Appendix C:

New Montana State Standards (updated July 2021, to be fully implemented by June 2026)

- Montana Content Standards for Information Literacy-Media (2021)
- Montana K-12 Information Literacy/Library Media Content Standards Framework (2021)

Old Standards: (2008-July 2021—included as a reference)

- Montana Content Standards for Information Literacy-Media
- Montana K-12 Information Literacy/Library Media Content Standards Framework

Contents

Coding the Standards 1
Coding Scheme 1
K-12 Standards 2
Kindergarten 3
First Grade 4
Second Grade 5
Third Grade 6
Fourth Grade 7
Fifth Grade 8
Sixth – Eighth Grades 9
Ninth – Twelfth Grades 10
2008 to 2021 Comparison 12

CODING THE STANDARDS

CODING SCHEME

SUBJECT.STANDARD.GradeLevel SUBSTANDARD.sub-substandard

LM = Library Media and Information Literacy

NK = new knowledge

DD = demonstrate diversity

WE = work effectively

MM = make meaning

EF = exercise freedom

SLE = safe, legal, ethical

K-12 STANDARDS

The following standards will go into effect on July 1, 2021.

When a district incorporates or integrates library media and information literacy content into district curriculum or offers an elective course in library media and information literacy, the following standards apply:

CODE	K-12 Standard Statement
LM.NK	build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
LM.DD	demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
LM.WE	work effectively with others to broaden perspectives and work toward common goals
LM.MM	make meaning by collecting, organizing, and sharing resources of personal relevance
LM.EF	exercise freedom to read and demonstrate the ability to pursue personal interests
LM.SLE	demonstrate safe, legal, and ethical creating and sharing of knowledge products

KINDERGARTEN

LM.K	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR KINDERGARTEN
LM.NK.K	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**
LM.NK.K.1	form simple, factual level questions and begin to explore ways to answer them
LM.NK.K.2	ask "I wonder" questions about topic, question, or problem
LM.DD.K	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.K.1	share knowledge and ideas with others through discussion and listening and
LM.DD.K.2	formulate questions related to content presented by others
LM.WE.K	**Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions**
LM.MM.K	**Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats**
LM.EF.K	**Exercise freedom to read and demonstrate the ability to pursue personal interests**
LM.EF.K.1	routinely select picture, fiction, and information books
LM.EF.K.2	explore new genres
LM.EF.K.3	select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment
LM.SLE.K	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products by maintaining safe behavior when using the internet**

FIRST GRADE

LM.1	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FIRST GRADE
LM.NK.1	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**
LM.NK.1.1	form simple, factual level questions and begin to explore ways to answer them
LM.NK.1.2	ask "I wonder" questions about topic, question, or problem
LM.DD.1	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.1.1	share knowledge and ideas with others through discussion and listening
LM.DD.1.2	formulate questions related to content presented by others
LM.WE.1	**Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions**
LM.MM.1	**Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats**
LM.EF.1	**Exercise freedom to read and demonstrate the ability to pursue personal interests**
LM.EF.1.1	request, choose, and share a variety of materials from various genres related to personal interests
LM.EF.1.2	select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment
LM.SLE.1	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products**
LM.SLE.1.1	acknowledge the work of others
LM.SLE.1.2	maintain safe behavior when using the internet

SECOND GRADE

LM.2	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SECOND GRADE
LM.NK.2	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Generate questions about a topic and select a focal question to explore**
LM.DD.2	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.2.1	share knowledge and ideas with others through discussion and listening
LM.DD.2.2	formulate questions related to content presented by others
LM.WE.2	**Work effectively with others to broaden perspectives and work toward common goals. Listen respectfully and, when appropriate, offer information and opinions in group discussions**
LM.MM.2	**Make meaning by collecting, organizing, and sharing resources of personal relevance. Make connections between literature and personal experiences**
LM.EF.2	**Exercise freedom to read and demonstrate the ability to pursue personal interests**
LM.EF.2.1	select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment
LM.EF.2.2	begin to recognize that different genres require different reading, listening, or viewing strategies
LM.SLE.2	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products**
LM.SLE.2.1	acknowledge the work of others
LM.SLE.2.2	maintain safe behavior when using the internet

THIRD GRADE

LM.3	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR THIRD GRADE
LM.NK.3	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Ask "why" questions in order to formulate a question about a topic**
LM.DD.3	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.3.1	articulate and identify one's own place in the global community and respect others' cultural identities
LM.DD.3.2	explore sources written by authors with diverse backgrounds
LM.WE.3	**Work effectively with others to broaden perspectives and work toward common goals**
LM.WE.3.1	find information in print, digital, and other resources on a topic of personal interest
LM.WE.3.2	work in teams to produce original works or solve problems
LM.WE.3.3	use technology tools for independent and collaborative publishing activities
LM.MM.3	**Make meaning by collecting, organizing, and sharing resources of personal relevance**
LM.MM.3.1	make a list of possible sources of information that will help answer questions or an information need
LM.MM.3.2	use text features to decide which resources are best to use and why
LM.EF.3	**Exercise freedom to read and demonstrate the ability to pursue personal interests**
LM.EF.3.1	read, listen to, and view a range of resources for a variety of purposes
LM.EF.3.2	recognize features of various genres and use different reading strategies for understanding
LM.EF.3.3	connect personal feelings to characters and events portrayed in a literary work
LM.EF.3.4	set reading goals
LM.EF.3.5	demonstrate knowledge of authors and genres
LM.SLE.3	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products**
LM.SLE.3.1	acknowledge and credit the work of others
LM.SLE.3.2	use information, technology and media tools responsibly and safely

FOURTH GRADE

LM.4	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FOURTH GRADE
LM.NK.4	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**
LM.NK.4.1	ask "why" questions in order to formulate a question about a topic
LM.NK.4.2	use an inquiry process to solve a problem
LM.DD.4	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.4.1	articulate and identify one's own place in the global community and respect others' cultural identities
LM.DD.4.2	explore sources written by authors with diverse backgrounds
LM.WE.4	**Work effectively with others to broaden perspectives and work toward common goals**
LM.WE.4.1	find information in print, digital, and other resources on a topic of personal interest
LM.WE.4.2	work in teams to produce original works or solve problems
LM.WE.4.3	use technology tools for independent and collaborative publishing activities
LM.MM.4	**Make meaning by collecting, organizing, and sharing resources of personal relevance**
LM.MM.4.1	organize possible sources of information that will help answer questions or an information need
LM.MM.4.2	use text features to decide which resources are best to use and why
LM.EF.4	**Exercise freedom to read and demonstrate the ability to pursue personal interests**
LM.EF.4.1	read, listen to, and view a range of resources for a variety of purposes
LM.EF.4.2	recognize features of various genres and use different reading strategies for understanding
LM.EF.4.3	connect personal feelings to characters and events portrayed in a literary work
LM.EF.4.4	set reading goals
LM.EF.4.5	demonstrate knowledge of authors and genres
LM.SLE.4	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products**
LM.SLE.4.1	acknowledge and credit the work of others
LM.SLE.4.2	use information, technology and media tools responsibly and safely

FIFTH GRADE

LM.5	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FIFTH GRADE
LM.NK.5	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**
LM.NK.5.1	ask "why" questions in order to formulate a question about a topic
LM.NK.5.2	use an inquiry process to solve a problem
LM.DD.5	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.5.1	articulate and identify one's own place in the global community and respect others' cultural identities
LM.DD.5.2	identify sources written by authors with diverse backgrounds
LM.WE.5	**Work effectively with others to broaden perspectives and work toward common goals**
LM.WE.5.1	find information in print, digital, and other resources on a topic of personal interest
LM.WE.5.2	work in teams to produce original works or solve problems
LM.WE.5.3	use technology tools for independent and collaborative publishing activities
LM.MM.5	**Make meaning by collecting, organizing, and sharing resources of personal relevance**
LM.MM.5.1	organize possible sources of information that will help answer questions or an information need
LM.MM.5.2	use text features to decide which resources are best to use and why
LM.EF.5	**Exercise freedom to read and demonstrate the ability to pursue personal interests**
LM.EF.5.1	read, listen to, and view a range of resources for a variety of purposes
LM.EF.5.2	explain features of various genres and use different reading strategies for understanding
LM.EF.5.3	connect personal feelings to characters and events portrayed in a literary work
LM.EF.5.4	set reading goals
LM.EF.5.5	demonstrate knowledge of authors and genres
LM.SLE.5	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products**
LM.SLE.5.1	acknowledge and credit the work of others
LM.SLE.5.2	use information, technology and media tools responsibly and safely
LM.SLE.5.3	keep personal information private while using digital tools

SIXTH – EIGHTH GRADES

LM.6-8	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SIXTH THROUGH EIGHTH GRADE
LM.NK.6-8	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**
LM.NK.6-8.1	write questions independently based on key ideas or areas of focus
LM.NK.6-8.2	refine questions based on the type of information needed
LM.NK.6-8.3	reflect at the end of an inquiry process
LM.DD.6-8	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.6-8.1	evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana
LM.DD.6-8.2	seek more than one point of view by using diverse sources
LM.WE.6-8	**Work effectively with others to broaden perspectives and work toward common goals**
LM.WE.6-8.1	offer information and opinions and encourage others to share ideas at appropriate times in group discussions
LM.WE.6-8.2	accurately describe or summarize the ideas of others
LM.MM.6-8	**Make meaning by collecting, organizing, and sharing resources of personal relevance**
LM.MM.6-8.1	experiment with various types of technology tools for artistic and personal expression
LM.MM.6-8.2	share reading, listening, and viewing experiences in a variety of ways and formats
LM.EF.6-8	**Exercise freedom to read and demonstrate the ability to pursue personal interests**
LM.EF.6-8.1	independently locate and select information for personal, hobby, or vocational interests
LM.EF.6-8.2	read, listen to, and view a wide range of genres and formats for recreation and information
LM.EF.6-8.3	respond to images and feelings evoked by a literary work
LM.SLE.6-8	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products**
LM.SLE.6-8.1	practice internet safety and appropriate online behavior
LM.SLE.6-8.2	use criteria to determine safe and unsafe internet sites
LM.SLE.6-8.3	participate safely, ethically, and legally in online activities
LM.SLE.6-8.4	connect ideas and information with their owners or source
LM.SLE.6-8.5	credit sources by following copyright, licensing, and fair use guidelines

NINTH – TWELFTH GRADES

LM.9-12	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR NINTH THROUGH TWELFTH GRADE
LM.NK.9-12	**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**
LM.NK.9-12.1	formulate and refine essential questions through reading, constructing hypotheses, research questions, and thesis statements
LM.NK.9-12.2	develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement
LM.NK.9-12.3	reflect at the end of an inquiry process
LM.DD.9-12	**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians**
LM.DD.9-12.1	evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana
LM.DD.9-12.2	seek more than one point of view by using diverse sources
LM.DD.9-12.3	identify the impact of personal background and bias on research projects and inquiry processes
LM.WE.9-12	**Work effectively with others to broaden perspectives and work toward common goals**
LM.WE.9-12.1	actively seek the opinions of others and contribute positively to an environment in which all participants' ideas are shared and valued
LM.WE.9-12.2	seek consensus from a group, when appropriate, to achieve a stronger product
LM.WE.9-12.3	work with others to solve problems and make decisions on issues, topics, and themes being investigated
LM.MM.9-12	**Make meaning by collecting, organizing, and sharing resources of personal relevance**
LM.MM.9-12.1	assess the impacts of specific works on the reader or viewer
LM.MM.9-12.2	express ideas through creative products in multiple formats using a variety of technology tools
LM.MM.9-12.3	select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation
LM.MM.9-12.4	create original products using a variety of technology tools to express personal learning
LM.MM.9-12.5	independently pursue answers to self-generated questions
LM.EF.9-12	**Exercise freedom to read and demonstrate the ability to pursue personal interests**

LM.9-12	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR NINTH THROUGH TWELFTH GRADE
LM.EF.9-12.1	select a variety of types of materials based on personal interests and prior knowledge
LM.EF.9-12.2	read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues
LM.EF.9-12.3	routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas
LM.EF.9-12.4	read widely to develop a global perspective and understand different cultural contexts
LM.EF.9-12.5	identify the rights of self and others to access information freely and pursue the right to read, view, and listen
LM.SLE.9-12	**Demonstrate safe, legal, and ethical creating and sharing of knowledge products**
LM.SLE.9-12.1	practice internet safety and appropriate online behavior
LM.SLE.9-12.2	use criteria to determine safe and unsafe internet sites
LM.SLE.9-12.3	participate safely, ethically, and legally in online activities
LM.SLE.9-12.4	connect ideas and information with their owners or source
LM.SLE.9-12.5	credit sources by following copyright, licensing, and fair use guidelines for text, visuals, and audio in generating products and presentations

2008 TO 2021 COMPARISON

2008 Students will . . .	2021 Students will . . .
identify the task and determine the resources needed	build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
locate sources, use information and present findings	demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
evaluate the product and learning process	work effectively with others to broaden perspectives and work toward common goals
use information safely, ethically and legally	make meaning by collecting, organizing, and sharing resources of personal relevance
pursue personal interests through literature and other creative expressions	exercise freedom to read and demonstrate the ability to pursue personal interests; and
	demonstrate safe, legal, and ethical creating and sharing of knowledge products

Introduction to this Document

The standards contained in this document were adopted into the Administrative Rules of Montana by the Montana Board of Public Education on November 5, 2020.

The implementation (effective date) for the new rules is July 1, 2021.

Districts should consider their 5-year curriculum review cycle in order to plan for a staggered approach to aligning curriculum to the new standards. See ARM 10.55.603

For more information and resources related to these standards, visit the OPI K-12 Content Standards and Revision webpage.

To access a machine readable version of the official Montana Content Standards, please visit the IMS Global CASE Network site. Create a free login, select Montana Office of Public Instruction, and view or download the standards. The CASE version of the standards can be uploaded to student information systems, curriculum mapping programs, and a variety of other uses.

For questions, please email OPICSI@mt.gov

NEW RULE I MONTANA CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR K-12

(1) When a district incorporates or integrates library media and information literacy content into district curriculum or offers an elective course in library media and information literacy, the following standards apply:

(a) build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems;

(b) demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians;

(c) work effectively with others to broaden perspectives and work toward common goals;

(d) make meaning by collecting, organizing, and sharing resources of personal relevance;

(e) exercise freedom to read and demonstrate the ability to pursue personal interests; and

(f) demonstrate safe, legal, and ethical creating and sharing of knowledge products.

NEW RULE II CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR KINDERGARTEN

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

(a) form simple, factual level questions and begin to explore ways to answer them; and

(b) ask "I wonder" questions about topic, question, or problem.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.

(a) share knowledge and ideas with others through discussion and listening; and

(b) formulate questions related to content presented by others.

(3) Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.

(a) routinely select picture, fiction, and information books;

(b) explore new genres; and

(c) select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products by maintaining safe behavior when using the internet.

NEW RULE III CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FIRST GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

(a) Form simple, factual level questions and begin to explore ways to answer them; and

(b) ask "I wonder" questions about topic, question, or problem.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.

(a) Share knowledge and ideas with others through discussion and listening; and

(b) formulate questions related to content presented by others.

(3) Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.

(a) Request, choose, and share a variety of materials from various genres related to personal interests; and

(b) select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.

(a) Acknowledge the work of others; and

(b) maintain safe behavior when using the internet.

NEW RULE IV CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SECOND GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Generate questions about a topic and select a focal question to explore.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.

(a) Share knowledge and ideas with others through discussion and listening; and

(b) formulate questions related to content presented by others.

(3) Work effectively with others to broaden perspectives and work toward common goals. Listen respectfully and, when appropriate, offer information and opinions in group discussions.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance. Make connections between literature and personal experiences.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests:

(a) books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment; and

(b) begin to recognize that different genres require different reading, listening, or viewing strategies.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.

(a) Acknowledge the work of others; and
(b) maintain safe behavior when using the internet.
NEW RULE V CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR THIRD GRADE
(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Ask "why" questions in order to formulate a question about a topic.
(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
(b) explore sources written by authors with diverse backgrounds.
(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Find information in print, digital, and other resources on a topic of personal interest;
(b) work in teams to produce original works or solve problems; and
(c) use technology tools for independent and collaborative publishing activities.
(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Make a list of possible sources of information that will help answer questions or an information need; and
(b) use text features to decide which resources are best to use and why.
(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Read, listen to, and view a range of resources for a variety of purposes;
(b) recognize features of various genres and use different reading strategies for understanding;
(c) connect personal feelings to characters and events portrayed in a literary work;
(d) set reading goals; and
(e) demonstrate knowledge of authors and genres.
(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge and credit the work of others; and
(b) use information, technology and media tools responsibly and safely.
NEW RULE VI CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FOURTH GRADE
(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Ask "why" questions in order to formulate a question about a topic; and
(b) use an inquiry process to solve a problem.
(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
(b) explore sources written by authors with diverse backgrounds.
(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Find information in print, digital, and other resources on a topic of personal interest;
(b) work in teams to produce original works or solve problems; and
(c) use technology tools for independent and collaborative publishing activities.
(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Organize possible sources of information that will help answer questions or an information need; and
(b) use text features to decide which resources are best to use and why.
(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Read, listen to, and view a range of resources for a variety of purposes;
(b) recognize features of various genres and use different reading strategies for understanding;
(c) connect personal feelings to characters and events portrayed in a literary work;
(d) set reading goals; and
(e) demonstrate knowledge of authors and genres.
(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge and credit the work of others; and
(b) use information, technology and media tools responsibly and safely.
NEW RULE VII CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FIFTH GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Ask "why" questions in order to formulate a question about a topic; and
(b) use an inquiry process to solve a problem.
(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
(b) identify sources written by authors with diverse backgrounds.
(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Find information in print, digital, and other resources on a topic of personal interest;
(b) work in teams to produce original works or solve problems; and
(c) use technology tools for independent and collaborative publishing activities.
(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Organize possible sources of information that will help answer questions or an information need; and
(b) use text features to decide which resources are best to use and why.
(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Read, listen to, and view a range of resources for a variety of purposes;
(b) explain features of various genres and use different reading strategies for understanding;
(c) connect personal feelings to characters and events portrayed in a literary work;
(d) set reading goals; and
(e) demonstrate knowledge of authors and genres.
(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge and credit the work of others;
(b) use information, technology and media tools responsibly and safely; and
(c) keep personal information private while using digital tools.
NEW RULE VIII CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SIXTH THROUGH EIGHTH GRADE
(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Write questions independently based on key ideas or areas of focus;
(b) refine questions based on the type of information needed; and
(c) reflect at the end of an inquiry process.
(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana; and
(b) seek more than one point of view by using diverse sources.
(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Offer information and opinions and encourage others to share ideas at appropriate times in group discussions; and
(b) accurately describe or summarize the ideas of others.
(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Experiment with various types of technology tools for artistic and personal expression; and
(b) share reading, listening, and viewing experiences in a variety of ways and formats.
(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Independently locate and select information for personal, hobby, or vocational interests;
(b) read, listen to, and view a wide range of genres and formats for recreation and information; and
(c) respond to images and feelings evoked by a literary work.
(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Practice internet safety and appropriate online behavior;
(b) use criteria to determine safe and unsafe internet sites;
(c) participate safely, ethically, and legally in online activities;
(d) connect ideas and information with their owners or source; and,
(e) credit sources by following copyright, licensing, and fair use guidelines.

NEW RULE IX CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR NINTH THROUGH TWELFTH GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

(a) Formulate and refine essential questions through reading, constructing hypotheses, research questions, and thesis statements;

(b) develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement; and

(c) reflect at the end of an inquiry process.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.

(a) Evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana;

(b) seek more than one point of view by using diverse sources; and

(c) identify the impact of personal background and bias on research projects and inquiry processes.

(3) Work effectively with others to broaden perspectives and work toward common goals.

(a) Actively seek the opinions of others and contribute positively to an environment in which all participants ideas are shared and valued;

(b) seek consensus from a group, when appropriate, to achieve a stronger product; and

(c) work with others to solve problems and make decisions on issues, topics, and themes being investigated.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.

(a) Assess the impacts of specific works on the reader or viewer;

(b) express ideas through creative products in multiple formats using a variety of technology tools;

(c) select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation;

(d) create original products using a variety of technology tools to express personal learning; and

(e) independently pursue answers to self-generated questions.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.

(a) Select a variety of types of materials based on personal interests and prior knowledge;

(b) read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues;

(c) routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas;

(d) read widely to develop a global perspective and understand different cultural contexts; and

(e) identify the rights of self and others to access information freely and pursue the right to read, view, and listen.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.

(a) Practice internet safety and appropriate online behavior;

(b) use criteria to determine safe and unsafe internet sites;

(c) participate safely, ethically, and legally in online activities;

(d) connect ideas and information with their owners or source; and,

(e) credit sources by following copyright, licensing, and fair use guidelines for text, visuals, and audio in generating products and presentations.

10.55.1801 LIBRARY MEDIA PROGRAM DELIVERY STANDARDS (1) In general, a basic program in library media shall:

(a) meet the following conditions:

(i) establish scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;

(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;

(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and

(iv) advise the board of trustees on policy and rule pertaining to:

(A) develop and maintain a physical and digital library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;

(B) engage in comprehensive long range planning to administer and manage, in a secure area, the human, financial, digital, and physical resources of the library to locate, access, and use resources that are organized and cataloged; and

(C) implement a viable collection development policy which includes the following components:

(I) materials selection and de-selection;

(II) challenged materials procedure;

(III) intellectual/academic freedom statement;

(IV) confidentiality assurance;

(V) copyright guidelines; and

(VI) gifts and donations.

(b) include the following practices:

(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;

(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;

(iii) encourage partnerships with information centers that use providers of digital electronic content and information systems; and

(iv) participate in school-wide technology and telecommunications digital service and content planning and promote its integration into all instructional programs.

MONTANA CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR K-12

(1) When a district incorporates or integrates library media and information literacy content into district curriculum or offers an elective course in library media and information literacy, the following standards apply:

(a) build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems;

(b) demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians;

(c) work effectively with others to broaden perspectives and work toward common goals;

(d) make meaning by collecting, organizing, and sharing resources of personal relevance;

(e) exercise freedom to read and demonstrate the ability to pursue personal interests; and

(f) demonstrate safe, legal, and ethical creating and sharing of knowledge products.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR KINDERGARTEN

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) form simple, factual level questions and begin to explore ways to answer them; and
(b) ask "I wonder" questions about topic, question, or problem.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) share knowledge and ideas with others through discussion and listening; and
(b) formulate questions related to content presented by others.

(3) Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) routinely select picture, fiction, and information books;
(b) explore new genres; and
(c) select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products by maintaining safe behavior when using the internet.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FIRST GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Form simple, factual level questions and begin to explore ways to answer them; and
(b) ask "I wonder" questions about topic, question, or problem.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Share knowledge and ideas with others through discussion and listening; and
(b) formulate questions related to content presented by others.

(3) Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Request, choose, and share a variety of materials from various genres related to personal interests; and
(b) select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge the work of others; and
(b) maintain safe behavior when using the internet.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SECOND GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Generate questions about a topic and select a focal question to explore.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Share knowledge and ideas with others through discussion and listening; and
(b) formulate questions related to content presented by others.

(3) Work effectively with others to broaden perspectives and work toward common goals. Listen respectfully and, when appropriate, offer information and opinions in group discussions.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance. Make connections between literature and personal experiences.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests:
(a) books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment; and
(b) begin to recognize that different genres require different reading, listening, or viewing strategies.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge the work of others; and
(b) maintain safe behavior when using the internet.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR THIRD GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Ask "why" questions in order to formulate a question about a topic.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
(b) explore sources written by authors with diverse backgrounds.

(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Find information in print, digital, and other resources on a topic of personal interest;
(b) work in teams to produce original works or solve problems; and
(c) use technology tools for independent and collaborative publishing activities.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Make a list of possible sources of information that will help answer questions or an information need; and
(b) use text features to decide which resources are best to use and why.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Read, listen to, and view a range of resources for a variety of purposes;
(b) recognize features of various genres and use different reading strategies for understanding;
(c) connect personal feelings to characters and events portrayed in a literary work;
(d) set reading goals; and
(e) demonstrate knowledge of authors and genres.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge and credit the work of others; and
(b) use information, technology and media tools responsibly and safely.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FOURTH GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Ask "why" questions in order to formulate a question about a topic; and
(b) use an inquiry process to solve a problem.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
(b) explore sources written by authors with diverse backgrounds.

(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Find information in print, digital, and other resources on a topic of personal interest;
(b) work in teams to produce original works or solve problems; and
(c) use technology tools for independent and collaborative publishing activities.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Organize possible sources of information that will help answer questions or an information need; and
(b) use text features to decide which resources are best to use and why.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Read, listen to, and view a range of resources for a variety of purposes;
(b) recognize features of various genres and use different reading strategies for understanding;
(c) connect personal feelings to characters and events portrayed in a literary work;
(d) set reading goals; and
(e) demonstrate knowledge of authors and genres.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge and credit the work of others; and
(b) use information, technology and media tools responsibly and safely.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FIFTH GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Ask "why" questions in order to formulate a question about a topic; and
(b) use an inquiry process to solve a problem.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
(b) identify sources written by authors with diverse backgrounds.

(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Find information in print, digital, and other resources on a topic of personal interest;
(b) work in teams to produce original works or solve problems; and
(c) use technology tools for independent and collaborative publishing activities.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Organize possible sources of information that will help answer questions or an information need; and
(b) use text features to decide which resources are best to use and why.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Read, listen to, and view a range of resources for a variety of purposes;
(b) explain features of various genres and use different reading strategies for understanding;
(c) connect personal feelings to characters and events portrayed in a literary work;
(d) set reading goals; and
(e) demonstrate knowledge of authors and genres.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Acknowledge and credit the work of others;
(b) use information, technology and media tools responsibly and safely; and
(c) keep personal information private while using digital tools.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SIXTH THROUGH EIGHTH GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Write questions independently based on key ideas or areas of focus;
(b) refine questions based on the type of information needed; and
(c) reflect at the end of an inquiry process.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana; and
(b) seek more than one point of view by using diverse sources.

(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Offer information and opinions and encourage others to share ideas at appropriate times in group discussions; and
(b) accurately describe or summarize the ideas of others.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Experiment with various types of technology tools for artistic and personal expression; and
(b) share reading, listening, and viewing experiences in a variety of ways and formats.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Independently locate and select information for personal, hobby, or vocational interests;
(b) read, listen to, and view a wide range of genres and formats for recreation and information; and
(c) respond to images and feelings evoked by a literary work.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Practice internet safety and appropriate online behavior;
(b) use criteria to determine safe and unsafe internet sites;
(c) participate safely, ethically, and legally in online activities;
(d) connect ideas and information with their owners or source; and,
(e) credit sources by following copyright, licensing, and fair use guidelines.

CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR NINTH THROUGH TWELFTH GRADE

(1) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
(a) Formulate and refine essential questions through reading, constructing hypotheses, research questions, and thesis statements;
(b) develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement; and
(c) reflect at the end of an inquiry process.

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
(a) Evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana;
(b) seek more than one point of view by using diverse sources; and
(c) identify the impact of personal background and bias on research projects and inquiry processes.

(3) Work effectively with others to broaden perspectives and work toward common goals.
(a) Actively seek the opinions of others and contribute positively to an environment in which all participants ideas are shared and valued;
(b) seek consensus from a group, when appropriate, to achieve a stronger product; and
(c) work with others to solve problems and make decisions on issues, topics, and themes being investigated.

(4) Make meaning by collecting, organizing, and sharing resources of personal relevance.
(a) Assess the impacts of specific works on the reader or viewer;
(b) express ideas through creative products in multiple formats using a variety of technology tools;
(c) select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation;
(d) create original products using a variety of technology tools to express personal learning; and
(e) independently pursue answers to self-generated questions.

(5) Exercise freedom to read and demonstrate the ability to pursue personal interests.
(a) Select a variety of types of materials based on personal interests and prior knowledge;
(b) read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues;
(c) routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas;
(d) read widely to develop a global perspective and understand different cultural contexts; and
(e) identify the rights of self and others to access information freely and pursue the right to read, view, and listen.

(6) Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
(a) Practice internet safety and appropriate online behavior;
(b) use criteria to determine safe and unsafe internet sites;
(c) participate safely, ethically, and legally in online activities;
(d) connect ideas and information with their owners or source; and,
(e) credit sources by following copyright, licensing, and fair use guidelines for text, visuals, and audio in generating products and presentations.

Montana Content Standards for Information Literacy-Library Media

Adopted July 2008

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Contents

Introduction 3
INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 4
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 FOR THE END OF GRADE 4 4
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 FOR THE END OF GRADE 8 4
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 UPON GRADUATION 4
INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 5
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 FOR THE END OF GRADE 4 5
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 FOR THE END OF GRADE 8 5
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 UPON GRADUATION 5
INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 6
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 FOR THE END OF GRADE 4 6
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 FOR THE END OF GRADE 8 6
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 UPON GRADUATION 6
INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 7
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 FOR THE END OF GRADE 4 7
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 FOR THE END OF GRADE 8 7
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 UPON GRADUATION 7
INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 8
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 FOR THE END OF GRADE 4 8
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 FOR THE END OF GRADE 8 8
BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 UPON GRADUATION 8

Introduction

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from Association College and Research Libraries "Information Literacy Competency Standards for Higher Education")

All Montana students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21st Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity. Teacher librarians, in collaboration with other classroom and content area teachers, empower all students to become information literate.

Content Standard 1: Students will identify the task and determine the resources needed.

Content Standard 2: Students will locate sources, use information and present findings.

Content Standard 3: Students will evaluate the product and learning process.

Content Standard 4: Students will use information safely, ethically and legally.

Content Standard 5: Students will pursue personal interests through literature and other creative expressions.

INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1

(1) To satisfy the requirements of information literacy/library media content standard 1, a student must identify the task and determine the resources needed.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 FOR THE END OF GRADE 4

(1) The benchmark for information literacy/library media content standard 1 for a student at the end of grade 4 is the ability to:

(a) define the problem;

(b) identify types of information needed; and

(c) choose from a range of resources.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 FOR THE END OF GRADE 8

(1) The benchmark for information literacy/library media content standard 1 for a student at the end of grade 8 is the ability to:

(a) analyze the parts of the problem to be solved;

(b) identify information resources needed; and

(c) evaluate and select appropriate resources.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 UPON GRADUATION

(1) The benchmark for information literacy/library media content standard 1 for a student upon graduation is the ability to:

(a) evaluate the purpose and scope of the problem;

(b) determine the nature and extent of information needed; and

(c) evaluate and select appropriate resources.

INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2

(1) To satisfy the requirements of information literacy/library media content standard 2, a student must locate sources, use information, and present findings.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 FOR THE END OF GRADE 4

(1) The benchmark for information literacy/library media content standard 2 for a student at the end of grade 4 is the ability to:

(a) locate a resource needed to solve the problem;
(b) evaluate resources;
(c) locate information within the resource;
(d) extract information from resources needed to solve the problem;
(e) organize information to solve the problem; and
(f) create a product that presents findings.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 FOR THE END OF GRADE 8

(1) The benchmark for information literacy/library media content standard 2 for a student at the end of grade 8 is the ability to:

(a) locate multiple resources using search tools;
(b) evaluate resources;
(c) locate information within multiple resources;
(d) extract information from multiple resources needed to solve the problem;
(e) organize and manage information to solve the problem; and
(f) create a product that presents findings.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 UPON GRADUATION

(1) The benchmark for information literacy/library media content standard 2 for a student upon graduation is the ability to:

(a) locate multiple resources using a variety of search tools;
(b) evaluate resources;
(c) locate information within a wide variety of resources;
(d) extract information from a wide variety of resources needed to solve the problem;
(e) organize and manage information from a wide variety of sources to solve the problem; and
(f) create and defend a product that presents findings.

INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3

(1) To satisfy the requirements of information literacy/library media content standard 3, a student must evaluate the product and learning process.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 FOR THE END OF GRADE 4

(1) The benchmark for information literacy/library media content standard 3 for a student at the end of grade 4 is the ability to:

(a) assess the quality of the product; and

(b) describe the process.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 FOR THE END OF GRADE 8

(1) The benchmark for information literacy/library media content standard 3 for a student at the end of grade 8 is the ability to:

(a) assess the quality and effectiveness of the product; and

(b) evaluate how the process met the need for information.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 UPON GRADUATION

(1) The benchmark for information literacy/library media content standard 3 for a student upon graduation is the ability to:

(a) assess the quality and effectiveness of the product; and

(b) evaluate the process in order to revise strategies.

INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4

(1) To satisfy the requirements of information literacy/library media content standard 4, a student must use information safely, ethically, and legally.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 FOR THE END OF GRADE 4

(1) The benchmark for information literacy/library media content standard 4 for a student at the end of grade 4 is the ability to:

(a) legally obtain and use information;

(b) identify the owner of ideas and information; and

(c) participate and collaborate in intellectual and social networks following safe and accepted practices.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 FOR THE END OF GRADE 8

(1) The benchmark for information literacy/library media content standard 4 for a student at the end of grade 8 is the ability to:

(a) legally obtain, store, and disseminate text, data, images, or sounds;

(b) appropriately credit ideas and works of others; and

(c) participate and collaborate in intellectual and social networks following safe and accepted practices.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 UPON GRADUATION

(1) The benchmark for information literacy/library media content standard 4 for a student upon graduation is the ability to:

(a) legally obtain, store, and disseminate text, data, images, or sounds;

(b) follow copyright laws and fair use guidelines when using the intellectual property of others; and

(c) participate and collaborate in intellectual and social networks following safe and accepted practices.

INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5

(1) To satisfy the requirements of information literacy/library media content standard 5, a student must pursue personal interests through literature and other creative expressions.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 FOR THE END OF GRADE 4

(1) The benchmark for information literacy/library media content standard 5 for a student at the end of grade 4 is the ability to:

(a) use a variety of print and digital formats for pleasure and personal growth;

(b) use a variety of genres for pleasure and personal growth;

(c) access and understand multiple resources from diverse cultures, including those of Montana American Indians; and

(d) access libraries to seek information for personal interest.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 FOR THE END OF GRADE 8

(1) The benchmark for information literacy/library media content standard 5 for a student at the end of grade 8 is the ability to:

(a) use and respond to a variety of print and digital formats for pleasure and personal growth;

(b) use and respond to a variety of genres for pleasure and personal growth;

(c) analyze and respond to multiple resources and creative expressions from diverse cultures, including those of Montana American Indians; and

(d) access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 UPON GRADUATION

(1) The benchmark for information literacy/library media content standard 5 for a student upon graduation is the ability to:

(a) use and critique a variety of print and digital formats for pleasure and personal growth;

(b) use and critique a variety of genres for pleasure and personal growth;

(c) evaluate multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians; and

(d) access and use resources and information from all types of information environments to pursue personal and creative interests.

Montana K-12 Information Literacy/Library Media Content Standards Framework

Adopted by the Montana Board of Public Education
July 2008

Denise Juneau, Superintendent • Montana Office of Public Instruction • www.opi.mt.gov

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Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	**Montana K-12** **Information Literacy/Library Media** **Content Standards Framework**

Introduction ..... pg 4

Preface to the Information Literacy/Library Media Content Standards ..... pg 6

Information Literacy/Library Media Content Standard 1 (ARM 10.54.6510-6513) ..... pg 7

Information Literacy/Library Media Content Standard 2 (ARM 10.54.6520-6523) ..... pg 8

Information Literacy/Library Media Content Standard 3 (ARM 10.54.6530-6533) ..... pg 9

Information Literacy/Library Media Content Standard 4 (ARM 10.54.6540-6543) ..... pg 10

Information Literacy/Library Media Content Standard 5 (ARM 10.54.6550-6553) ..... pg 11

Performance Descriptors "A Profile of Four Levels" (ARM 10.54.6601-6660) ..... pg 12

Glossary ..... pg 22

Works Cited ..... pg 26

Introduction

In 2005 the Montana Board of Public Education initiated the Standards Revision Project to assure Montana citizens that its public schools are providing **all** children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.

Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.

Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.

With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:

1. Standards will be academic in nature and content specific.
2. Standards will be challenging and rigorous.
3. Standards will be clear, understandable and free of jargon.
4. Standards will be measurable.
5. Standards will address diversity specifically fulfilling the commitment to implementing MCA 20-1-501, Indian Education for All.

With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:

1. Use the existing Montana Standards Framework--current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4th, 8th, and upon graduation);
2. Use proven practices from Montana classrooms;
3. Consider international, national and other states' standards;
4. Consider entrance expectations for workplace and postsecondary education;
5. Consider achievement and other related data;
6. Consider other research e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.;
7. Consider comments from professional education associations;
8. Consider comments from tribal and school district educators;
9. Consider recommendations from Montana Advisory Council for Indian Education; and
10. Involve the Montana public.

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

Components of the Information Literacy/Library Media Content Standards Framework

The Information Literacy/Library Media Content Standards Framework is a set of agreements, rationales, and rules that provides the foundation for standards-based education in Montana. This framework is the blueprint for further development of key components, such as Essential Learning Expectations, Performance Rubrics, and curriculum. The content standards framework contains:

- K-12 content standards,
- rationale for each content standard,
- benchmarks at end of grade 4, end of grade 8, and upon graduation,
- performance descriptors at the levels of novice, nearing proficiency, proficient and advanced,
- a glossary, and
- works cited.

In order to use this framework effectively, it is essential to understand the distinctions between and the intended purpose of its various components.

Content Standards: The five information literacy/library media content standards indicate what all students should know, understand, and be able to do. Their purpose is to guide the information literacy/library media curriculum and to communicate the breadth of the knowledge and skills to be taught to all students. A district's curriculum should be designed so that learning encompasses all five standards.

Rationales: Outlines the fundamental reasons for each of the content standards and provides the basis for the knowledge and skills included in the benchmarks.

Benchmarks: The benchmarks define expectations for students' knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district's curriculum should include the entire progression of knowledge contained in the benchmarks.

Performance Descriptors: Performance descriptors define how well students apply the knowledge and skills they have acquired. They gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality. Achievement of curricular goals is assessed by the performance descriptors.

Preface to Information Literacy/Library Media Content Standards

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from Association College and Research Libraries "Information Literacy Competency Standards for Higher Education")

All Montana students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21st Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity. Teacher librarians, in collaboration with other classroom and content area teachers, empower all students to become information literate.

Information Literacy/Library Media Content Standard 1

The student will identify the task and determine the resources needed.

Rationale

Students encounter "increasingly vast and complex collections of information" in today's world (Murray 1). Literacy implies more than vocabulary and awareness; it requires critical thinking (Murray 13). Students need skills to help them identify a task or problem and then determine which resources will best solve their specific academic and/or personal requirements. The Big6™ Model provides students with direction, purpose and strategies to initiate the process. Content Standard 1 addresses the first two steps in the Big6™ Model: Task Definition and Information Seeking Strategies.

Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
1.1 define the problem	**1.1** analyze the parts of the problem to be solved	**1.1** evaluate the purpose and scope of the problem
1.2 identify types of information needed	**1.2** identify information resources needed	**1.2** determine the nature and extent of information needed
1.3 choose from a range of resources	**1.3** evaluate and select appropriate resources	**1.3** evaluate and select appropriate resources

Information Literacy/Library Media Content Standard 2

The student will locate sources, use information, and present findings.

Rationale

Inquiry-based learning has progressed from traditional research to a problem solving process. Multiple literacies, including digital, visual, and textual have now joined information literacy as critical skills for the 21st Century. The amount and complexity of information necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. The Big6™ Model provides students with direction, purpose and strategies to further the process. Content Standard 2 addresses steps 3, 4 and 5 in the Big6™ Model: Location and Access, Use of Information, and Synthesis.

Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
2.1 locate a resource needed to solve the problem	**2.1** Locate multiple resources using search tools	**2.1** locate multiple resources using a variety of search tools
2.2 evaluate resources	**2.2** evaluate resources	**2.2** evaluate resources
2.3 locate information within the resource	**2.3** Locate information within multiple resources	**2.3** locate information within a wide variety of resources
2.4 extract information from resources needed to solve the problem	**2.4** Extract information from multiple resources needed to solve the problem	**2.4** extract information from a wide variety of resources needed to solve the problem
2.5 organize information to solve the problem	**2.5** organize and manage information to solve the problem	**2.5** organize and manage information from a wide variety of sources to solve the problem
2.6 create a product that presents findings	**2.6** create a product that presents findings	**2.6** create and defend a product that presents findings

Information Literacy/Library Media Content Standard 3

The student will evaluate the product and learning process.

Rationale

"The final project is more than a goal; it is an opportunity to help students learn how to solve problems and make decisions by engaging higher level thinking skills in a systematic way" (Murray 89).

Students must be prepared to critically evaluate the results of their research, and then apply those results effectively in future learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities throughout the process to self-assess in order to revise strategies. Content Standard 3 addresses step 6 in the Big6™ Model: Evaluation.

Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
3.1 assess the quality of the product	**3.1** assess the quality and effectiveness of the product	**3.1** assess the quality and effectiveness of the product
3.2 describe the process	**3.2** evaluate how the process met the need for information	**3.2** evaluate the process in order to revise strategies

Information Literacy/Library Media Content Standard 4

The student will use information safely, ethically and legally.

Rationale

For students to contribute positively in a learning community, they must have equitable access to information in an environment that is safe and conducive to learning. Because learning has a social context, students need to develop skills in sharing knowledge with others, both in face-to-face situations and through digital environments. Students must recognize and respect the intellectual and creative property rights of others.

Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
4.1 legally obtain and use information	**4.1** legally obtain, store and disseminate text, data, images or sounds	**4.1** legally obtain, store and disseminate text, data, images or sounds
4.2 identify the owner of ideas and information	**4.2** appropriately credit ideas and works of others	**4.2** follow copyright laws and fair use guidelines when using the intellectual property of others
4.3 participate and collaborate in intellectual and social networks following safe and accepted practices	**4.3** participate and collaborate in intellectual and social networks following safe and accepted practices	**4.3** participate and collaborate in intellectual and social networks following safe and accepted practices

Information Literacy/Library Media Content Standard 5

The student will pursue personal interests through literature and other creative expressions.

Rationale

School libraries provide equitable access to literature and information resources that contribute to the development of lifelong learners. Central to learning is a respect and appreciation for the many voices and cultures in our world, including Montana American Indians. Students deserve the opportunity to explore creative expression, engage in independent learning, and read for personal enjoyment as well as fulfill academic tasks.

Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
5.1 use a variety of print and digital formats for pleasure and personal growth	**5.1** use and respond to a variety of print and digital formats for pleasure and personal growth	**5.1** use and critique a variety of print and digital formats for pleasure and personal growth
5.2 use a variety of genres for pleasure and personal growth	**5.2** use and respond to a variety of genres for pleasure and personal growth	**5.2** use and critique a variety of genres for pleasure and personal growth
5.3 access and understand multiple resources from diverse cultures, including Montana American Indians	**5.3** analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	**5.3** evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians
5.4 access libraries to seek information for personal interest	**5.4** access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	**5.4** access and use resources and information from all types of information environments to pursue personal and creative interests

Montana **Office of Public Instruction** **Denise Juneau, State Superintendent** **opi.mt.gov**	**Montana K-12 Information Literacy/Library Media Performance Descriptors A Profile of Four Levels**

The Information Literacy/Library Media Performance Descriptors define how well students' perform at four performance levels: advanced, proficient, nearing proficiency, and novice. These profiles describe students as they apply the knowledge and skills defined in the benchmarks for End of Grade 4, End of Grade 8, and Upon Graduation.

Advanced	Proficient	Nearing Proficiency	Novice
A student at the advanced level demonstrates superior performance. He/she:	A student at the proficient level demonstrates solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. He/she:	A student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she:	A student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental for proficiency. He/she

Information Literacy/Library Media Content Standard 1: End of Grade 4			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently summarizes and restates the task or problem to be solved	summarizes and restates the task or problem to be solved	with guidance, summarizes and restates the task or problem to be solved	with assistance, restates the task or problem to be solved
independently brainstorms search terms to guide problem solving	brainstorms several search terms to guide problem solving	with guidance, brainstorms a few search terms to guide problem solving	with assistance, brainstorms a search term to guide problem solving
independently narrows or broadens a topic	narrows or broadens a topic	with guidance, narrows or broadens a topic	with assistance, narrows or broadens a topic
independently identifies possible resources	identifies possible resources	with guidance, identifies possible resources	with assistance, identifies possible resources
independently selects an appropriate resource to meet information need	selects an appropriate resource to meet information need	with guidance, selects appropriate resource to meet information need	with assistance, selects an appropriate resource to meet information need

Information Literacy/Library Media Content Standard 1: End of Grade 8			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently summarizes and restates the task or problem to be solved	summarizes and restates the task or problem to be solved	with guidance, summarizes and restates the task or problem to be solved	with assistance, restates the task or problem to be solved
independently breaks down the task into manageable parts	breaks down the task into manageable parts	with guidance, breaks down the task into manageable parts	with assistance, breaks down the task into manageable parts
independently brainstorms search terms to guide problem solving	brainstorms several search terms to guide problem solving	with guidance, brainstorms several search terms to guide problem solving	with assistance, brainstorms a search term to guide problem solving
independently narrows or broadens the topic to manageable focus	narrows or broadens the topic to manageable focus	with guidance, narrows or broadens the topic to manageable focus	with assistance, narrows or broadens the topic to manageable focus
independently identifies possible sources of information	identifies possible sources of information	with guidance, identifies possible sources of information	with assistance, identifies possible sources of information
independently compares resources needed	compares resources needed	with guidance, compares two or more resources needed	with assistance, compares two resources needed
independently decides which resources will be the most appropriate for the problem to be solved	decides which resources will be the most appropriate for the problem to be solved	with guidance, decides which resources will be the most appropriate for the problem to be solved	with assistance, decides which resources will be the most appropriate for the problem to be solved

Information Literacy/Library Media Content Standard 1: Upon Graduation			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently determines the parameters of the problem	determines the parameters of the problem	with guidance, determines the parameters of the problem	with assistance, determines the parameters of the problem
independently formulates questions to guide problem solving	formulates questions to guide problem solving	with guidance, formulates questions to guide problem solving	with assistance, formulates questions to guide problem solving
independently brainstorms search terms to guide problem solving	brainstorms search terms to guide problem solving	with guidance, brainstorms search terms to guide problem solving	with assistance, brainstorms search terms to guide problem solving
independently narrows or broadens the topic to manageable focus	narrows or broadens the topic to manageable focus	with guidance, narrows or broadens the topic to manageable focus	with assistance, narrows or broadens the topic to manageable focus
independently decides the types and the amount of information needed to solve the problem	decides the types and the amount of information needed to solve the problem	with guidance, decides the types and the amount of information needed to solve the problem	with assistance, decides the types and the amount of information needed to solve the problem
independently identifies possible resources	identifies possible resources	with guidance, identifies possible resources	with assistance, identifies possible resources
independently evaluates resources	evaluates resources	with guidance, evaluates resources	with assistance, evaluates resources
independently selects resources to solve the problem	selects resources to solve the problem	with guidance, selects resources to solve the problem	with assistance, selects resources to solve the problem

Information Literacy/Library Media Content Standard 2: End of Grade 4			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently locates resources to solve the problem	locates resources to solve the problem within a pre-selected range or collection of resources	with guidance, locates resources to solve the problem within a pre-selected range or collection of resources	with assistance, locates resources to solve the problem within a pre-selected range or collection of resources
independently locates information within resources	locates information within resources	with guidance, locates information within resources	with assistance, locates information within resources
independently identifies the point of view in information, including perspectives of Montana American Indians	identifies the point of view in information, including perspectives of Montana American Indians	with guidance, identifies the point of view in information, including perspectives of Montana American Indians	with assistance, identifies the point of view in information, including perspectives of Montana American Indians
independently reads, views, and listens to extract information from resources	reads, views, and listens to extract information from resources	with guidance, reads, views, and listens to extract information from resources	with assistance, reads, views, and listens to extract information from resources
independently organizes information for use	organizes information for use	with guidance, organizes information for use	with assistance, organizes information for use
independently creates a product that presents findings	creates a product that presents findings using established guidelines	with guidance, creates a product that presents findings using established guidelines	with assistance, creates a product that presents findings using established guidelines

Information Literacy/Library Media Content Standard 2: End of Grade 8			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently locates multiple resources using a variety of search tools	locates multiple resources using pre-selected search tools	with guidance, locates multiple resources using pre-selected search tools	with assistance, locates multiple resources using pre-selected search tools
independently evaluates authority, accuracy and currency of resources	evaluates authority, accuracy and currency of resources	with guidance, evaluates authority, accuracy and currency of resources	with assistance, evaluates authority, accuracy and currency of resources
independently locates information within resources	locates information within resources	with guidance, locates information within resources	with assistance, locates information within resources
independently reads, views, and listens to extract information from resources	reads, views, and listens to extract information from resources	with guidance, reads, views, and listens to extract information from resources	with assistance, reads, views, and listens to extract information from resources
independently identifies the point of view or bias in information, including perspectives of Montana American Indians	identifies the point of view or bias in information, including perspectives of Montana American Indians	with guidance, identifies the point of view or bias in information, including perspectives of Montana American Indians	with assistance, identifies the point of view in information, including perspectives of Montana American Indians
independently organizes information for use	organizes information for use	with guidance, organizes information for use	with assistance, organizes information for use
independently creates a product that presents findings	creates a product that presents findings	with guidance, creates a product that presents findings	with assistance, creates a product that presents findings

Information Literacy/Library Media Content Standard 2: Upon Graduation			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently locates a wide range of resources using a variety of search tools	locates a wide range of resources using a variety of search tools	with guidance, locates a wide range of resources using a variety of search tools	with assistance, locates a range of resources using search tools
independently evaluates authority, accuracy, relevance and currency of resources	evaluates authority, accuracy, relevance and currency of resources	with guidance, evaluates authority, accuracy, relevance and currency of resources	with assistance, evaluates authority, accuracy, relevance and currency of resources
independently locates information within a variety of resources	locates information within a variety of resources	with guidance, locates information within a variety of resources	with assistance, locates information within a variety of resources
independently reads, views and listens to extract information to solve the problem	reads, views and listens to extract information to solve the problem	with guidance, reads, views and listens to extract information	with assistance, reads, views and listens to extract information to solve the problem
independently identifies the origin, point of view or bias in information, including perspectives of Montana American Indians	identifies the origin, point of view or bias in information, including perspectives of Montana American Indians	with guidance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians	with assistance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians
independently organizes and manages a wide range of sources to draw conclusions to solve problems	organizes and manages a wide range of sources to draw conclusions to solve problems	with guidance, organizes and manages a wide range of sources to draw conclusions to solve problems	with assistance, organizes and manages a wide range of sources to draw conclusions to solve problems
independently creates, presents and defends a solution to the problem	creates, presents and defends a solution to the problem	with guidance, creates, presents and defends a solution to the problem	with assistance, creates, presents and defends a solution to the problem

Information Literacy/Library Media Content Standard 3: End of Grade 4			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently evaluates finished product according to criteria	evaluates finished product according to criteria	with guidance, evaluates finished product according to criteria	with assistance, evaluates finished product according to criteria
independently uses criteria to judge how well the steps of the problem solving process were followed	uses criteria to judge how well the steps of the problem solving process were followed	with guidance, uses criteria to judge how well the steps of the problem solving process were followed	with assistance, uses criteria to judge how well the steps of the problem solving process were followed

Information Literacy/Library Media Content Standard 3: End of Grade 8			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently evaluates finished product according to criteria	evaluates finished product according to criteria	with guidance, evaluates finished product according to criteria	with assistance, evaluates finished product according to criteria
independently uses criteria to judge how well the steps of the problem solving process were followed	uses criteria to judge how well the steps of the problem solving process were followed	with guidance, uses criteria to judge how well the steps of the problem solving process were followed	with assistance, uses criteria to judge how well the steps of the problem solving process were followed
independently identifies improvements to the problem solving process	identifies improvements to the problem solving process	with guidance, identifies improvements to the problem solving process	with assistance, identifies improvements to the problem solving process

Information Literacy/Library Media Content Standard 3: Upon Graduation			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently evaluates finished product according to criteria	evaluates finished product according to criteria	with guidance, evaluates finished product according to criteria	with assistance, evaluates finished product according to criteria
independently uses criteria to judge how well the steps of the problem solving process were followed	uses criteria to judge how well the steps of the problem solving process were followed	with guidance, uses criteria to judge how well the steps of the problem solving process were followed	with assistance, uses criteria to judge how well the steps of the problem solving process were followed
independently identifies improvements to the problem solving process	identifies improvements to the problem solving process	with guidance, identifies improvements to the problem solving process	with assistance, identifies improvements to the problem solving process
independently justifies decisions based on project criteria	justifies decisions based on project criteria	with guidance, justifies decisions based on project criteria	with assistance, justifies decisions based on project criteria

Information Literacy/Library Media Content Standard 4: End of Grade 4			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently follows copyright laws and fair use guidelines when using information	follows copyright laws and fair use guidelines when using information	with guidance, follows copyright laws and fair use guidelines when using information	with assistance, follows copyright laws and fair use guidelines when using information
independently credits ideas and works of others	credits ideas and works of others	with guidance, credits ideas and works of others	with assistance, credits ideas and works of others
independently practices safe, ethical and legal behavior in supervised intellectual and social networks	practices safe, ethical and legal behavior in supervised intellectual and social networks	with guidance, practices safe, ethical and legal behavior in supervised intellectual and social networks	with assistance, practices safe, ethical and legal behavior in supervised intellectual and social networks

Information Literacy/Library Media Content Standard 4: End of Grade 8			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds
independently and appropriately credits ideas and works of others	appropriately credits ideas and works of others	with guidance, appropriately credits ideas and works of others	with assistance, appropriately credits ideas and works of others
independently practices safe, ethical and legal behavior in intellectual and social networks	practices safe, ethical and legal behavior in intellectual and social networks	with guidance, practices safe, ethical and legal behavior in intellectual and social networks	with assistance, practices safe, ethical and legal behavior in intellectual and social networks

Information Literacy/Library Media Content Standard 4: Upon Graduation			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds
independently and appropriately credits ideas and works of others	appropriately credits ideas and works of others	with guidance, appropriately credits ideas and works of others	with assistance, appropriately credits ideas and works of others
independently practices safe, ethical and legal behavior in intellectual and social networks	practices safe, ethical and legal behavior in intellectual and social networks	with guidance, practices safe, ethical and legal behavior in intellectual and social networks	with assistance, practices safe, ethical and legal behavior in intellectual and social networks

Information Literacy/Library Media Content Standard 5: End of Grade 4			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently chooses resources based on personal interests	chooses resources based on personal interests	with guidance, chooses resources based on personal interests	with assistance, chooses resources based on personal interests
independently uses a variety of print and digital resources	uses a variety of print and digital resources	with guidance, uses some print and digital resources	with assistance, uses a few print and digital resources
independently explores a variety of genres	explores a variety of genres	with guidance, explores a variety of genres	with assistance, explores a variety of genres
independently explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians	explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians	with guidance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians	with assistance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians

Information Literacy/Library Media Content Standard 5: End of Grade 8			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently chooses resources based on personal interests	chooses resources based on personal interests	with guidance, chooses resources based on personal interests	with assistance, chooses resources based on personal interests
independently uses and responds to a variety of print and digital resources	uses and responds to a variety of print and digital resources	with guidance, uses and responds to some print and digital resources	with assistance, uses and responds to a few print and digital resources
independently uses and responds to a variety of genres	uses and responds to a variety of genres	with guidance, uses and responds to genres	with assistance, uses and responds to genres
independently analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians	analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians	with guidance, analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians	with assistance, compares and contrasts multiple resources and creative expressions from diverse cultures, including Montana American Indians

Information Literacy/Library Media Content Standard 5: Upon Graduation			
Advanced	**Proficient**	**Nearing Proficiency**	**Novice**
independently chooses resources based on personal interests	chooses resources based on personal interests	with guidance, chooses resources based on personal interests	with assistance, chooses resources based on personal interests
independently uses and critiques a variety of print and digital resources	uses and critiques a variety of print and digital resources	with guidance, uses and critiques some print and digital resources	with assistance, uses and critiques a few print and digital resources
independently uses and critiques a variety of genres	uses and critiques a variety of genres	with guidance, uses and critiques genres	with assistance, compares and contrasts genres
independently evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians	evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians	with guidance, evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians	with assistance, compares and contrasts multiple resources and other creative expressions from diverse cultures, including Montana American Indians

Montana **Office of Public Instruction** **Denise Juneau, State Superintendent** opi.mt.gov	**Montana K-12** **Information Literacy/Library Media** **Content Standards Glossary**

Accuracy — Measures the degree to which information sources are free from mistakes and errors.

Authority —The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

Bias —Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

Big6™ —A systematic approach to information problem solving using a six step process. The Big6™can be used whenever an individual has an information problem; co-authored by Mike Eisenberg and Bob Berkowitz.

Boolean — and, or, not; used with keywords to more effectively search a database or online catalog.

Brainstorming —An activity used to generate an idea that has no right or wrong answers.

Cite Sources —Reference to book, article, Web page or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself (e.g., title, author, publisher, Web site, location).

Collaborate — to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings.

Communication Tools —Any digital tool that allows for exchange of information and ideas both synchronously and asynchronously (e.g., e-mail, instant messaging, forums)

Copyright —The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation.

Creative Expressions —Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts).

Critical Thinking —The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

Digital Information — written language, audio, or video accessed through digital means.

Digital Media —Any type of information in digital format, including computer-generated text, graphics, audio and animations.

Digital Presentation Tools — Tools that facilitate the sharing of information with others, either locally or in a virtual environment.

Digital Sources — Text, audio, video and other Information content gathered online.

Digital Tools — Inclusive of all hardware and/or software. (e.g., computers, PDA's, personal video players, personal music players, word processors, spreadsheets, instant messaging, Web browsers, Web 2.0 tools).

Equitable access —Fair opportunity to use resources (access regardless of age, origin, background or views). School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

Ethical Use —Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy).

Extract — Draw or pull out relevant information from a source.

Fair Use —Allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

Format —A general description of an item whether it is print or nonprint or digital or electronic or realia.

Global Communication—Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

Global Learning Environment —Digital environment that extends learning beyond the classroom walls.

Information Literacy —The ability to recognize when information is needed and then to locate, evaluate, and effectively use that information.

Information Requirement—An information requirement could be different than the information itself. For example, a requirement could be that the information is presented in a chart or table, or in HTML. A requirement relates more to the packaging and nature of the information. (Mike Eisenberg).

Inquiry —Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

Intellectual Freedom —The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.).

Intellectual Property —Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially works protected by copyright, inventions that have been patented, and registered trademarks. An idea is considered the intellectual property of its creator only after it has been recorded or made manifest in specific form. (e.g., music, literature, artistic works, symbols, names, images, designs).

Language Hierarchy for Performance Descriptors

- **With Assistance** – One-to-one help with step-by-step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient** – mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

Media literacy—The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

Multi-literacies—Changing the notion of literacy pedagogy, this idea expands literacy to cultural expressions and technological endeavors beyond language. "Being multi-literate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multi-literate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction." http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html

Personal Responsibility —Understanding that personal actions have effects and that individuals are responsible for choices they make.

Realia —Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

Relevance —The extent to which information retrieved in a search of a library collection or other resource, such as an online catalog or bibliographic database, is judged by the user to be applicable to ("about") the subject of the query. Relevance depends on the searcher's subjective perception of the degree to which the document fulfills the information need.

Resources —Somebody or something used to solve a problem. (e.g., print materials, experts, digital materials, archives, online databases, realia, articles, Web sites).

Search Tools—A simple search field with options to search text or resources on a local, region-wide or world-wide database.

Synthesis —Creatively or divergently applying prior knowledge and skills to produce a new or original whole (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

Textual —Of, relating to, or conforming to a text; print.

Visual —Seen or able to be seen by the eye; visible: a visual presentation; a design with a dramatic visual effect.

Montana **Office of Public Instruction** **Denise Juneau, State Superintendent** **opi.mt.gov**	**Montana K-12** **Information Literacy/Library Media** **Content Standards Works Cited**

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