

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

<b>PK-1</b>	<b>2-3</b>	<b>4-5</b>
<p><b>LM 10.01</b> With guidance, follow an inquiry process and connect the process to real life</p> <p><b>LM 10.01.a. With guidance, identify inquiry as a process</b></p> <p><b>LM 10.01b. With guidance, provide examples of how the process can be used in real life</b></p> <p><b>LM 10.01c. With guidance, follow the inquiry process in a teacher-led activity</b></p>	<p><b>LM 10.01</b> With guidance, follow an inquiry process and connect the process to real life</p> <p><b>LM 10.01.a. With guidance, identify the inquiry process used in the school</b></p> <p><b>LM 10.01b. With guidance, provide examples of how the process can be used in real life</b></p> <p><b>LM 10.01c. With guidance, follow the inquiry process used in the school for an assigned information need</b></p>	<p><b>LM 10.01</b> With guidance, follow an inquiry process and connect the process to real life</p> <p><b>LM 10.01.a. With guidance, identify the inquiry process used in the school</b></p> <p><b>LM 10.01b. With guidance, explain how the process can be used in real life</b></p> <p><b>LM 10.01c. With guidance, follow the inquiry process used in the school for an assigned information need</b></p>
<p><b>LM 10.02</b> Define and refine an information need</p> <p><b>LM 10.02.a. With guidance, recognize a personal or assigned information need</b></p> <p><b>LM 10.02.b. With guidance, use criteria to determine the scope of an information need</b></p> <p><b>LM 10.02.c. With guidance, use prior knowledge to formulate and refine questions to meet an information need</b></p> <p><b>LM 10.02.d. With guidance, identify which formulated questions are researchable</b></p>	<p><b>LM 10.02</b> Define and refine an information need</p> <p><b>LM 10.02.a. Identify a personal or assigned information need</b></p> <p><b>LM 10.02.b. With guidance, use criteria to determine the scope of an information need</b></p> <p><b>LM 10.02.c. With guidance, use prior knowledge to formulate and refine questions to meet an information need</b></p> <p><b>LM 10.02.d. With guidance, identify which formulated questions are researchable</b></p>	<p><b>LM 10.02</b> Define and refine an information need</p> <p><b>LM 10.02.a. Identify a personal or assigned information need</b></p> <p><b>LM 10.02.b. With guidance, create, refine, and use criteria to determine the scope of an information need</b></p> <p><b>LM 10.02.c. Use prior knowledge to formulate and refine questions to meet an information need</b></p> <p><b>LM 10.02.d. Identify which formulated questions are researchable</b></p>

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

PK-1	2-3	4-5
<p><b>LM 20.01</b> Determine and select the best sources of information</p> <p><b>20.01.a. With guidance, identify a variety of possible sources</b> (<i>nonfiction books, media center databases, primary sources, human resources, multimedia</i>)</p> <p><b>20.01.b. With guidance, revise question(s) or information need based on access to and availability of resources</b></p>	<p><b>LM 20.01</b> Determine and select the best sources of information</p> <p><b>20.01.a. With guidance, identify a variety of possible sources</b> (<i>nonfiction books, print reference works, electronic reference books, media center databases, primary sources, human resources, multimedia</i>)</p> <p><b>20.01.b. With guidance, revise question(s) or information need based on access to and availability of resources</b></p>	<p><b>LM 20.01</b> Determine and select the best sources of information</p> <p><b>20.01.a. With guidance, identify a variety of possible sources</b> (<i>nonfiction books, print reference works, specialized encyclopedias, electronic reference books, media center databases, primary sources, credible websites, human resources, multimedia</i>)</p> <p><b>20.01.b. With guidance, revise question(s) or information need based on access to and availability of resources</b></p>
<p><b>LM 20.02</b> With guidance, recognize appropriate search strategies for various electronic resources</p> <p><b>LM 20.02.a. Locate resources by using search strategies</b> (<i>subject, keyword, author, title</i>)</p> <p><b>LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation</b></p>	<p><b>LM 20.02</b> With guidance, apply appropriate search strategies for various electronic resources</p> <p><b>LM 20.02.a. Locate resources by using search strategies</b> (<i>subject, keyword, author, title, pathfinder, broadening or narrowing search parameters</i>)</p> <p><b>LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation</b></p>	<p><b>LM 20.02</b> With guidance, determine and apply appropriate search strategies for various electronic resources</p> <p><b>LM 20.02.a. Locate resources by using search strategies</b> (<i>subject, keyword, pathfinders, Boolean logic, broadening or narrowing search parameters, and using advanced search features</i>)</p> <p><b>LM 20.02.b. Use safe practices when online by following the FCPS Acceptable Use Regulation</b></p>
<p><b>LM 20.03</b> Use systems of classification and organization to locate resources to meet an information need</p> <p><b>20.03.a. Describe the library media center's system of classification</b></p> <p><b>20.03.b. Locate materials using the library media center's system of organization</b> (<i>alphabetical order, special collections</i>)</p>	<p><b>LM 20.03</b> Use systems of classification and organization to locate resources to meet an information need</p> <p><b>20.03.a. Describe the library media center's system of classification</b></p> <p><b>20.03.b. Locate materials using the library media center's system of organization</b> (<i>Dewey decimal system, alphabetical order, reference section, special collections</i>)</p>	<p><b>LM 20.03</b> Use systems of classification and organization to locate resources to meet an information need</p> <p><b>20.03.a. Describe the library media center's system of classification</b></p> <p><b>20.03.b. Locate materials using the library media center's system of organization</b> (<i>Dewey decimal system, alphabetical order, reference section, special collections</i>)</p>
<p><b>LM 20.04</b> Use organizational features of resources to find relevant information</p> <p><b>20.04.a. Use parts of a book</b> (<i>cover, spine, end pages, title page</i>)</p>	<p><b>LM 20.04</b> Use organizational features of resources to find relevant information</p> <p><b>20.04.a. Use parts of a book</b> (<i>cover, spine, end pages, title page, index, table of contents, glossary</i>)</p>	<p><b>LM 20.04</b> Use organizational features of resources to find relevant information</p> <p><b>20.04.a. Use parts of a book</b> (<i>title page, index, table of contents, glossary, appendix, bibliography</i>)</p>

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

<b>PK-1</b>	<b>2-3</b>	<b>4-5</b>
<b>LM 30.01</b> Evaluate content within a source to meet the information need ( <i>readability, ease of understanding, fiction/nonfiction, relevance to information inquiry</i> )	<b>LM 30.01</b> Evaluate content within a source to meet the information need ( <i>readability, ease of understanding, fiction/nonfiction, relevance to information inquiry</i> )	<b>LM 30.01</b> Evaluate content within a source to meet the information need ( <i>readability, ease of understanding, fact or opinion, relevance to information inquiry</i> )
<p><b>LM 30.02</b> With guidance, record and organize information</p> <p><b>LM 30.02.a. With guidance, record information using a variety of organizational strategies</b> (<i>alphabetically, numerically, organizational charts and tables, KWL charts, concept mapping, highlighting, graphic organizer</i>)</p> <p><b>LM 30.02.b. With guidance, record important facts</b></p> <p><b>LM 30.02.c. With guidance, recognize ownership of created works</b> (<i>author, illustrator</i>)</p>	<p><b>LM 30.02</b> Record and organize information</p> <p><b>LM 30.02.a. Record information using a variety of organizational strategies</b> (<i>alphabetically, numerically, organizational charts and tables, KWL charts, concept mapping, highlighting, graphic organizer</i>)</p> <p><b>LM 30.02.b. With guidance, record important facts</b></p> <p><b>LM 30.02.c. With guidance, recognize ownership of created works</b> (<i>author, illustrator, publisher, website creator</i>)</p>	<p><b>LM 30.02</b> Record and organize information</p> <p><b>LM 30.0.a. Record information using a variety of organizational strategies</b> (<i>organizational charts and tables, KWL charts, concept mapping, outlines, note cards, highlighting, graphic organizer, and databases</i>)</p> <p><b>LM 30.02.b. Record only succinct and relevant information</b></p> <p><b>LM 30.02.c. With guidance, avoid plagiarism</b> (<i>direct quotations, keeping track of sources used for information, paraphrasing</i>)</p>
<p><b>LM 30.03</b> Use an appropriate citation style to create a source list</p> <p><b>30.03.a. With guidance, explain the idea of giving credit to sources of information</b></p> <p><b>30.03.b. With guidance, identify the roles and responsibilities of authors, illustrators and publishers</b></p> <p><b>30.03.c. With guidance create a modified class source list</b></p>	<p><b>LM 30.03</b> Use an appropriate citation style to create a source list</p> <p><b>30.03.a. With guidance, explain the purpose of giving credit to sources of information</b></p> <p><b>30.03.b. With guidance, identify the elements of a citation given the type of source</b> (<i>book, print encyclopedia, online encyclopedia, web site, periodicals, databases</i>)</p> <p><b>30.03.c. With guidance create a modified source list</b></p>	<p><b>LM 30.03</b> Use an appropriate citation style to create a source list (<i>MLA, APA</i>)</p> <p><b>30.03.a. Explain the purpose of giving credit to sources of information</b></p> <p><b>30.03.b. Locate appropriate information to complete entry</b></p> <p><b>30.03.c. Independently and accurately give credit to sources of information</b></p> <p><b>30.03.d. With guidance, use technology to create a source list in an accepted citation style</b></p>

**LM Standard 4: Interpret information to generate new understandings and knowledge as part of an inquiry process.**

<b>PK-1</b>	<b>2-3</b>	<b>4-5</b>
<p><b>LM 40.01</b> Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)</p>	<p><b>LM 40.01</b> Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)</p>	<p><b>LM 40.01</b> Integrate new information into personal knowledge (<i>make personal connections, develop new insights</i>)</p>
<p><b>LM 40.02</b> 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>)</p>	<p><b>LM 40.02</b> 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>)</p>	<p><b>LM 40.02</b> 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>)</p>
<p><b>40.03</b> With guidance, apply ethical practices to the evaluation and analysis of the recorded data/information</p> <p><b>40.03.a. With guidance, discuss how all forms of data are intellectual property</b> (<i>ideas, words, images, music</i>)</p>	<p><b>40.03</b> With guidance, apply ethical practices to the evaluation and analysis of the recorded data/information</p> <p><b>40.03.a. With guidance, discuss how all forms of data are intellectual property</b> (<i>ideas, words, images, music</i>)</p>	<p><b>40.03</b> Apply ethical practices to the evaluation and analysis of the recorded data/information</p> <p><b>40.03.a. Explain why all forms of data are intellectual property and must be cited in a source list</b> (<i>ideas, words, images, music</i>)</p> <p><b>40.03.b. With guidance, identify possible alternative interpretations applicable to the recorded data/information</b></p>
	<p><b>LM 40.04</b> Evaluate personal research process</p> <p><b>40.04.a. With guidance, determine extent to which information need has been met</b></p> <p><b>40.04.b. With guidance, reflect and decide on the order in which to organize or present recorded information</b></p>	<p><b>LM 40.04</b> Evaluate research process</p> <p><b>40.04.a. Determine extent to which information need has been met</b></p> <p><b>40.04.b. With guidance, reflect and decide on the order in which to organize or present recorded information</b></p> <p><b>40.04.c. Devise strategies for revising, improving, and generating knowledge</b></p>

**LM Standard 5: Communicate findings and conclusions of an inquiry process by producing materials in an appropriate format.**

<b>PK-1</b>	<b>2-3</b>	<b>4-5</b>
<p><b>LM 50.01</b> With guidance, select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p><b>50.01.a. With guidance, design a product for intended and/or diverse audience</b> (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p><b>50.01.b. With guidance, present product using technology in a variety of formats</b> (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p><b>50.01.c</b> With guidance, discuss fair use, copyright laws, and creative commons attributions</p> <p><b>50.01.d. Individually or collaboratively share an information product to contribute to a learning community</b></p> <p><b>50.01.e. With guidance, practice digital etiquette when sharing information products</b></p>	<p><b>LM 50.01</b> With guidance, select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p><b>50.01.a. With guidance, design a product for intended and/or diverse audience</b> (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p><b>50.01.b. Present product using technology in a variety of formats</b> (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p><b>50.01.c</b> With guidance, discuss and apply fair use, copyright laws, and creative commons attributions</p> <p><b>50.01.d. Individually or collaboratively share an information product to contribute to a learning community</b></p> <p><b>50.01.e. With guidance, practice digital etiquette when sharing information products</b></p>	<p><b>LM 50.01</b> With guidance, select the most appropriate format and technologies to communicate facts or creative ideas for an identified need</p> <p><b>50.01.a. With guidance, design a product for intended and/or diverse audience</b> (<i>multimedia presentations, written documents, oral presentations, blogs, wikis, visual displays, audiovisual presentations</i>)</p> <p><b>50.01.b. With guidance, present findings/ conclusions using technology in a variety of formats</b> (<i>computers, mp3 devices, document cameras, microphone and speaker, data projector</i>)</p> <p><b>50.01.c</b> Discuss and apply fair use, copyright laws, and creative commons attributions</p> <p><b>50.01.d</b> Individually or collaboratively share an information product to contribute to a learning community</p> <p><b>50.01.e. With guidance, practice digital etiquette when sharing findings and conclusions</b></p>
<p><b>50.03</b> Evaluate the information product</p> <p><b>50.03.a. With guidance, use criteria for evaluating the information product</b></p> <p><b>50.03.b. With guidance, reflect on the information product</b></p>	<p><b>50.03</b> Evaluate the information product</p> <p><b>50.03.a. With guidance, use criteria for evaluating the information product</b></p> <p><b>50.03.b. With guidance, reflect on the information product</b></p>	<p><b>50.03</b> Evaluate the inquiry process and the information product</p> <p><b>50.03.a. With guidance, create and apply criteria for evaluating the information product</b></p> <p><b>50.03.b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning process</b></p> <p><b>50.03.c. Reflect on the information need and the need for additional information.</b> (<i>individually, collaboratively</i>)</p> <p><b>50.03.d. With guidance, reflect on the inquiry process and how to use it more efficiently</b></p>

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

<b>PK-1</b>	<b>2-3</b>	<b>4-5</b>
<p><b>LM.60.01</b> Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p><b>60.01.a. Select a variety of literary and multimedia formats and genres</b> (<i>fiction, nonfiction, poetry, biography, electronic resources, audio and video resources</i>)</p> <p><b>60.01.b. Recognize and select various authors and illustrators</b> (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List</i>)</p> <p><b>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</b></p> <p><b>60.01.d. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</b></p> <p><b>60.01.e. Identify relationships between fiction and nonfiction literature and real life</b> (<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><b>60.01.f. With guidance, use literature and/or multimedia to answer questions or solve problems</b></p> <p><b>60.01.g. With guidance, use literature and/or multimedia to evaluate personal decisions</b></p>	<p><b>LM.60.01</b> Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p><b>60.01.a. Select a variety of literary and multimedia formats and genres</b> (<i>fiction, nonfiction, poetry, biography, mystery, graphic novels, magazines, electronic resources, audio and video resources</i>)</p> <p><b>60.01.b. Recognize and select various authors, illustrators and series</b> (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List</i>)</p> <p><b>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</b></p> <p><b>60.01.d. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</b></p> <p><b>60.01.e. Identify relationships between fiction and nonfiction literature and real life</b> (<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><b>60.01.f. With guidance, use literature and/or multimedia to answer questions or solve problems</b></p> <p><b>60.01.g. With guidance, use literature and/or multimedia to evaluate historical problems, current social events, and personal decisions</b></p>	<p><b>LM.60.01</b> Choose literature and/or multimedia from the media center and other libraries for a personal and/or assigned need</p> <p><b>60.01.a. Select a variety of literary and multimedia formats and genres</b> (<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><b>60.01.b. Recognize and select various authors, illustrators and series</b> (<i>ALA Award Page, BES, Blue Crab Book List, FCPS/FCPL Summer Reading List</i>)</p> <p><b>60.01.c. Select literature and multimedia reflecting diverse sources, contexts, disciplines and cultures</b></p> <p><b>60.01.d. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections</b></p> <p><b>60.01.e. Identify relationships between fiction and nonfiction literature and real life</b> (<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><b>60.01.f. With guidance, use literature and/or multimedia to answer questions or solve problems</b></p> <p><b>60.01.g. With guidance, use literature and/or multimedia to evaluate historical problems, current social events, and personal decisions</b></p>