

LM Standard 1: Define and refine a problem or question to meet a personal or assigned information need as part of an inquiry process

PK-1	2-3	4-5	6-8	Grades 9-12
<p>LM 10.01 With guidance, follow an inquiry process and connect the process to real life</p> <p>LM 10.01.a. With guidance, identify inquiry as a process</p> <p>LM 10.01b. With guidance, provide examples of how the process can be used in real life</p> <p>LM 10.01c. With guidance, follow the inquiry process in a teacher-led activity</p>	<p>LM 10.01 With guidance, follow an inquiry process and connect the process to real life</p> <p>LM 10.01.a. With guidance, identify the inquiry process used in the school</p> <p>LM 10.01b. With guidance, provide examples of how the process can be used in real life</p> <p>LM 10.01c. With guidance, follow the inquiry process used in the school for an assigned information need</p>	<p>LM 10.01 With guidance, follow an inquiry process and connect the process to real life</p> <p>LM 10.01.a. With guidance, identify the inquiry process used in the school</p> <p>LM 10.01b. With guidance, explain how the process can be used in real life</p> <p>LM 10.01c. With guidance, follow the inquiry process used in the school for an assigned information need</p>	<p>LM 10.01 Follow an inquiry process and connect the process to real life</p> <p>LM 10.01.a. Identify the inquiry process used in the school</p> <p>LM 10.01.b. Explain how the process can be used to solve a personal information need</p> <p>LM 10.01.c. Follow the inquiry process used in the school for an assigned information need</p>	<p>LM 10.01 Follow an inquiry process and apply the process to real life</p> <p>LM 10.01.a. Identify an inquiry process to meet an information need</p> <p>LM 10.01.b. Apply the process to a personal information need</p> <p>LM 10.01.c. Follow an inquiry process for an assigned information need</p>
<p>LM 10.02 Define and refine an information need</p> <p>LM 10.02.a. With guidance, recognize a personal or assigned information need</p> <p>LM 10.02.b. With guidance, use criteria to determine the scope of an information need</p>	<p>LM 10.02 Define and refine an information need</p> <p>LM 10.02.a. Identify a personal or assigned information need</p> <p>LM 10.02.b. With guidance, use criteria to determine the scope of an information need</p>	<p>LM 10.02 Define and refine an information need</p> <p>LM 10.02.a. Identify a personal or assigned information need</p> <p>LM 10.02.b. With guidance, create, refine, and use criteria to determine the scope of an information need</p>	<p>LM 10.02 Define and refine an information need</p> <p>LM 10.02.a. Identify a personal or assigned information need</p> <p>LM 10.02.b. With guidance, determine the scope of the information need</p>	<p>LM 10.02 Define and refine an information need</p> <p>LM 10.02.a. Identify a personal or assigned information need</p> <p>LM 10.02.b. Determine the scope of the information need</p>

<p>LM 10.02.c. With guidance, use prior knowledge to formulate and refine questions to meet an information need</p>	<p>LM 10.02.c. With guidance, use prior knowledge to formulate and refine questions to meet an information need</p>	<p>LM 10.02.c. Use prior knowledge to formulate and refine questions to meet an information need</p>	<p>LM 10.02.c. Independently or collaboratively, formulate a variety of questions related to the topic</p>	<p>LM 10.02.c. Independently or collaboratively, formulate a variety of researchable questions related to the topic</p>
<p>LM 10.02.d. With guidance, identify which formulated questions are researchable</p>	<p>LM 10.02.d. With guidance, identify which formulated questions are researchable</p>	<p>LM 10.02.d. Identify which formulated questions are researchable</p>		

LM Standard 2: Locate, evaluate and select information resources and technologies as part of an inquiry process.

PK-1	2-3	4-5	6-8	Grades 9-12
<p>LM 20.01 Determine and select the best sources of information</p> <p>20.01.a. With guidance, identify a variety of possible sources (<i>nonfiction books, media center databases, primary sources, human resources, multimedia</i>)</p> <p>20.01.b. With guidance, revise question(s) or information need based on access to and availability of resources</p>	<p>LM 20.01 Determine and select the best sources of information</p> <p>20.01.a. With guidance, identify a variety of possible sources (<i>nonfiction books, print reference works, electronic reference books, media center databases, primary sources, human resources, multimedia</i>)</p> <p>20.01.b. With guidance, revise question(s) or information need based on access to and availability of resources</p>	<p>LM 20.01 Determine and select the best sources of information</p> <p>20.01.a. With guidance, identify a variety of possible sources (<i>nonfiction books, print reference works, specialized encyclopedias, electronic reference books, media center databases, primary sources, credible websites, human resources, multimedia</i>)</p> <p>20.01.b. With guidance, revise question(s) or information need based on access to and availability of resources</p>	<p>LM 20.01 Determine and select the best sources of information</p> <p>20.01.a. Identify a variety of possible sources (<i>nonfiction books, print reference works, specialized encyclopedias, electronic reference books, media center databases, primary sources, credible websites, human resources, multimedia</i>)</p> <p>20.01.b. Revise question(s) or information need based on access to and availability of resources</p>	<p>LM 20.01 Determine and select the best sources of information</p> <p>20.01.a. Identify a variety of possible sources (<i>nonfiction books, print reference works, specialized encyclopedias, electronic reference books, media center databases, primary sources, credible websites, human resources, multimedia</i>)</p> <p>20.01.b. Revise question(s) or information need based on access to and availability of resources</p>
<p>LM 20.02 With guidance, recognize appropriate search strategies for various electronic resources</p> <p>LM 20.02.a. Locate resources by using search strategies (<i>subject, keyword, author, title</i>)</p>	<p>LM 20.02 With guidance, apply appropriate search strategies for various electronic resources</p> <p>LM 20.02.a. Locate resources by using search strategies (<i>subject, keyword, author, title, pathfinder, broadening or narrowing search parameters</i>)</p>	<p>LM 20.02 With guidance, determine and apply appropriate search strategies for various electronic resources</p> <p>LM 20.02.a. Locate resources by using search strategies (<i>subject, keyword, pathfinders, Boolean logic, broadening or narrowing search parameters, and using advanced search features</i>)</p>	<p>LM 20.02 Determine and apply appropriate search strategies for various electronic resources</p> <p>LM 20.02.a. Locate resources by using search strategies (<i>subject, keyword, pathfinders, Boolean logic, broadening or narrowing search parameters, and using advanced search features</i>)</p>	<p>LM 20.02 Determine and apply appropriate search strategies for various electronic resources</p> <p>LM 20.02.a. Locate resources by using search strategies (<i>subject, keyword, pathfinders, Boolean logic, broadening or narrowing search parameters, and using advanced search features</i>)</p>

LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation	LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation	LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation	LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation	LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation
LM 20.03 Use systems of classification and organization to locate resources to meet an information need 20.03.a. Describe the library media center’s system of classification 20.03.b. Locate materials using the library media center’s system of organization (<i>alphabetical order, special collections</i>)	LM 20.03 Use systems of classification and organization to locate resources to meet an information need 20.03.a. Describe the library media center’s system of classification 20.03.b. Locate materials using the library media center’s system of organization (<i>Dewey decimal system, alphabetical order, reference section, special collections</i>)	LM 20.03 Use systems of classification and organization to locate resources to meet an information need 20.03.a. Describe the library media center’s system of classification 20.03.b. Locate materials using the library media center’s system of organization (<i>Dewey decimal system, alphabetical order, reference section, special collections</i>)	LM 20.03 Use systems of classification and organization to locate resources to meet an information need 20.03.a. Describe the library media center’s system of classification 20.03.b. Locate materials using the library media center’s system of organization (<i>Dewey decimal system, alphabetical order, reference section, special collections</i>)	LM 20.03 Use systems of classification and organization to locate resources to meet an information need 20.03.a. Describe the library media center’s system of classification 20.03.b. Locate materials using the library media center’s system of organization (<i>Dewey decimal system, alphabetical order, reference section, special collections</i>)
LM 20.04 Use organizational features of resources to find relevant information 20.04.a. Use parts of a book (<i>cover, spine, end pages, title page</i>) 20.04.b. Use text features (<i>captions, pictures, headings</i>)	LM 20.04 Use organizational features of resources to find relevant information 20.04.a. Use parts of a book (<i>cover, spine, end pages, title page, index, table of contents, glossary</i>) 20.04.b. Use text features (<i>captions, pictures, information boxes, sidebars, guidewords, headings</i>)	LM 20.04 Use organizational features of resources to find relevant information 20.04.a. Use parts of a book (<i>title page, index, table of contents, glossary, appendix, bibliography</i>) 20.04.b. Use text features (<i>captions, information boxes, sidebars, guidewords, headings</i>)	LM 20.04 Use organizational features of resources to find relevant information 20.04.a. Use parts of a book (<i>title page, index, table of contents, glossary, appendix, bibliography</i>) 20.04.b. Use text features (<i>captions, information boxes, sidebars, guidewords, headings</i>)	LM 20.04 Use organizational features of resources to find relevant information 20.04.a. Use parts of a book (<i>title page, index, table of contents, glossary, appendix, bibliography</i>) 20.04.b. Use text features (<i>captions, information boxes, sidebars, guidewords, headings</i>)

<p>20.04.c. Use digital resource features (<i>search windows</i>)</p>	<p>20.04.c. Use digital resource features (<i>search windows, help windows, text boxes, drop-down boxes,</i>)</p>	<p>20.04.c. Use digital resource features (<i>search windows, help windows, text boxes, drop-down boxes, hyperlinks, tabs, radio buttons, “find” feature</i>)</p>	<p>20.04.c. Use digital resource features (<i>search windows, help windows, text boxes, drop-down boxes, hyperlinks, tabs, radio buttons, “find” feature</i>)</p>	<p>20.04.c. Use digital resource features (<i>search windows, help windows, text boxes, drop-down boxes, hyperlinks, tabs, radio buttons, “find” feature</i>)</p>
<p>LM 20.05 With guidance, evaluate sources to select those that best meet the information need</p> <p>LM 20.05.a. With guidance, select sources based on advantages and disadvantages of various formats</p> <p>LM 20.05.b. With guidance, differentiate between fiction and nonfiction information within a specific source</p> <p>LM 20.05.c. With guidance, use criteria to evaluate sources (<i>accuracy, currency, authorship, purpose and audience</i>)</p>	<p>LM 20.05 With guidance, evaluate sources to select those that best meet the information need</p> <p>LM 20.05.a. Select sources based on advantages and disadvantages of various formats, ease of access and availability</p> <p>LM 20.05.b. With guidance, differentiate between fiction and nonfiction information within a specific source</p> <p>LM 20.05.c. With guidance, use criteria to evaluate sources (<i>accuracy, currency, authorship, purpose and audience</i>)</p>	<p>LM 20.05 Evaluate sources to select those that best meet the information need</p> <p>LM 20.05.a. Select sources based on advantages and disadvantages of various formats, ease of access and availability</p> <p>LM 20.05.b. Differentiate between fact and opinion within a specific source</p> <p>LM 20.05.c. With guidance, use criteria to evaluate sources (<i>accuracy, currency, authority, bias, scope, authorship, purpose and audience</i>)</p>	<p>LM 20.05 Evaluate sources to select those that best meet the information need</p> <p>LM 20.05.a. Select sources based on advantages and disadvantages of various formats, ease of access and availability</p> <p>LM 20.05.b. Differentiate between fact and opinion within a specific source</p> <p>LM 20.05.c. Use criteria to evaluate sources (<i>accuracy, currency, authority, bias, scope, authorship, purpose and audience</i>)</p>	<p>LM 20.05 Evaluate sources to select those that best meet the information need</p> <p>LM 20.05.a. Select sources based on advantages and disadvantages of various formats, ease of access and availability</p> <p>LM 20.05.b. Differentiate between fact and opinion within a specific source</p> <p>LM 20.05.c. Use criteria to evaluate sources (<i>accuracy, currency, authority, bias, scope, authorship, purpose and audience</i>)</p>

LM Standard 3: Collect and evaluate information in an ethical manner as part of an inquiry process.

PK-1	2-3	4-5	6-8	Grades 9-12
LM 30.01 Evaluate content within a source to meet the information need (<i>readability, ease of understanding, fiction/nonfiction, relevance to information inquiry</i>)	LM 30.01 Evaluate content within a source to meet the information need (<i>readability, ease of understanding, fiction/nonfiction, relevance to information inquiry</i>)	LM 30.01 Evaluate content within a source to meet the information need (<i>readability, ease of understanding, fact or opinion, relevance to information inquiry</i>)	LM 30.01 Evaluate content within a source to meet the information need (<i>readability, ease of understanding, fact or opinion, relevance to information inquiry</i>)	LM 30.01 Evaluate content within a source to meet the information need (<i>readability, ease of understanding, fact or opinion, relevance to information inquiry</i>)
<p>LM 30.02 With guidance, record and organize information</p> <p>LM 30.02.a. With guidance, record information using a variety of organizational strategies (<i>alphabetically, numerically, organizational charts and tables, KWL charts, concept mapping, highlighting, graphic organizer</i>)</p> <p>LM 30.02.b. With guidance, record important facts</p> <p>LM 30.02.c. With guidance, recognize ownership of created works (<i>author, illustrator</i>)</p>	<p>LM 30.02 Record and organize information</p> <p>LM 30.02.a. Record information using a variety of organizational strategies (<i>alphabetically, numerically, organizational charts and tables, KWL charts, concept mapping, highlighting, graphic organizer</i>)</p> <p>LM 30.02.b. With guidance, record important facts</p> <p>LM 30.02.c. With guidance, recognize ownership of created works (<i>author, illustrator, publisher, website creator</i>)</p>	<p>LM 30.02 Record and organize information</p> <p>LM 30.0.a. Record information using a variety of organizational strategies (<i>organizational charts and tables, KWL charts, concept mapping, outlines, note cards, highlighting, graphic organizer, and databases</i>)</p> <p>LM 30.02.b. Record only succinct and relevant information</p> <p>LM 30.02.c. With guidance, avoid plagiarism (<i>direct quotations, keeping track of sources used for information, paraphrasing</i>)</p>	<p>LM 30.02 Record and organize information</p> <p>LM 30.02.a. Record information using a variety of organizational strategies (<i>organizational charts and tables, KWL charts, concept mapping, outlines, note cards, highlighting, graphic organizer, spreadsheets and databases</i>)</p> <p>LM 30.02.b. Record only succinct and relevant information</p> <p>LM 30.02.c. Avoid plagiarism (<i>direct quotations, keeping track of sources used for information, paraphrasing</i>)</p>	<p>LM 30.02 Record and organize information</p> <p>LM 30.02.a. Record information using a variety of organizational strategies (<i>organizational charts and tables, KWL charts, concept mapping, outlines, note cards, highlighting, graphic organizer, spreadsheets and databases</i>)</p> <p>LM 30.02.b. Record only succinct and relevant information</p> <p>LM 30.02.c. Avoid plagiarism (<i>direct quotations, keeping track of sources used for information, paraphrasing</i>)</p>

<p>LM 30.03 Use an appropriate citation style to create a source list</p> <p>30.03.a. With guidance, explain the idea of giving credit to sources of information</p> <p>30.03.b. With guidance, identify the roles and responsibilities of authors, illustrators and publishers</p> <p>30.03.c. With guidance create a modified class source list</p>	<p>LM 30.03 Use an appropriate citation style to create a source list</p> <p>30.03.a. With guidance, explain the purpose of giving credit to sources of information</p> <p>30.03.b. With guidance, identify the elements of a citation given the type of source (<i>book, print encyclopedia, online encyclopedia, web site, periodicals, databases</i>)</p> <p>30.03.c. With guidance create a modified source list</p>	<p>LM 30.03 Use an appropriate citation style to create a source list (<i>MLA, APA</i>)</p> <p>30.03.a. Explain the purpose of giving credit to sources of information</p> <p>30.03.b. Locate appropriate information to complete entry</p> <p>30.03.c. Independently and accurately give credit to sources of information</p> <p>30.03.d. With guidance, use technology to create a source list in an accepted citation style</p>	<p>LM 30.03 Use an appropriate citation style to create a source list (<i>MLA, APA, Chicago</i>)</p> <p>30.03.a. Explain the purpose of giving credit to sources of information</p> <p>30.03.b. Locate appropriate information to complete entry</p> <p>30.03.c. Independently and accurately give credit to sources of information (<i>citing all quoted, paraphrased, summarized, and/or manipulated recorded data/information</i>)</p> <p>30.03.d. Use style manuals and citation generators to format entries correctly</p>	<p>LM 30.03 Use an appropriate citation style to create a source list (<i>MLA, APA, Chicago</i>)</p> <p>30.03.a. Explain the purpose of giving credit to sources of information</p> <p>30.03.b. Locate appropriate information to complete entry</p> <p>30.03.c. Independently and accurately give credit to sources of information (<i>citing all quoted, paraphrased, summarized, and/or manipulated recorded data/information</i>)</p> <p>30.03.d. Use style manuals and citation generators to format entries correctly</p>
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LM Standard 4: Interpret information to generate new understandings and knowledge as part of an inquiry process.

PK-1	2-3	4-5	6-8	Grades 9-12
LM 40.01 Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)	LM 40.01 Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)	LM 40.01 Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)	LM 40.01 Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)	LM 40.01 Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)
LM 40.02 With guidance, apply critical thinking and problem solving strategies (<i>draw conclusions, generate new questions, apply information in a new situation or creative activity, compare/contrast</i>)	LM 40.02 With guidance, apply critical thinking and problem solving strategies to meet the information need (<i>draw conclusions, generate new questions, apply information in a new situation or creative activity, compare/contrast</i>)	LM 40.02 With guidance, apply critical thinking and problem solving strategies to meet the information need (<i>draw conclusions and valid inferences, demonstrate divergent thinking, generate new questions, defend positions, apply information in a new situation or creative activity, analyze information to generate new ideas, compare/contrast</i>)	LM 40.02 Apply critical thinking and problem solving strategies to meet the information need (<i>draw conclusions and valid inferences, demonstrate divergent thinking, generate new questions, defend positions, apply information in a new situation or creative activity, analyze information to generate new ideas, compare/contrast</i>)	LM 40.02 Apply critical thinking and problem solving strategies to meet the information need (<i>draw conclusions and valid inferences, demonstrate divergent thinking, generate new questions, defend positions, apply information in a new situation or creative activity, analyze information to generate new ideas, compare/contrast</i>)
40.03 With guidance, apply ethical practices to the evaluation and analysis of the recorded data/information 40.03.a. With guidance, discuss how all forms of data are intellectual property (<i>ideas, words, images, music</i>)	40.03 With guidance, apply ethical practices to the evaluation and analysis of the recorded data/information 40.03.a. With guidance, discuss how all forms of data are intellectual property (<i>ideas, words, images, music</i>)	40.03 Apply ethical practices to the evaluation and analysis of the recorded data/information 40.03.a. Explain why all forms of data are intellectual property and must be cited in a source list (<i>ideas, words, images, music</i>) 40.03.b. With guidance, identify possible alternative interpretations applicable to the recorded data/information	40.03 Apply ethical practices to the evaluation and analysis of the recorded data/information 40.03.a. Practice digital citizenship by observing intellectual property rights 40.03.b. Identify possible alternative interpretations applicable to the recorded data/information	40.03 Apply ethical practices to the evaluation and analysis of the recorded data/information 40.03.a. Practice digital citizenship by observing intellectual property rights 40.03.b. Identify multicultural, alternative, and diverse perspectives and interpretations

	<p>LM 40.04 Evaluate personal research process</p> <p>40.04.a. With guidance, determine extent to which information need has been met</p> <p>40.04.b. With guidance, reflect and decide on the order in which to organize or present recorded information</p>	<p>LM 40.04 Evaluate research process</p> <p>40.04.a. Determine extent to which information need has been met</p> <p>40.04.b. With guidance, reflect and decide on the order in which to organize or present recorded information</p> <p>40.04.c. Devise strategies for revising, improving, and generating knowledge</p>	<p>LM 40.04 Evaluate research process</p> <p>40.04.a. Determine extent to which information need has been met</p> <p>40.04.b. Reflect and decide on the order in which to organize or present recorded information</p> <p>40.04.c. Devise strategies for revising, improving, and generating knowledge</p>	<p>LM 40.04 Evaluate research process</p> <p>40.04.a. Determine extent to which information need has been met</p> <p>40.04.b. Revise the researchable question, hypothesis or thesis to reflect research findings</p> <p>40.04.c. Devise strategies for revising, improving, and generating knowledge</p>
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LM Standard 5: Communicate findings and conclusions of an inquiry process by producing materials in an appropriate format.

PK-1	2-3	4-5	6-8	Grades 9-12
<p>LM 50.01 With guidance, select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p>50.01.a. With guidance, design a product for intended and/or diverse audience (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p>50.01.b. With guidance, present product using technology in a variety of formats (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p>50.01.c With guidance, discuss fair use, copyright laws, and creative commons attributions</p>	<p>LM 50.01 With guidance, select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p>50.01.a. With guidance, design a product for intended and/or diverse audience (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p>50.01.b. Present product using technology in a variety of formats (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p>50.01.c With guidance, discuss and apply fair use, copyright laws, and creative commons attributions</p>	<p>LM 50.01 With guidance, select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p>50.01.a. With guidance, design a product for intended and/or diverse audience (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p>50.01.b. With guidance, present findings/ conclusions using technology in a variety of formats (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p>50.01.c Discuss and apply fair use, copyright laws, and creative commons attributions</p>	<p>LM 50.01 Select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p>50.01.a. Design a product for intended and/or diverse audience (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p>50.01.b. Present findings/conclusions using technology in a variety of formats (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p>50.01.c Apply fair use, copyright laws, and creative commons attributions</p>	<p>LM 50.01 Select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p>50.01.a. Design a product for intended and/or diverse audience (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p>50.01.b. Present findings/conclusions using technology in a variety of formats (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p>50.01.c Apply fair use, copyright laws, and creative commons attributions</p>

<p>50.01.d. Individually or collaboratively share an information product to contribute to a learning community</p> <p>50.01.e. With guidance, practice digital etiquette when sharing information products</p>	<p>50.01.d. Individually or collaboratively share an information product to contribute to a learning community</p> <p>50.01.e. With guidance, practice digital etiquette when sharing information products</p>	<p>50.01.d Individually or collaboratively share an information product to contribute to a learning community</p> <p>50.01.e. With guidance, practice digital etiquette when sharing findings and conclusions</p>	<p>50.01.d Individually or collaboratively share an information product to contribute to a learning community</p> <p>50.01.e. Practice digital etiquette when sharing findings and conclusions</p>	<p>50.01.d Individually or collaboratively share an information product to contribute to a learning community</p> <p>50.01.e. Practice digital etiquette when sharing findings and conclusions</p>
<p>50.03 Evaluate the information product</p> <p>50.03.a. With guidance, use criteria for evaluating the information product</p> <p>50.03.b. With guidance, reflect on the information product</p>	<p>50.03 Evaluate the information product</p> <p>50.03.a. With guidance, use criteria for evaluating the information product</p> <p>50.03.b. With guidance, reflect on the information product</p>	<p>50.03 Evaluate the inquiry process and the information product</p> <p>50.03.a. With guidance, create and apply criteria for evaluating the information product</p> <p>50.03.b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning process</p> <p>50.03.c. Reflect on the information need and the need for additional information. (individually, collaboratively)</p> <p>50.03.d. With guidance, reflect on the inquiry process and how to use it more efficiently</p>	<p>50.03 Evaluate the inquiry process and the information product</p> <p>50.03.a. With guidance, create and apply criteria for evaluating the information product</p> <p>50.03.b. Use audience feedback and/or peer review to reflect on the information product and the learning process</p> <p>50.03.c. Reflect on the information need and the need for additional information. (individually, collaboratively)</p> <p>50.03.d. Reflect on the inquiry process and how to use it more efficiently</p>	<p>50.03 Evaluate the inquiry process and the information product</p> <p>50.03.a. Create and apply criteria for evaluating the information product</p> <p>50.03.b. Use audience feedback and/or peer review to reflect on the information product and the learning process</p> <p>50.03.c. Reflect on the information need and the need for additional information. (individually, collaboratively)</p> <p>50.03.d. Reflect on the inquiry process and how to use it more efficiently</p>

LM Standard 6: Appreciate literature and multimedia as a reflection of human experience.

<p>LM.60.01 Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p>60.01.a. Select a variety of literary and multimedia formats and genres (<i>fiction, nonfiction, poetry, biography, electronic resources, audio and video resources</i>)</p> <p>60.01.b. Recognize and select various authors and illustrators (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List</i>)</p> <p>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</p>	<p>LM.60.01 Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p>60.01.a. Select a variety of literary and multimedia formats and genres (<i>fiction, nonfiction, poetry, biography, mystery, graphic novels, magazines, electronic resources, audio and video resources</i>)</p> <p>60.01.b. Recognize and select various authors, illustrators and series (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List</i>)</p> <p>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</p>	<p>LM.60.01 Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p>60.01.a. Select a variety of literary and multimedia formats and genres (<i>fiction, nonfiction, poetry, biography, mystery, magazines, electronic resources, audio and video resources, newspapers, science fiction, historical fiction, fantasy, realistic fiction, graphic novel</i>)</p> <p>60.01.b. Recognize and select various authors, illustrators and series (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List</i>)</p> <p>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</p>	<p>LM.60.01 Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p>60.01.a. Select a variety of literary and multimedia formats and genres (<i>fiction, nonfiction, poetry, biography, mystery, magazines, web sites, blogs, electronic resources, audio and video resources, newspapers, science fiction, historical fiction, fantasy, realistic fiction, graphic novel</i>)</p> <p>60.01.b. Recognize and select various authors, illustrators and series (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List</i>)</p> <p>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</p>	<p>LM.60.01 Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p>60.01.a. Select a variety of literary and multimedia formats and genres (<i>fiction, nonfiction, poetry, biography, mystery, magazines, web sites, blogs, electronic resources, audio and video resources, newspapers, science fiction, historical fiction, fantasy, realistic fiction, graphic novel</i>)</p> <p>60.01.b. Recognize and select various authors, illustrators and series (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List,</i>)</p> <p>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</p>
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<p>60.01.d. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</p>	<p>60.01.d. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</p>	<p>60.01.d. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</p>	<p>60.01.d. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</p>	<p>60.01.d. Analyze literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</p>
<p>60.01.e. Identify relationships between fiction and nonfiction literature and real life (<i>read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experience</i>)</p>	<p>60.01.e. Identify relationships between fiction and nonfiction literature and real life (<i>read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experience</i>)</p>	<p>60.01.e. Identify relationships between fiction and nonfiction literature and real life (<i>read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experience</i>)</p>	<p>60.01.e. Identify relationships between fiction and nonfiction literature and real life (<i>read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experience</i>)</p>	<p>60.01.e. Identify relationships between fiction and nonfiction literature and real life (<i>read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experience</i>)</p>
<p>60.01.f. With guidance, use literature and/or multimedia to answer questions or solve problems</p>	<p>60.01.f. With guidance, use literature and/or multimedia to answer questions or solve problems</p>	<p>60.01.f. With guidance, use literature and/or multimedia to answer questions or solve problems</p>	<p>60.01.f. Use literature and/or multimedia to answer questions, make decisions or solve problems</p>	<p>60.01.f. Use literature and/or multimedia to answer questions, make decisions or solve problems</p>
<p>60.01.g. With guidance, use literature and/or multimedia to evaluate personal decisions</p>	<p>60.01.g. With guidance, use literature and/or multimedia to evaluate historical problems, current social events, and personal decisions</p>	<p>60.01.g. With guidance, use literature and/or multimedia to evaluate historical problems, current social events, and personal decisions</p>	<p>60.01.g. Use literature and/or multimedia to evaluate historical problems, current social events, and personal decisions</p>	<p>60.01.g. Use literature and/or multimedia to evaluate historical problems, current social events, and personal decisions</p>