1.2 Narrow or broaden topic. LA.8.6.2.1	910.1.1.2 Narrow or broaden topic. LA. 910.6.2.1	1112.1.1.2 Narrow or broaden topic. LA..1112.6.2.1
	1.1.1.3 Use brainstorming or webbing to write presearch questions. LA.1.3.1.1 LA.1.6.2.1 AASL 1.1.3	2.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions. LA.2.3.1.1 LA.2.6.2.1 AASL 1.1.3	3.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions. LA.3.3.1.1 LA.3.6.2.1 AASL 1.1.3	4.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions. LA.4.3.1.1 LA.4.6.2.1 AASL 1.1.3	5.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions. LA.5.3.1.1 LA.5.6.2.1 AASL 1.1.3	6.1.1.3 Generate presearch questions through brainstorming and use of graphic organizers. LA.6.3.1.1 LA.6.6.2.1 AASL 1.1.3	7.1.1.3 Generate presearch questions through brainstorming and use of graphic organizers. LA.7.3.1.1 LA.7.6.2.1 AASL 1.1.3	8.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers. LA.8.3.1.1 LA.8.6.2.1 AASL 1.1.3	910.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers. LA..910.3.1.1 LA..910.6.2.1 AASL 1.1.3	1112.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers. LA..1112.3.1.1 LA..1112.6.2.1 AASL 1.1.3

Focus –		1.1 Identify area of inquiry, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
			3.1.1.4 Define search terms (e.g., alternate terms, keywords). LA.3.1.6.5 LA.3.6.2.1	4.1.1.4 Define search terms (e.g., alternate terms, keywords). LA.4.1.6.5 LA.4.6.2.1	5.1.1.4 Define search terms (e.g., alternate terms, keywords). LA.5.1.6.5 LA.5.6.2.1	6.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords). LA.6.1.6.5 LA.6.6.2.1	7.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords). LA.7.1.6.5 LA.7.6.2.1	8.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords). LA.8.1.6.5 LA.8.6.2.1	910.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords). LA.910.1.6.5 LA.910.6.2.1	1112.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords). LA.1112.1.6.5 LA.1112.6.2.1
			3.1.1.5 Formulate a statement of purpose. LA.3.3.2.1 AASL 1.2.5	4.1.1.5 Formulate a statement of purpose. LA.6.3.2.1 AASL 1.2.5	5.1.1.5 Formulate a statement of purpose. LA.5.3.2.1 AASL 1.2.5	6.1.1.5 Formulate a thesis or statement of purpose. LA.6.3.2.1 AASL 1.2.5	7.1.1.5 Formulate a thesis or statement of purpose. LA.7.3.2.1 AASL 1.2.5	8.1.1.5 Formulate a thesis or statement of purpose. LA.8.3.2.1 AASL 1.2.5	910.1.1.5 Formulate a thesis or statement of purpose. LA.910.3.2.1 AASL 1.2.5	1112.1.1.5 Formulate a thesis or statement of purpose. LA1112.3.2.1 AASL 1.2.5

Focus –		1.2 Decide how much information is needed, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	1.1.2.1 Recognize when there is a need for more than one source of information. LA.1.6.2.1 AASL 1.2.3	2.1.2.1 Recognize when there is a need for more than one source of information. LA.2.6.2.1 AASL 1.2.3	3.1.2.1 Recognize when there is a need for more than one source of information. LA.3.6.2.1 AASL 1.2.3	4.1.2.1 Recognize when there is a need for more than one source of information. LA.4.6.2.1 AASL 1.2.3	5.1.2.1 Recognize need for multiple information sources. LA.5.6.2.1 AASL 1.2.3	6.1.2.1 Recognize need for multiple information sources. LA.6.6.2.1 AASL 1.2.3	7.1.2.1 Recognize need for multiple information sources. LA.7.6.2.1 AASL 1.2.3	8.1.2.1 Recognize need for multiple information sources. LA.8.6.2.1 AASL 1.2.3	910.1.2.1 Recognize need for multiple information sources. LA..910.6.2.1 AASL 1.2.3	1112.1.2.1 Recognize need for multiple information sources. LA..1112.6.2.1 AASL 1.2.3
	1.1.2.2 Predict possible sources of appropriate materials. LA.1.6.2.1 AASL 1.1.4	2.1.2.2 Predict possible sources of appropriate materials. LA.2.6.2.1 AASL 1.1.4	3.1.2.2 Identify possible sources of appropriate materials. LA.3.6.2.1 AASL 1.1.4	4.1.2.2 Identify possible sources of information. LA.4.6.2.1 AASL 1.1.4	5.1.2.2 Identify possible sources of information. LA.5.6.2.1 AASL 1.1.4	6.1.2.2 Identify potential information sources. LA.6.6.2.1 AASL 1.1.4	7.1.2.2 Identify potential information sources. LA.7.6.2.1 AASL 1.1.4	8.1.2.2 Identify potential information sources. LA.8.6.2.1 AASL 1.1.4	910.1.2.2 Identify potential information sources. LA..910.6.2.1 AASL 1.1.4	1112.1.2.2 Identify potential information sources. LA..1112..6.2.1 AASL 1.1.4
Focus –		1.3 Develop a search action plan and timeline, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.1.3.1 Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.	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.	2.1.3.1 Work individually or in cooperative group to decide who can assist in locating information for a librarian/teacher directed activity.	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"> • topic and subtopics; • keywords and alternate terms; • presearch questions; • possible information sources; and 	4.1.3.1 Work individually or in cooperative group to develop a simple search action plan which lists: <ul style="list-style-type: none"> • topic and subtopics; • keywords and alternate terms; • presearch questions; • possible information 	5.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> • topic and subtopics; • keywords and alternate terms; • presearch questions; • possible information 	6.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> • topic and subtopics; • keywords and alternate terms; • presearch questions; • thesis or statement of 	7.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> • topic and subtopics; • keywords and alternate terms; • presearch questions • thesis or statement of 	8.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> • topic and subtopics; • keywords and alternate terms; • presearch questions; • thesis or statement of 	910.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> • topic and subtopics; • keywords and alternate terms; • presearch questions; • thesis or statement of 	1112.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> • topic and subtopics; • keywords and alternate terms; • presearch questions; • thesis or statement of

Focus –		1.3 Develop a search action plan and timeline, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
LA.K.6.2.1 AASL 1.4.2 AASL 1.4.4	LA.1.6.2.1 LA.1.2.2.2 LA.1.5.2.1 LA.1.6.2.1 AASL 1.4.2 AASL 1.4.4		information sources; and <ul style="list-style-type: none"> people to provide assistance with research (e.g., teacher, parents, school and/or public librarian). LA.3.2.2.5 LA.3.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.2 AASL 1.4.4 AASL 2.1.5	<ul style="list-style-type: none"> people to provide assistance with research (e.g., teacher, parents, school and/or public librarian) . LA.4.2.2.5 LA.4.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5	sources; <ul style="list-style-type: none"> people to provide assistance with research (e.g., teacher, parents, school and/or public librarian); and due dates for project. LA.5.2.2.5 LA.5.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5	purpose; <ul style="list-style-type: none"> possible information sources; people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and due dates for project. LA.6.2.2.5 LA.6.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5	purpose; <ul style="list-style-type: none"> possible information sources; people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and due dates for project. LA.7.2.2.5 LA.7.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5	purpose; <ul style="list-style-type: none"> possible information sources; people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and due dates for project. LA.8.2.2.5 LA.8.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5	purpose; <ul style="list-style-type: none"> possible information sources; people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and due dates for projects. LA. 910.2.2.5 LA..910.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5	purpose; <ul style="list-style-type: none"> possible information sources; people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and due dates for project phases. LA..1112.2.2.5 LA..1112.6.2.1 AASL 1.1.1 AASL 1.1.3 AASL 1.1.4 AASL 1.1.9 AASL 1.3.4 AASL 1.4.4 AASL 2.1.5
			3.1.3.2 Understand online navigation procedures (e.g., buttons, toolbar, links, favorites or bookmarks). LA.3.6.4.1 LA.3.6.4.2 AASL 1.1.8	4.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks). LA.4.6.4.1 LA.4.6.4.2 AASL 1.1.8	5.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks). LA.5.6.4.1 LA.5.6.4.2 AASL 1.1.8	6.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks). LA.6.6.4.1 LA.6.6.4.2 AASL 1.1.8	7.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks). LA.7.6.4.1 LA.7.6.4.2 AASL 1.1.8	8.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks). LA.8.6.4.1 LA.8.6.4.2 AASL 1.1.8	910.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks). LA..910.6.4.1 LA..6.4.2 AASL 1.1.8	1112.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks). LA..1112.6.4.1 LA..1112.6.4.2 AASL 1.1.8

Focus –		1.3 Develop a search action plan and timeline, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
					5.1.3.3 Sequence the steps in the research process. AASL 1.1.1	6.1.3.3 Sequence the steps in the research process. AASL 1.1.1	7.1.3.3 Sequence the steps in the research process. AASL 1.1.1	8.1.3.3 Sequence the steps in the research process. AASL 1.1.1	910.1.3.3 Sequence the steps in the research process. AASL 1.1.1	1112.1.3.3 Sequence the steps in the research process. AASL 1.1.1

FINDS Summary – Investigate

Investigate resources –		2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
<p>K.2.1.1 Know that story books are in the easy fiction section.</p> <p>LA.K.2.1.4 AASL 1.1.4</p>	<p>1.2.1.1 Know that easy fiction books are arranged alphabetically by the author's last name.</p> <p>LA.1.2.1.4 AASL 1.1.4</p>	<p>2.2.1.1 Locate easy books alphabetically by the author's last name.</p> <p>LA.2.2.1.4 AASL 1.1.4</p>	<p>3.2.1.1 Locate resources using a title, subject, or author search in the online public access catalog (OPAC).</p> <p>LA.3.2.1.4 AASL 1.1.4</p>	<p>4.2.1.1 Locate resources using a title, subject, author, or keyword search in the online public access catalog (OPAC).</p> <p>LA.4.2.1.4 AASL 1.1.4</p>	<p>5.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.</p> <p>LA.5.2.1.4 AASL 1.1.4</p>	<p>6.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.</p> <p>LA.6.2.1.4 AASL 1.1.4</p>	<p>7.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.</p> <p>LA.7.2.1.4 AASL 1.1.4</p>	<p>8.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.</p> <p>LA.8.2.1.4 AASL 1.1.4</p>	<p>910.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.</p> <p>LA.910.2.1.4 AASL 1.1.4</p>	<p>1112.2.1.1 Use online public access catalogs (OPAC) in the local school, district, and public libraries.</p> <p>LA.1112.2.1.4 AASL 1.1.4</p>
<p>K.2.1.2 Know that books are placed in order on the library shelves.</p> <p>AASL 1.1.4</p>	<p>1.2.1.2 Know that books are placed in order on the library shelves.</p> <p>AASL 1.1.4</p>	<p>2.2.1.2 Understand that nonfiction books are arranged on the shelf by numbers.</p> <p>AASL 1.1.4</p>	<p>3.2.1.2 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.</p> <p>AASL 1.1.4</p>	<p>4.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelf using call numbers.</p> <p>AASL 1.1.4</p>	<p>5.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.</p> <p>AASL 1.1.4</p>	<p>6.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.</p> <p>AASL 1.1.4</p>	<p>7.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.</p> <p>AASL 1.1.4</p>	<p>8.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.</p> <p>AASL 1.1.4</p>	<p>910.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.</p> <p>AASL 1.1.4</p>	<p>1112.2.1.2 Retrieve fiction, nonfiction, and reference books from the shelves using call numbers.</p> <p>AASL 1.1.4</p>
<p>K.2.1.3 Identify appropriate resources from various locations (e.g., school/public library or book store).</p> <p>LA.K.2.1.4 LA.K.2.2.3 AASL 1.2.2</p>	<p>1.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.1.2.1.4 LA.1.2.2.3 AASL 1.2.2</p>	<p>2.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.2.2.1.4 LA.2.2.2.3 AASL 1.2.2</p>	<p>3.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.3.2.1.4 LA.3.2.2.3 AASL 1.2.2</p>	<p>4.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.4.2.1.4 LA.4.2.2.3 AASL 1.2.2</p>	<p>5.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.5.2.1.4 LA.5.2.2.3 AASL 1.2.2</p>	<p>6.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.6.2.1.4 LA.6.2.2.3 AASL 1.2.2</p>	<p>7.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.7.2.1.4 LA.7.2.2.3 AASL 1.2.2</p>	<p>8.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.8.2.1.4 LA.8.2.2.3 AASL 1.2.2</p>	<p>910.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.910.2.1.4 LA.910.2.2.3 AASL 1.2.2</p>	<p>1112.2.1.3 Identify appropriate resources from various locations (e.g., school/public library, Internet, book store).</p> <p>LA.1112.2.1.4 LA.1112.2.2.3 AASL 1.2.2</p>

Investigate resources –		2.2 Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	1.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	2.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph).	3.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph).	4.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, thesaurus, encyclopedia, nonfiction, newspaper).	5.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).	6.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).	7.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	8.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	910.2.2.1 Understand that the information need determines the resources selected (e.g., subject encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	1112.2.2.1 Understand that the information need determines the resources selected (e.g., subject encyclopedia, handbook, nonfiction, newspaper, periodical, Internet source).
LA.K.6.1.1 LA.K.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.1.6.2.1 LA.1.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.2.6.2.1 LA.2.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.3.6.2.1 LA.3.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.4.6.1.1 LA.4.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.5.6.1.1 LA.5.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.6.6.1.1 LA.6.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.7.6.2.1 LA.7.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.8.6.2.1 LA.8.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.910.6.2.1 LA.910.6.2.2 AASL 1.1.4 AASL 1.1.5	LA.1112.6.2.1 LA.1112.6.2.2 AASL 1.1.4 AASL 1.1.5
			3.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	4.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability)	5.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	6.2.2.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	7.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	8.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	910.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	1112.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, coverage).
			LA.3.2.2.4 LA.3.6.2.2 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4	LA.4.2.2.4 LA.4.6.2.2 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4.	LA.5.2.2.4 LA.5.6.2.1 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4	LA.6.2.2.4 LA.6.6.2.1 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4	LA.7.2.2.4 LA.7.6.2.1 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4	LA.8.2.2.4 LA.8.6.2.1 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4	LA.910.2.2.4 LA.910.6.2.1 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4	LA.1112.2.2.4 LA.1112.6.2.1 AASL 1.1.4 AASL 1.1.5 AASL 1.2.4

Investigate resources –		2.2 Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
			3.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).	4.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).	5.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).	6.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).	7.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).	8.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).	910.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, speeches) and secondary sources (e.g., textbooks, biographies).	1112.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, treaties, speeches) and secondary sources (e.g., textbooks, biographies, historical analyses).
			AASL 1.1.6 AASL 1.1.7	AASL 1.1.6 AASL 1.1.7	AASL 1.1.6 AASL 1.1.7	AASL 1.1.6 AASL 1.1.7.	AASL 1.1.6 AASL 1.1.7	AASL 1.1.6 AASL 1.1.7	AASL 1.1.6 AASL 1.1.7	AASL 1.1.6 AASL 1.1.7
				4.2.2.4 Select a variety of information sources in different formats.	5.2.2.4 Select a variety of information sources in different formats.	6.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	7.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	8.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	910.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.	1112.2.2.4 Select a variety of information sources representing a range of viewpoints and formats.
				LA.4.6.2.2 AASL 1.1.6 AASL 1.2.3	LA.5.6.2.2 LA.5.6.3.2 AASL 1.1.6 AASL 1.2.3	LA.6.6.2.2 LA.6.6.3.2 AASL 1.1.6 AASL 1.2.3	LA.7.6.2.2 LA.7.6.3.2 AASL 1.1.6 AASL 1.2.3	LA.8.6.2.2 LA.8.6.3.2 AASL 1.1.6 AASL 1.2.3	LA.910.6.2.2 LA.910.6.3.3 AASL 1.1.6 AASL 1.2.3	LA.1112.6.2.2 LA.1112.6.3.2 AASL 1.1.6 AASL 1.2.3

Investigate resources –		2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
<p>K.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).</p> <p>LA.K.6.2.2 AASL 1.1.4</p>	<p>1.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).</p> <p>LA.1.6.1.1 LA.1.6.2.1 LA.1.6.2.2 AASL 1.1.4</p>	<p>2.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs).</p> <p>LA.2.6.1.1 LA.2.6.2.1 LA.2.6.2.2 AASL 1.1.4</p>	<p>3.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).</p> <p>LA.3.6.1.1 LA.3.6.2.2 AASL 1.1.4</p>	<p>4.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).</p> <p>LA.4.6.1.1 LA.4.6.2.2 AASL 1.1.4</p>	<p>5.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).</p> <p>LA.5.6.2.1 AASL 1.1.4</p>	<p>6.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).</p> <p>LA.6.6.2.1 AASL 1.1.4</p>	<p>7.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).</p> <p>LA.7.6.2.1 AASL 1.1.4</p>	<p>8.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, almanacs, atlases, biographical sources).</p> <p>LA.8.6.2.1 AASL 1.1.4</p>	<p>910.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, almanacs, atlases, biographical sources).</p> <p>LA.910.6.2.1 AASL 1.1.4</p>	<p>1112.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, yearbooks, atlases, biographical sources).</p> <p>LA.1112.6.2.1 AASL 1.1.4</p>
<p>K.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.</p> <p>AASL 1.1.6</p>	<p>1.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.</p> <p>AASL 1.1.6</p>	<p>2.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.</p> <p>AASL 1.1.6</p>	<p>3.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, or topically.</p> <p>AASL 1.1.6</p>	<p>4.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, or topically.</p> <p>AASL 1.1.6</p>	<p>5.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.</p> <p>AASL 1.1.6</p>	<p>6.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.</p> <p>AASL 1.1.6</p>	<p>7.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.</p> <p>AASL 1.1.6</p>	<p>8.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.</p> <p>AASL 1.1.6</p>	<p>910.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.</p> <p>AASL 1.1.6</p>	<p>1112.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.</p> <p>AASL 1.1.6</p>
	<p>1.2.3.3 Use headings, captions, keywords, tables of contents, and indexes.</p>	<p>2.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>3.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>4.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>5.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>6.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>7.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>8.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>910.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>	<p>1112.2.3.3 Use headings, captions, keywords, glossaries, tables of</p>

Investigate resources –		2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	LA.1.1.1.1 LA.1.1.7.1 LA.1.2.2.1	contents, and indexes. LA.2.1.7.1 LA.2.2.2.1	contents, and indexes. LA.3.1.7.1 LA.3.2.2.1	contents, and indexes. LA.4.1.7.1 LA.4.2.2.1	contents, and indexes. LA.5.1.7.1 LA.5.2.2.1	contents, and indexes. LA.6.6.1.1 LA.6.1.7.1 LA.6.2.2.1	contents, and indexes. LA.7.6.1.1 LA.7.1.7.1 LA.7.2.2.1	contents, and indexes. LA.8.6.1.1 LA.8.1.7.1 LA.8.2.2.1	contents, and indexes. LA.910.6.1.1 LA.910.1.7.1 LA.910.2.2.1	contents, and indexes. LA.1112.6.1.1 LA.1112.1.7.1 LA.1112.2.2.1
		2.2.3.4 Begin to understand and use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	3.2.3.4 Understand and begin to use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	4.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	5.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	6.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	7.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	8.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	910.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System). AASL 1.1.4 AASL 1.1.8	1112.2.3.4 Understand and use the organizational structure of a library (e.g., Dewey Decimal System and Library of Congress Classification System). AASL 1.1.4 AASL 1.1.8

Investigate resources –		2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	1.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	2.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	3.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	4.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	5.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	6.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	7.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	8.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	910.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6	1112.2.4.1 Follow procedures for circulation and timely return of materials. AASL 1.3.3 AASL 3.1.6
K.2.4.2 Exhibit responsible care in the use of materials,	1.2.4.2 Exhibit responsible care in the use of materials,	2.2.4.2 Exhibit responsible care in the use of materials,	3.2.4.2 Exhibit responsible care in the use of materials,	4.2.4.2 Exhibit responsible care in the use of materials,	5.2.4.2 Exhibit responsible care in the use of materials,	6.2.4.2 Exhibit responsible care in the use of materials,	7.2.4.2 Exhibit responsible care in the use of materials,	8.2.4.2 Exhibit responsible care in the use of materials,	910.2.4.2 Exhibit responsible care in the use of materials,	1112.2.4.2 Exhibit responsible care in the use of

Investigate resources –		2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.									
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth	
equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	equipment, and facilities. AASL 1.3.3 AASL 3.1.6	materials, equipment, and facilities. AASL 1.3.3 AASL 3.1.6
K.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.K.6.4.1 AASL 1.3.5 AASL 3.1.6	1.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.1.6.4.1 AASL 1.3.5 AASL 3.1.6	2.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.2.6.4.1 AASL 1.3.5 AASL 3.1.6	3.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.3.6.4.1 AASL 1.3.5 AASL 3.1.6	4.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.4.6.4.1 AASL 1.3.5 AASL 3.1.6	5.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.5.6.4.1 AASL 1.3.5 AASL 3.1.6	6.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.6.6.4.1 AASL 1.3.5 AASL 3.1.6	7.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.7.6.4.1 AASL 1.3.5 AASL 3.1.6	8.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.8.6.4.1 AASL 1.3.5 AASL 3.1.6	910.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.910.6.4.1 AASL 1.3.5 AASL 3.1.6	1112.2.4.3 Follow guidelines and etiquette in the use of electronic information sources. LA.1112.6.4.1 AASL 1.3.5 AASL 3.1.6	
			3.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.3.6.4.1 AASL 1.3.5 AASL 3.1.6	4.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.4.6.4.1 AASL 1.3.5 AASL 3.1.6	5.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.5.6.4.1 AASL 1.3.5 AASL 3.1.6	6.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.6.6.4.1 LA 6.6.3.2 AASL 1.3.5 AASL 3.1.6	7.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.7.6.4.1 LA 7.6.3.2 AASL 1.3.5 AASL 3.1.6	8.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.8.6.4.1 LA 8.6.3.2 AASL 1.3.5 AASL 3.1.6	910.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.910.6.4.1 LA 910 6.3.2 AASL 1.3.5 AASL 3.1.6	1112.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy. LA.1112.6.4.1 LA 1112.6.3.2 AASL 1.3.5 AASL 3.1.6	

FINDS Summary – Note and Evaluate

Note and Evaluate –		3.1 Read, evaluate, and select information to answer search need, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
<p>K.3.1.1 Differentiate between fiction and nonfiction.</p> <p>LA K.1.7.2 AASL 1.1.4</p>	<p>1.3.1.1 Differentiate between fiction and nonfiction.</p> <p>LA K.1.7.5 AASL 1.1.4</p>	<p>2.3.1.1 Differentiate between fiction and nonfiction.</p> <p>LA K.1.7.4 AASL 1.1.4 AASL 4.3.2</p>	<p>3.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.3.1.7.4 LA.3.6.3.1 AASL 1.1.4 AASL 4.3.2</p>	<p>4.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.4.1.7.4 LA.4.6.2.2 AASL 1.1.4 AASL 4.3.2</p>	<p>5.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.5.1.7.4 LA.5.6.3.1 AASL 1.1.4 AASL 4.3.2</p>	<p>6.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.6.1.7.4 AASL 1.1.4 AASL 4.3.2</p>	<p>7.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.7.1.7.4 LA.7.6.3.3 AASL 1.1.4 AASL 4.3.2</p>	<p>8.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.8.1.7.4 LA.8.6.3.3 AASL 1.1.4 AASL 4.3.2</p>	<p>910.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.910.1.7.4 LA.910.6.3.1 AASL 1.1.4</p>	<p>1112.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.</p> <p>LA.1112.1.7.4 LA.1112.6.3.1 AASL 1.1.4</p>
<p>K.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.K.1.7.1</p>	<p>1.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.1.1.7.1</p>	<p>2.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.2.1.7.1</p>	<p>3.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.3.1.7.1</p>	<p>4.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.4.6.3.1</p>	<p>5.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.5.1.7.1</p>	<p>6.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.6.1.7.1</p>	<p>7.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.7.1.7.1</p>	<p>8.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.8.1.7.1</p>	<p>910.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.910.1.7.1</p>	<p>1112.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.</p> <p>LA.1112.1.7.1</p>
	<p>1.3.1.3 Use graphs, charts, tables, maps, photographs, and other visuals.</p> <p>LA.1.1.7.1 LA.1.2.2.1 AASL 1.1.6</p>	<p>2.3.1.3 Use graphs, charts, tables, maps, photographs, and other visuals.</p> <p>LA.2.1.7.1 LA.2.2.2.1 AASL 1.1.6</p>	<p>3.3.1.3 Use graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals.</p> <p>LA.3.1.7.1 LA.3.2.2.1 AASL 1.1.6</p>	<p>4.3.1.3 Use graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals.</p> <p>LA.4.1.7.1 LA.4.2.2.1 AASL 1.1.6</p>	<p>5.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.</p> <p>LA.5.1.7.1 LA.5.2.2.1 AASL 1.1.6</p>	<p>6.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.</p> <p>LA.6.1.7.1 LA.6.2.2.1 AASL 1.1.6</p>	<p>7.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.</p> <p>LA.7.1.7.1 LA.7.2.2.1 AASL 1.1.6</p>	<p>8.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.</p> <p>LA.8.1.7.1 LA.8.2.2.1 AASL 1.1.6</p>	<p>910.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.</p> <p>LA.910.1.7.1 LA.910.2.2.1 AASL 1.1.6</p>	<p>1112.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.</p> <p>LA.1112.1.7.1 LA.1112.2.2.1 AASL 1.1.6</p>

Note and Evaluate –		3.1 Read, evaluate, and select information to answer search need, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
		2.3.1.4 Recognize that information is presented for a variety of purposes. LA.2.2.2.3 LA.2.6.3.2 AASL 1.1.6	3.3.1.4 Recognize that information is presented for a variety of purposes. LA.3.2.2.4 LA.3.6.3.1 AASL 4.3.2 AASL 3.3.1	4.3.1.4 Recognize that information is presented for a variety of purposes. LA.4.2.2.4 LA.4.6.3.1 AASL 4.3.2 AASL 3.3.1	5.3.1.4 Recognize that information is presented for a variety of purposes. LA.5.2.2.4 LA.5.6.3.1 AASL 4.3.2 AASL 3.3.1	6.3.1.4 Recognize that information is presented for a variety of purposes. LA.6.2.2.4 LA.6.6.3.1 AASL 4.3.2 AASL 3.3.1	7.3.1.4 Recognize that information is presented for a variety of purposes. LA.7.2.2.4 LA.7.6.3.1 AASL 4.3.2 AASL 3.3.1	8.3.1.4 Recognize that information is presented for a variety of purposes. LA.7.2.2.4 LA.7.6.3.1 AASL 4.3.2 AASL 3.3.1	910.3.1.4 Recognize that information is presented for a variety of purposes. LA.8.2.2.4 LA.8.6.3.1 AASL 4.3.2 AASL 3.3.1	1112.3.1.4 Recognize that information is presented for a variety of purposes. LA.1112.2.2.4 LA.1112.6.3.1 AASL 4.3.2 AASL 3.3.1
		2.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions. LA.2.2.2.2 LA.2.4.2.2 LA.2.6.2.3 AASL 1.1.7 AASL 2.4.1	3.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions. LA.3.2.2.2 LA.3.4.2.2 AASL 1.1.7 AASL 2.4.1	4.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions. LA.4.2.2.2 LA.4.4.2.2 LA.4.6.2.2 AASL 1.1.7 AASL 2.4.1	5.3.1.5 Select relevant details to answer questions. LA.5.2.2.2 LA.5.4.2.2 LA.5.6.2.2 AASL 1.1.7 AASL 2.4.1	6.3.1.5 Select relevant details to answer questions. LA.6.2.2.2 LA.6.4.2.2 LA.6.6.2.2 AASL 1.1.7 AASL 2.4.1	7.3.1.5 Select relevant details to answer questions. LA.7.2.2.2 LA.7.4.2.2 LA.7.6.2.2 AASL 1.1.7 AASL 2.4.1	8.3.1.5 Select relevant details to answer questions. LA.8.2.2.2 LA.8.4.2.2 LA.8.6.2.2 AASL 1.1.7 AASL 2.4.1	910.3.1.5 Select relevant details to answer questions. LA.910.2.2.2 LA.910.4.2.2 LA.910.6.2.2 AASL 1.1.7 AASL 2.4.1	1112.3.1.5 Select relevant details to answer questions. LA.1112.2.2.2 LA.1112.4.2.2 LA.1112.6.2.2 AASL 1.1.7 AASL 2.4.1
			3.3.1.6 Use specialized resources (e.g., biographical resources, atlases, periodicals) in print, nonprint, or e-resource format. LA.3.6.2.2 AASL 1.1.5 AASL 1.1.8	4.3.1.6 Use specialized resources (e.g., biographical sources, atlases, periodicals) in print, nonprint, or e-resource format. LA.4.6.2.2 AASL 1.1.5 AASL 1.1.8	5.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format. LA.5.6.2.1 AASL 1.1.5 AASL 1.1.8	6.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format. LA.6.6.2.1 AASL 1.1.5 AASL 1.1.8	7.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format. LA.7.6.2.1 AASL 1.1.5 AASL 1.1.8	8.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format. LA.8.6.2.1 AASL 1.1.5 AASL 1.1.8	910.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format. LA.910.6.2.1 AASL 1.1.5 AASL 1.1.8	1112.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format. LA.1112.6.2.1 AASL 1.1.5 AASL 1.1.8

Note and Evaluate –		3.1 Read, evaluate, and select information to answer search need, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
			3.3.1.7 Begin to identify author's perspective in ideas and information. LA.3.1.7.2 AASL 1.1.7	4.3.1.7 Begin to identify author's perspective in ideas and information. LA.4.1.7.2 AASL 1.1.7	5.3.1.7 Begin to identify author's perspective in ideas and information. LA.5.1.7.2 AASL 1.1.7	6.3.1.7 Identify author's perspective in ideas and information. LA.6.1.7.2 AASL 1.1.7	7.3.1.7 Identify author's perspective in ideas and information. LA.7.1.7.2 AASL 1.1.7	8.3.1.7 Identify author's perspective in ideas and information. LA.8.1.7.2 AASL 1.1.7	910.3.1.7 Identify author's perspective in ideas and information. LA.910.1.7.2 AASL 1.1.7	1112.3.1.7 Identify author's perspective in ideas and information. LA.1112.1.7.2 AASL 1.1.7
				4.3.1.8 Begin to recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda). LA.4.6.3.1 AASL 1.1.7 AASL 1.2.4	5.3.1.8 Begin to recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda). LA.5.6.3.1 AASL 1.1.7 AASL 1.2.4	6.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda). LA.6.6.3.1 AASL 1.1.7 AASL 1.2.4	7.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda). LA.7.6.3.1 LA.7.6.3.3 AASL 1.1.7 AASL 1.2.4	8.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda). LA.8.6.3.1 AASL 1.1.7 AASL 1.2.4	910.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda). LA.910.6.3.1 AASL 1.1.7 AASL 1.2.4	1112.3.1.8 Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda). LA.1112.6.3.1 AASL 1.1.7 AASL 1.2.4
Note and Evaluate –		3.2 Take notes and record data required for citations, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.3.2.1 Identify useful facts on topic with librarian/teacher direction. LA.K.2.2.2 LA.K.6.2.1 AASL 1.4.2	1.3.2.1 Compile notes using strategies such as graphic organizers or note cards. LA.1.2.2.3 LA.1.6.2.2 AASL 1.3.3	2.3.2.1 Compile notes using strategies such as graphic organizers or note cards. LA.2.2.2.2 LA.2.4.2.2 AASL 1.3.3	3.3.2.1 Compile notes using strategies such as graphic organizers or note cards. LA.3.2.2.3 LA.3.4.2.2 AASL 1.3.3	4.3.2.1 Compile notes using strategies such as graphic organizers or note cards. LA.4.2.2.3 LA.4.4.2.2 LA.4.6.2.2 AASL 1.3.3	5.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards. LA.5.2.2.3 LA.5.4.2.2 LA.5.6.2.2 AASL 1.3.3	6.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards. LA.6.2.2.3 LA.6.4.2.2 AASL 1.3.3	7.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards. LA.7.2.2.3 LA.7.4.2.2 AASL 1.3.3	8.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards. LA.8.2.2.3 LA.8.4.2.2 AASL 1.3.3	910.3.2.1 Compile notes using appropriate strategies. LA.910.2.2.3 LA.910.4.2.2 AASL 1.3.3	1112.3.2.1 Compile notes using appropriate strategies. LA.1112.2.2.3 LA.1112.4.2.2 AASL 1.3.3

Note and Evaluate –		3.2 Take notes and record data required for citations, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	1.3.2.2 Begin to recognize rights of authors and illustrators with librarian/teacher direction. LA.1.6.2.4 AASL 1.3.1	2.3.2.2 Begin to recognize rights of authors and illustrators with librarian/teacher direction. LA.2.6.2.4 AASL 1.3.1	3.3.2.2 Begin to recognize intellectual property rights with librarian/teacher direction (<i>e.g.</i> , taking notes in words and phrases only). LA.3.6.2.4 AASL 1.3.1 AASL 1.4.2	4.3.2.2 Begin to recognize intellectual property rights with librarian/teacher direction (<i>e.g.</i> , taking notes in words and phrases only). LA.4.6.2.4 AASL 1.3.1 AASL 1.4.2	5.3.2.2 Recognize intellectual property rights. LA.5.6.2.4 AASL 1.3.1	6.3.2.2 Recognize intellectual property rights. LA.6.6.2.4 AASL 1.3.1	7.3.2.2 Recognize intellectual property rights. LA.7.6.2.4 AASL 1.3.1	8.3.2.2 Recognize intellectual property rights. LA.8.6.2.4 AASL 1.3.1	910.3.2.2 Recognize intellectual property rights. LA.910.6.2.4 AASL 1.3.1	1112.3.2.2 Recognize intellectual property rights. LA.1112.6.2.4 AASL 1.3.1
		2.3.2.3 Record sources with assistance (<i>e.g.</i> , author and title). LA.2.6.2.4 AASL 1.3.3 AASL 1.4.2	3.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, publisher, or URL). LA.3.6.2.4 AASL 1.3.3	4.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, publisher, date, or URL). LA.4.6.2.4 AASL 1.3.3	5.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download). LA.5.6.2.4 AASL 1.3.3	6.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download). LA.6.6.2.4 AASL 1.3.3	7.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download). LA.7.6.2.4 AASL 1.3.3	8.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download). LA.8.6.2.4 AASL 1.3.	910.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download). LA.910.6.2.4 AASL 1.3.3	1112.3.2.3 Record sources of materials used (<i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download). LA.1112.6.2.4 AASL 1.3.3
				4.3.2.4 Begin to observe ethical practices including paraphrasing and the selective use of quotations (<i>e.g.</i> , avoids plagiarism).	5.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (<i>e.g.</i> , avoids plagiarism).	6.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (<i>e.g.</i> , avoids plagiarism).	7.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (<i>e.g.</i> , avoids plagiarism).	8.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (<i>e.g.</i> , avoids plagiarism).	910.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (<i>e.g.</i> , avoids plagiarism).	1112.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations (<i>e.g.</i> , avoids plagiarism).

Note and Evaluate –		3.2 Take notes and record data required for citations, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
				plagiarism). LA.4.6.2.4 AASL 1.3.3 AASL 2.3.3	LA.5.6.2.4 AASL 1.3.3 AASL 2.3.3	LA.6.6.2.4 AASL 1.3.3 AASL 2.3.3	LA.7.6.2.4 AASL 1.3.3 AASL 2.3.3	LA.8.6.2.4 AASL 1.3.3 AASL 2.3.3	plagiarism). LA.910.6.2.4 AASL 1.3.3 AASL 2.3.3	plagiarism). LA.1112.6.2.4 AASL 1.3.3 AASL 2.3.3
Note and Evaluate –		3.3 Analyze information gathered and compare with research need, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	1.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate. LA.1.3.1.3 LA.1.3.2.2 AASL 2.1.2	2.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate. LA.2.3.1.3 LA.2.3.2.2 AASL 2.1.2	3.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate. LA.1.3.1.3 LA.1.3.2.2 AASL 2.1.2	4.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate. LA.4.3.1.3 LA.4.3.2.2 AASL 2.1.2	5.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate. LA.5.3.1.3 LA.5.3.2.2 AASL 2.1.2	6.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate. LA.6.3.1.3 LA.6.3.2.2 AASL 2.1.2	7.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate. LA.7.3.1.3 LA.7.3.2.2 AASL 2.1.2	8.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate. LA.8.3.1.3 LA.8.3.2.2 AASL 2.1.2	910.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate. LA.910.3.1.3 LA.910.3.2.2 AASL 2.1.2	1112.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate. LA.1112.3.1.3 LA.1112.3.2.2 AASL 2.1.2
	1.3.3.2 Determine if question is answered with librarian/teacher assistance. AASL 1.3.1 AASL 1.4.2	2.3.3.2 Determine if question is answered with librarian/teacher assistance. AASL 1.1.6	3.3.3.2 Review notes and/or information for completeness. LA.3.3.3.4 AASL 1.4.1	4.3.3.2 Review notes and/or information for clarity and completeness. LA.4.3.3.4 AASL 1.4.1	5.3.3.2 Review notes and/or information for clarity, coherence, and completeness. LA.5.3.3.4 AASL 1.4.1	6.3.3.2 Review notes and/or information for clarity, coherence, and completeness. LA.6.3.3.4 AASL 1.4.1	7.3.3.2 Review notes and/or information for clarity, coherence, and completeness. LA.7.3.3.4 AASL 1.4.1	8.3.3.2 Review notes and/or information for clarity, coherence, and completeness. LA.8.3.3.4 AASL 1.4.1	910.3.3.2 Review notes and/or information for clarity, coherence, and completeness. LA.910.3.3.4 AASL 1.4.1	1112.3.3.2 Review notes and/or information for clarity, coherence, and completeness. LA.1112.3.3.4 AASL 1.4.1
	1.3.3.3 Add new questions with librarian/teacher guidance, if needed.	2.3.3.3 Add new questions with librarian/teacher guidance, if needed.	3.3.3.3 Change and/or add new questions, if appropriate.	4.3.3.3 Modify and/or add new questions based on information gathered.	5.3.3.3 Modify and/or add new questions based on information gathered.	6.3.3.3 Revise and/or add new questions based on information gathered.	7.3.3.3 Revise and/or add new questions based on information gathered.	8.3.3.3 Reflect on and revise questions based on information gathered.	910.3.3.3 Reflect on and refine questions based on information gathered or new insights on topic.	1112.3.3.3 Reflect on and refine questions based on information gathered or new insights on topic.

Note and Evaluate –		3.3 Analyze information gathered and compare with research need, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	AASL 1.4.2 AASL 1.4.3	LA.2.3.3.4 AASL 1.4.2 AASL 1.4.3	LA.3.3.3.4 AASL 1.2.5 AASL 4.2.3	LA.4.3.3.4 AASL 1.2.5 AASL 4.2.3	LA.5.3.3.4 AASL 1.2.5 AASL 4.2.3	LA.6.3.3.4 AASL 1.2.5 AASL 4.2.3	LA.7.3.3.4 AASL 1.2.4 AASL 4.2.3	LA.8.3.3.4 AASL 1.2.4 AASL 4.2.3	LA.9.10.3.3.4 AASL 1.2.4 AASL 4.2.3	LA.11.12.3.3.4 AASL 1.2.4 AASL 4.2.3.
	1.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1	2.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1	3.3.3.4 Search for additional facts, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3	4.3.3.4 Search for additional facts, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3	5.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3	6.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3	7.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3	8.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3	9.10.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3	11.12.3.3.4 Search for additional information, if needed. AASL 1.2.6 AASL 1.2.7 AASL 2.2.1 AASL 4.2.3

FINDS Summary – Develop

Develop information into knowledge for presentation –		4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.4.1.1 Use a teacher or librarian selected method to communicate information. LA K.6.4.1 AASL 1.4.2 AASL 1.4.8	1.4.1.1 Use a teacher or librarian selected method to communicate information. LA K.1.4.1 AASL 1.4.2 AASL 1.4.8	2.4.1.1 Use a teacher or librarian selected method to communicate information. LA.2.6.4.1 LA.2.6.4.2 AASL 1.4.2 AASL 1.4.8	3.4.1.1 Choose a presentation method from teacher or librarian choices. LA.3.6.4.1 LA.3.6.4.2 AASL 1.4.2 AASL 1.4.8	4.4.1.1 Choose a presentation method from teacher or librarian choices. LA.4.6.4.1 LA.4.6.4.2 AASL 1.4.2 AASL 1.4.8	5.4.1.1 Choose a presentation method based on appropriateness and personal preference. LA.5.6.4.1 LA.5.6.4.2 AASL 1.4.2 AASL 1.4.8	6.4.1.1 Choose a presentation method based on appropriateness and personal preference. LA.6.6.4.1 LA.6.6.4.2 AASL 1.4.8	7.4.1.1 Choose a presentation method based on appropriateness and personal preference. LA.7.6.4.1 LA.7.6.4.2 AASL 1.4.8	8.4.1.1 Choose a presentation method based on appropriateness and personal preference. LA.8.6.4.1 LA.8.6.4.2 AASL 1.4.8	910.4.1.1 Choose a presentation method based on appropriateness and personal preference. LA.910.6.4.1 LA.910.6.4.2 AASL 1.4.8	1112.4.1.1 Choose a presentation method based on appropriateness and personal preference. LA.1112.6.4.1 LA.1112.6.4.2 AASL 1.4.8
			3.4.1.2 Begin to identify the strengths and weaknesses of presentation methods. LA.3.6.4.1 LA 3.6.4.2	4.4.1.2 Begin to identify the strengths and weaknesses of presentation methods. LA.4.6.4.1 LA 4.6.4.2	5.4.1.2 Identify the strengths and weaknesses of presentation methods. LA.5.6.4.1 LA 5.6.4.2	6.4.1.2 Identify the strengths and weaknesses of presentation methods. LA.6.6.4.1 LA.6.6.4.2	7.4.1.2 Identify the strengths and weaknesses of presentation methods. LA.7.6.4.1 LA.7.6.4.2	8.4.1.2 Identify the strengths and weaknesses of presentation methods. LA.8.6.4.1 LA.8.6.4.2	910.4.1.2 Identify the strengths and weaknesses of presentation methods. LA.910.6.4.1 LA.910.6.4.2	1112.4.1.2 Identify the strengths and weaknesses of presentation methods. LA.1112.6.4.1 LA.1112.6.4.2

Develop information into knowledge for presentation –		4.2 Analyze and synthesize collected information, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.4.2.1 Draw conclusions from information to answer search question. LA.K.3.5.1 LA.K.4.2.2 LA.K.6.2.3 AASL 2.1.1 AASL 2.1.3	1.4.2.1 Draw conclusions from information to answer search question. LA.1.3.5.1 LA.1.6.2.3 AASL 2.1.1 AASL 2.1.3	2.4.2.1 Summarize and draw conclusions from information to develop product. LA.2.3.5.1 LA.2.6.2.3 AASL 2.1.1 AASL 2.1.3	3.4.2.1 Summarize and draw conclusions from information to develop product. LA.3.3.5.1 LA.3.6.2.3 AASL 2.1.1 AASL 2.2.2 AASL 2.2.3	4.4.2.1 Evaluate information and draw conclusions to develop product. LA.4.3.5.1 LA.4.6.2.3 AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3	5.4.2.1 Evaluate and analyze information to draw conclusions for product development. LA.5.3.5.1 LA.5.6.2.3 AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3	6.4.2.1 Analyze and synthesize information to draw conclusions for product development. LA.6.3.5.1 LA.6.6.2.3 AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3	7.4.2.1 Analyze and synthesize information to make inferences and draw conclusions for product development. LA.7.3.5.1 LA.7.6.2.3 AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3	8.4.2.1 Analyze and synthesize information to make inferences and draw conclusions for product development. LA.8.3.5.1 LA.8.6.2.3 AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3	910.4.2.1 Analyze, synthesize, and reflect on information gathered to conceptualize product. LA.910.3.5.1 LA.910.6.2.3 AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3	1112.4.2.1 Analyze, synthesize, and reflect on information gathered to conceptualize product. LA.1112.3.5.1 LA.1112.6.2.3 AASL 2.1.1 AASL 2.1.5 AASL 2.2.2 AASL 2.2.3
		2.4.2.2 Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing). LA.2.3.5.1 LA.2.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2	3.4.2.2 Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing). LA.3.3.5.1 LA.3.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2	4.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing). LA.4.3.5.1 LA.4.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2	5.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing). LA.5.3.5.1 LA.5.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2	6.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing). LA.6.3.5.1 LA.6.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.2.2	7.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing). LA.7.3.5.1 LA.7.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.2.2	8.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing). LA.8.3.5.1 LA.8.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2	910.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing). LA.910.3.5.1 LA.910.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2	1112.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing). LA.1112.3.5.1 LA.1112.6.2.3 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 AASL 2.2.2

Develop information into knowledge for presentation –		4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.4.3.1 Convey information by sharing ideas and experiences.	1.4.3.1 Convey information findings orally, visually or in writing with teacher and/or librarian assistance.	2.4.3.1 Convey information findings orally, visually or in writing with teacher and/or librarian assistance.	3.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning about a topic.	4.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning about a topic.	5.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	6.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	7.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	8.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	910.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	1112.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
LA.K.3.5.1 LA.K.4.2.1 LA.K.4.3.1 LA.K.5.2.6 LA.K.6.4.1 AASL 2.1.5 AASL 2.1.6 AASL 3.1.3	LA.1.3.5.1 LA.1.5.2.6 LA.1.6.2.3 LA.1.6.4.1 LA.1.6.4.2 AASL 2.1.5 AASL 2.1.6 AASL 3.1.3	LA.2.3.5.1 LA.2.5.2.4 LA.2.6.2.3 LA.2.6.4.1 LA.2.6.4.2 AASL 1.4.2 AASL 2.1.5 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.1.3 AASL 3.2.1	LA.3.3.5.1 LA.3.5.2.2 LA.3.6.2.3 LA.3.6.4.1 LA.3.6.4.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5	LA.4.3.5.1 LA.4.5.2.5 LA.4.6.2.3 LA.4.6.4.1 LA.4.6.4.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5	LA.5.3.5.1 LA.5.5.2.2 LA.5.6.2.3 LA.5.6.4.1 LA.5.6.4.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5	LA.6.3.5.1 LA.6.5.2.2 LA.6.6.2.3 LA.6.6.4.1 LA.6.6.4.2 LA.6.3.5.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5	LA.7.3.5.1 LA.7.5.2.3 LA.7.6.2.3 LA.7.6.4.1 LA.7.6.4.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5	LA.8.3.5.1 LA.8.5.2.5 LA.8.6.2.3 LA.8.6.4.1 LA.8.6.4.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5	LA.910.3.5.1 LA.910.5.2.5 LA.910.6.2.3 LA.910.6.4.1 LA.910.6.4.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5	LA.1112.3.5.1 LA.1112.5.2.5 LA.1112.6.2.3 LA.1112.6.4.1 LA.1112.6.4.2 AASL 1.3.4 AASL 2.1.6 AASL 2.2.4 AASL 3.1.1 AASL 3.1.3 AASL 3.1.4 AASL 3.2.1 AASL 3.3.4 AASL 3.3.5
			3.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title).	4.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title, copyright)	5.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	6.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	7.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	8.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic	910.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic	1112.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic

Develop information into knowledge for presentation –		4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
			LA 3.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 1.4.2 AASL 3.3.7	date). LA 4.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 1.4.2 AASL 3.3.7	LA 5.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 3.3.7	LA 6.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 3.3.7	LA 7.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 3.3.7	format to list sources and including quotations and in-text citations when appropriate. LA 8.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 3.3.7	format to list sources and including quotations and in-text citations when appropriate. LA.910.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 3.3.7	format to list sources and including quotations and in-text citations when appropriate. LA.1112.6.2.4 AASL 1.3.1 AASL 1.3.3 AASL 3.3.7
			3.4.3.3 Revise and edit the information product as needed. LA.3.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2	4.4.3.3 Revise and edit the information product as needed. LA.4.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2	5.4.3.3 Revise and edit the information product as needed. LA.5.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2	6.4.3.3 Revise and edit the information product as needed. LA.6.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2	7.4.3.3 Revise and edit the information product as needed. LA.7.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2	8.4.3.3 Revise and edit the information product as needed. LA.8.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2	910.4.3.3 Revise and edit the information product as needed. LA.910.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2	1112.4.3.3 Revise and edit the information product as needed. LA.1112.3.3.4 AASL 1.4.3 AASL 2.2.4 AASL 2.4.2

FINDS Summary – Score

Score presentation and search –		5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.1.1 Recognize when information problem is answered. AASL 1.4.1 AASL 1.4.3	1.5.1.1 Recognize when information problem is answered. AASL 1.4.1 AASL 1.4.3	2.5.1.1 Recognize when information problem is answered. AASL 1.4.1 AASL 1.4.3	3.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question. AASL 1.4.1 AASL 1.4.3	4.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question. AASL 1.4.2 AASL 1.4.3	5.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance. AASL 1.4.3	6.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance. AASL 1.4.3	7.5.1.1 Develop and use criteria to evaluate success in answering search question. AASL 1.4.3	8.5.1.1 Develop and use criteria to evaluate success in answering search question. AASL 1.4.3	910.5.1.1 Develop and use criteria to evaluate success in answering search question. AASL 1.4.3	1112.5.1.1 Develop and use criteria to evaluate success in answering search question. AASL 1.4.3
K.5.1.2 Review information product with teacher or librarian. LA.K.3.3.1 AASL 1.4.2	1.5.1.2 Review information product with teacher or librarian. LA.1.3.3.1 AASL 1.4.2 AASL 1.4.3	2.5.1.2 Review information product with teacher or librarian. LA.2.3.3.4 AASL 1.4.2 AASL 1.4.3	3.5.1.2 Use teacher or librarian generated criteria to evaluate information product. LA.3.3.3.4 AASL 1.4.2 AASL 1.4.3	4.5.1.2 Use teacher or librarian generated criteria to evaluate information product. LA.4.3.3.4 AASL 1.4.2 AASL 1.4.3 AASL 3.4.2	5.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance. LA.5.3.3.4 AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2	6.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance. LA.6.3.3.4 AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2	7.5.1.2 Develop and use criteria to evaluate information product. LA.7.3.3.4 AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2	8.5.1.2 Develop and use criteria to evaluate information product. LA.8.3.3.4 AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2	910.5.1.2 Develop and use a variety of evaluative strategies to assess information product. LA.910.3.3.4 AASL 1.4.2 AASL 1.4.3 AASL 2.4.3 AASL 3.4.2	1112.5.1.2 Develop and use a variety of evaluative strategies to assess information product. LA.1112.3.3.4 AASL 2.4.3 AASL 3.4.2 AASL 4.4.4 AASL 4.4.5
Score presentation and search –		5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.2.1 Answer teacher or librarian questions concerning search process.	1.5.2.1 Answer teacher or librarian questions concerning search process.	2.5.2.1 Reflect on search process during oral discussion.	3.5.2.1 Reflect on search process during oral discussion.	4.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	5.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	6.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	7.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	8.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.	910.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.	1112.5.2.1 Reflect on search process orally, visually, or in writing, identifying skills that require practice and refinement.

AASL 1.4.1 AASL 1.4.2	AASL 1.4.1 AASL 1.4.2	AASL 1.4.1 AASL 2.4.2	AASL 1.4.1 AASL 2.4.2	AASL 1.4.1 AASL 2.4.2	AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2	AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2	AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2	AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2	AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2	AASL 1.4.1 AASL 2.4.2 AASL 3.1.1 AASL 4.4.2
Score presentation and search –		5.3 Make recommendations for improving and applying process, working in groups or individually.								
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.3.1 Explain the process used to find the information. AASL 1.4.1	1.5.3.1 Explain the process used to find the information. AASL 1.4.1 AASL 3.1.3	2.5.3.1 Explain the process used to find information and suggest ways for improvement. AASL 1.4.1 AASL 2.4.2 AASL 2.4.4 AASL 3.1.3	3.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement. AASL 1.4.1 AASL 2.4.2 AASL 2.4.4 AASL 3.1.3	4.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement. AASL 1.4.1 AASL 2.4.4 AASL 3.1.3	5.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement. AASL 1.4.1 AASL 2.4.4 AASL 3.1.3	6.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement. AASL 1.4.1 AASL 2.4.4 AASL 3.1.3	7.5.3.1 Assess the process used for inquiry-based learning and recommend ways for improvement. AASL 1.4.1 AASL 2.4.4 AASL 3.1.3	8.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it. AASL 1.4.1 AASL 2.4.4 AASL 3.1.3	910.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it. AASL 1.4.1 AASL 2.4.4 AASL 3.1.3	1112.5.3.1 Internalize the research process, monitor for needed improvements, and apply to academic and real-world contexts. AASL 1.4.2 AASL 2.3.1 AASL 2.4.4 AASL 3.4.1
K.5.3.2 Judge personal ability to work in teams (e.g., following directions). LA.K.5.2.1 AASL 3.2.3 AASL 3.4.3	1.5.3.2 Judge personal ability to work in teams (e.g., listening to opinions of others). LA.1.5.2.1 AASL 3.2.3 AASL 3.4.3	2.5.3.2 Judge personal ability to work in teams (e.g., listening and responding to varying opinions). AASL 3.2.3 AASL 3.4.3	3.5.3.2 Judge personal ability to work in teams (e.g., listening and responding to varying opinions, solving problems). AASL 3.2.3 AASL 3.4.3	4.5.3.2 Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems). AASL 3.2.3 AASL 3.4.3	5.5.3.2 Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems). AASL 3.2.3 AASL 3.4.3	6.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems). AASL 3.2.3 AASL 3.4.3	7.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems). AASL 1.4.1 AASL 2.4.4 AASL 3.4.1	8.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems). AASL 1.4.1 AASL 2.4.4 AASL 3.4.1	910.5.3.2 Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations. AASL 2.3.1 AASL 3.2.3 AASL 3.4.3	1112.5.3.2 Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations. AASL 2.3.1 AASL 3.2.3 AASL 3.4.3