



Approved by KSD Board of Education: 3-30-2026

K-12 Library Media Curriculum

Developed from the Missouri School Library
Instructional Standards

Enduring Understandings

Reading Engagement is maximizing reading choices for personal enjoyment, continual learning, and community connection.

Students who are engaged in their reading are able to find and select reading materials that interest them, feed their curiosity, and are integral to their academic success. They are able to access reading materials beyond the school library and are empowered to advocate for their individual reading choices. Engaged readers make connections that contribute to the fulfillment of their life goals.

Information Literacy is identifying information needs, accessing information using various methods, utilizing information in multiple formats, and synthesizing information effectively.

Students who are information literate can predict their information needs and ask effective questions. They can find and access the information needed. By adjusting search strategies and identifying information gaps, they exhibit grit and perseverance during research. Ultimately, they can use and synthesize information to meet their personal and academic goals.

Media Literacy is the ability to analyze and evaluate media effectively in its various forms and respond to and create media responsibly.

Students demonstrating media literacy know how to leverage media to their advantage. They balance their usage, manage their digital footprint, and protect their own privacy/data. They manage their own intellectual property and interact with the intellectual property of others responsibly. They use media to contribute positively in an online environment.

Innovation is empathetic, divergent thinking that results in problem solving and the development of action-oriented solutions.

Innovative students persist through an iterative design process, collaborate with others, and communicate clearly and effectively.

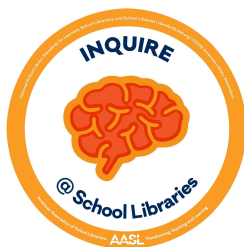
Essential Questions

Reading Engagement	Information Literacy
How can I select and reflect on diverse reading choices to build empathy, make connections, and support lifelong learning?	How do I effectively use research strategies to identify my information needs, solve real-world problems, and build new knowledge?
Media Literacy	Innovation
How can I evaluate the message and credibility of media, manage my digital footprint, and create media responsibly?	How do I collaborate with others to share our ideas in order to contribute to a community?

Alignment Narrative

The American Association of School Librarians developed the new [National School Library Standards for Learners](#) to empower librarians in their instructional endeavors. The basis for the national standards are six Shared Foundations: Inquire, Include, Collaborate, Curate, Explore, and Engage. These are the core concepts highlighted throughout all learner expectations. The task force utilized the national standards, including the Shared Foundations, as one of the main works consulted to create a full spectrum of educational experiences in the standards. Below is an overview of the alignment between the AASL Shared Foundations and the Domains within the library standards.

Inquire: *the ability to “build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.” (AASL Shared Foundation)*



- The standards demonstrate **Inquire** in multiple ways including expectations for formulating research questions, accessing information, and creating new understanding across all content areas. **Inquire** is an essential component of many of the competencies, due to its close alignment with research skills.
- **Inquire** is most closely aligned with the Big Idea of Information Literacy. However, **Inquire** is essential to all areas of library instruction, particularly Reading Engagement and Innovation.

Reading Engagement	Information Literacy	Innovation
Select Connect	Identify Access Synthesize	Design Communicate Collaborate

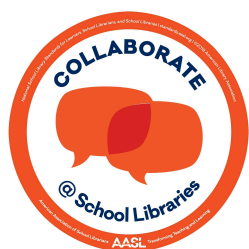
Include: *the ability to “demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.” (AASL Shared Foundation)*



- The standards demonstrate **Include** in multiple areas including expectations for choosing books for enjoyment and learning, reading a variety of formats and diverse texts, and making connections to oneself and the world at large. **Include** is an essential component of many of the competencies, due to its close alignment with selection of reading materials.
- **Include** is most closely aligned with the Big Idea of Reading Engagement. However, **Include** is essential to all areas of library instruction, with equal representation across all Big Ideas.

Reading Engagement	Information Literacy	Media Literacy	Innovation
Connect	Access	Act	Collaborate

Collaborate: *the ability to “work effectively with others to broaden perspectives and work toward common goals.” (AASL Shared Foundation)*



- The standards demonstrate **Collaborate** in many areas including expectations for analyzing information, creating original artifacts or products to demonstrate learning, and collaborating as a member of a team. **Collaborate** is an essential component of many of the competencies due to its close alignment with working as a team, locally and globally.
- **Collaborate** is most closely aligned with the Big idea of Innovation. However, **Collaborate** is essential to all areas of library instruction, particularly Reading Engagement

Reading Engagement	Innovation
Connect	Collaboration

Curate: the ability to “make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.” (AASL Shared Foundation)



- The standards demonstrate **Curate** in many areas including expectations for conducting authentic research, evaluating sources, developing final products, and sharing them with a larger community. **Curate** is an essential component of many of the competencies due to its close alignment with accessing and utilizing information in multiple ways. **Curate** is most closely aligned with the Big Ideas of Reading Engagement and Information Literacy. However, **Curate** is essential to many areas of library instruction.

Reading Engagement	Information Literacy
Connect Select	Identify Access Utilize

Explore: the ability to “discover and innovate in a growth mindset developed through experience and reflection.” (AASL Shared Foundation)



- The standards demonstrate **Explore** in many areas including expectations for developing and honing one’s design process, generating new knowledge through research, and identifying experiences different than one’s own through reading. **Explore** is an essential component of many of the competencies of its close alignment with innovation and growth mindset.
- **Explore** is most closely aligned with the Big Ideas of Reading Engagement, Information Literacy, and Innovation. However, **Explore** is essential to all areas of library instruction.

Reading Engagement	Information Literacy	Media Literacy	Innovation
Select Connect	Identify Access Utilize Synthesize	Act	Design Communicate Collaborate

Engage: *the ability to “demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and in an interconnected world.” (AASL Shared Foundation)*



- The standards demonstrate **Engage** in many areas including expectations for locating, organizing, understanding and sharing of information through proper citation formats. **Engage** is an essential component of many of the competencies due to its close alignment to the creation of products and sharing of knowledge.
- **Engage** is most closely aligned with the Big Ideas of Information Literacy and Media Literacy. However, **Engage** is essential to all areas of library instruction.

Reading Engagement	Information Literacy	Media Literacy	Innovation
Select Connect	Identify Access Synthesize Utilize	Analyze Evaluate Act Create	Design Communicate

Kindergarten-2nd Grade Library Media Learner Expectations and Competencies

Reading Engagement Maximizing reading choices for personal enjoyment, continual learning, and community connection.	
Select	Connect
Identify reading choices. • Identify a book to read that interests me. • Recognize different formats and genres to read. • Explain that there is an order in the library.	Recognize connections through reading. • Share what I'm reading. • Explore experiences of different people and cultures when reading. • Make connections between the books I am reading to other books, myself, and the world. • Listen to and evaluate books nominated for various state awards and readers lists.
Understand	
Understand how libraries work. • Understand the role of librarians and libraries. • Identify the parts of a book. • Learn and use proper book care. • Understand the organization of the physical library space	
Information Literacy Identifying information needs, accessing information using various methods, utilizing information in multiple formats, and synthesizing information effectively	
Identify	Access
Recognize information needs. • Identify questions and statements. • Ask questions pertaining to the topic. • Recognize personal background knowledge. • Determine the type of information needed, with support.	Understand different types of information. • Identify facts and opinions. • Identify fiction and nonfiction. • Find a source for an information need, with support.
Utilize	Synthesize
Utilize information. • Use a print or digital source for an information need. • Locate the bibliographic information of a source, with support. • Recognize the source of information, with support.	Understand information. • Combine background knowledge and found information, with support. • Understand information found in guided research. • Share information, with support.

Kindergarten-2nd Grade Library Media Learner Expectations and Competencies

Media Literacy	
The ability to analyze and evaluate media effectively in its various forms and respond to and create media responsibly.	
Analyze	Evaluate
Explain the author and audience of media. - Identify the author/ source of the media I consume. - Explain how to figure out who makes the media I consume. - Compare the differences between media that is meant for me and media that is meant for others.	Explain which media is meant for me. - Identify different types of media. - Explain how I know which media is for me. - Decide if media is safe for me, with support.
Act	Create
Decide when and how to consume media. - Protect myself by not giving out personal or private information. - Describe digital footprint, with support.	Create media responsibly. - Make things using appropriate tools. - Share what I make when and how I should. - Recognize the need to give credit for work I use that is not my own.
Innovation	
Empathetic, divergent thinking that results in problem solving and the development of action-oriented solutions. Innovative students persist through a creative process, collaborate with others and communicate clearly and effectively.	
Communicate	Collaborate
Practice using a variety of platforms and tools for sharing ideas. - Explore platforms and tools. - Identify similarities and differences between platforms and tools. - Communicate using various platforms and tools.	Explore my ideas and the ideas of others through collaboration and teamwork. - Share ideas with the peers on my team, with support. - Recognize that there are differing viewpoints, with support. - Interact with community members, with support. - Understand my role on a team, with support.

3rd-5th Grade

Library Media Learner Expectations and Competencies

Reading Engagement Maximizing reading choices for personal enjoyment, continual learning, and community connection.	
Select	Connect
Exercise reading choices. • Choose a book to read for enjoyment or learning. • Explore reading in multiple formats and genres. • Utilize search tools and call numbers to find library resources and materials.	Build connections through reading. • Express my own opinion about what I'm reading. • Seek, find, and read materials that offer a diversity of perspectives. • Identify and share connections in the books I am reading to other books, myself, and the world. • Read and evaluate books nominated for various state awards and readers lists.
Understand	
Understand how libraries work. • Understand the role of librarians and libraries. • Identify the parts of a book. • Learn and use proper book care. • Understand and navigate the physical library space	
Information Literacy Identifying information needs, accessing information using various methods, utilizing information in multiple formats, and synthesizing information effectively.	
Identify	Access
Identify information needs. • Identify gaps in personal background knowledge. • Develop research questions, with support. • Determine the type of information needed (including primary and secondary sources).	Explore different types of sources and information. • Identify when to use a database or an internet search. • Select the appropriate print or digital source for an information need, with support. • Develop keywords to locate information, with support. • Use search strategies to locate information, with support. • Use text features to locate information, with support. • Determine the credibility of a source, with support.
Utilize	Synthesize
Utilize information independently. • Use various print and digital sources for an information need. • Identify the bibliographic information of a source. • Credit the source of information, when appropriate, using a basic format for citation. • Understand the consequences of plagiarism.	Organize information. • Combine background knowledge and found information. • Organize information found in guided research. • Share information.

3rd-5th Grade

Library Media Learner Expectations and Competencies

Media Literacy	
The ability to analyze and evaluate media effectively in its various forms and respond to and create media responsibly.	
Analyze	Evaluate
Explain the message and context of media. - Identify the message and context of the media I consume. - Explain the message of the media I consume. - Explain the context of the media I consume. - Compare the message and context of the media I consume.	Analyze the value of the media I consume. - Describe different types of media. - Determine if specific media is for fun, for learning, or for connecting with others. - Explain what makes media safe or unsafe for me. - Decide if media is safe for me, with some support.
Act	Create
Assess the impact of interactions with media. - Understand the impact of giving out my personal and private information. - Define digital footprint.	Create media responsibly. - Make things using different media. - Share what I make when appropriate. - Cite work that is not my own using an appropriate format.
Innovation	
Empathetic, divergent thinking that results in problem solving and the development of action-oriented solutions. Innovative students persist through a creative process, collaborate with others and communicate clearly and effectively.	
Communicate	Collaborate
Select and use a variety of platforms and tools for sharing ideas. - Explore platforms and tools for sharing ideas. - Identify features of platforms and tools. - Select and use a platform or tool to share ideas for a specific purpose.	Examine my ideas and the ideas of others through collaboration and teamwork. - Share ideas with the peers on my team. - Understand that there are differing viewpoints. - Interact with local experts and community members, with support. - Complete my role on a team, with support.

6th-8th Grade

Library Media Learner Expectations and Competencies

Reading Engagement	
Maximizing reading choices for personal enjoyment, continual learning, and community connection.	
Select	Connect
Develop individual reading choices. • Choose a variety of materials to read for enjoyment or learning. • Select and evaluate books that represent diverse human experiences. • Exercise my choice to read in multiple formats and genres, with support. • Locate the library's resources and materials.	Reflect on connections made during reading. • Participate in discussions about what I'm reading. • Interpret what I read about different experiences to build empathy. • Demonstrate respect for and curiosity about perspectives different from one's own through reading and discussion.. • Reflect on the connections made during reading.
Understand	
Understand how libraries work. • Understand the role of librarians and libraries. • Identify the parts of a book. • Learn and use proper book care. • Understand and navigate the physical library space	
Information Literacy	
Identifying information needs, accessing information using various methods, utilizing information in multiple formats, and synthesizing information effectively.	
Identify	Access
Analyze information needs. • Develop research questions based on gaps in personal background knowledge. • Develop research questions based on gaps within information sources. • Formulate an open-ended question. • Narrow/broaden an open-ended research question.	Access multiple types of sources and information. • Select the appropriate print or digital source for an information need. • Use keywords to locate information. • Use strategies to narrow/broaden the results of my search. • Use text features to locate information. • Evaluate information for credibility. • Seek varied perspectives during information gathering.
Utilize	Synthesize
Utilize information ethically. • Use multiple print and digital sources for an information need. • Cite information, when appropriate, using a standard citation format, with support. • Avoid plagiarism by quoting, paraphrasing, and summarizing correctly.	Synthesize information. • Monitor gathered information for gaps or weaknesses. • Analyze and present information. • Apply existing information for a new purpose.

6th-8th Grade Library Media Learner Expectations and Competencies

Media Literacy	
The ability to analyze and evaluate media effectively in its various forms and respond to and create media responsibly.	
Analyze	Evaluate
Interpret the author's intended message and audience. • Verify the author of the media I consume. • Interpret the author's intended message and purpose. • Explain the author's intended audience.	Assess the relevance of the media I consume. • Explore different types of media. • Determine if media is relevant to me. • Decide if media is safe for me.
Act	Create
Explain responsible interactions with media. • Use privacy settings when using media. • Contribute positively to an online community. • Explain the importance of my digital footprint. • Plan for balanced media usage. • Recognize that not everything shared on media is accurate.	Create media responsibly. • Create various media in multiple forms. • Share things I make with appropriate audiences. • Cite all types of media using an appropriate format. • Define intellectual property.
Innovation	
Empathetic, divergent thinking that results in problem solving and the development of action-oriented solutions. Innovative students persist through a creative process, collaborate with others and communicate clearly and effectively.	
Communicate	Collaborate
Share ideas using appropriate platforms and tools. • Explore new platforms and tools for sharing ideas. • Compare and contrast features built into digital platforms and tools. • Select and use an appropriate platform or tool to share ideas for a specific purpose.	Analyze my ideas and the ideas of others while participating on a team. • Determine how and when to share ideas with peers. • Understand that there are differing viewpoints. • Cooperate with local and/or global experts and community members, with support. • Complete my role on a team.

9th-12th Grade

Library Media Learner Expectations and Competencies

Reading Engagement Maximizing reading choices for personal enjoyment, continual learning, and community connection.	
Select	Connect
Refine individual reading choices. • Identify and reflect on gaps in my reading life. • Select and evaluate books that represent diverse human experiences. • Exercise my choice to read in multiple formats and genres. • Apply my knowledge of organizational systems to another setting. Refine individual reading choices to build a foundation of intellectual freedom. • Plan my reading to meet personal needs. • Advocate for individual reading choices. • Apply my knowledge of organizational systems to various settings.	Analyze reading for connections. • Engage in discussions about what I'm reading. • Recommend reading for others. • Assess reading materials for artistic and/or literary merit. • Analyze reading for real-world connections. Evaluate reading connections to build autonomy in learning. • Connect my reading to personal needs. • Read for civic and democratic engagement. • Apply reading materials with artistic and/or literary merit to solve real-world problems. • Extend my reading by accessing resources beyond my school library.
Information Literacy Identifying information needs, accessing information using various methods, utilizing information in multiple formats, and synthesizing information effectively.	
Identify	Access
Evaluate information needs. • Re-examine sources for missing or conflicting information. • Formulate driving and supporting questions for research. Predict information needs. • Anticipate the sources of information needed. • Develop effective questions for authentic information needs.	Access information effectively. • Adjust my search strategies. • Select my sources based on credibility. • Seek varied perspectives from print and digital sources during information gathering. Select information effectively. • Adjust my search strategies effectively during authentic research. • Choose relevant information with varied perspectives.
Utilize	Synthesize
Utilize information for research. • Use multiple print and digital sources for research. • Cite information, when appropriate, using a standard citation format. • Avoid overreliance on any one source. Utilize information for authentic research. • Diversify the types of sources I use for authentic research. • Choose the appropriate standard citation format.	Synthesize information independently. • Evaluate gathered information for gaps or weaknesses. • Evaluate and present information. • Recognize research as an open-ended exploration. Synthesize information within authentic research. • Conduct authentic research. • Apply research to solve real-world problems.

9th-12th Grade

Library Media Learner Expectations and Competencies

Media Literacy	
The ability to analyze and evaluate media effectively in its various forms and respond to and create media responsibly.	
Analyze	Evaluate
Analyze the context and credibility of media. - Analyze the context of media. - Analyze the credibility of media. - Determine which media to consume based on its context and credibility. - Explain how to use media effectively based on its context and credibility. Evaluate media through the lenses of audience/authorship, message/meaning, and context/credibility. - Evaluate media by considering audience/authorship. - Evaluate media by considering message/meaning. - Evaluate media by considering context/credibility.	Consume media responsibly. - Choose media appropriate to my task. - Access media responsibly based on relevance and safety. Reflect upon my consumption of media based on relevance. - Make critical choices about what media to consume. - Support others' responsible media consumption.
Act	Create
Interact with media responsibly. - Understand the impact of my digital footprint on myself and others. - Interact positively within an online community. - Balance my media usage. - Evaluate the validity of information and avoid the spread of misinformation. - Provide source information for the media I use. Model responsible media use. - Manage my digital footprint. - Avoid the spread of misinformation, disinformation, and malinformation. - Demonstrate academic integrity when using media. - Explain the consequences and costs of unethical uses of media, such as hacking, spamming, consumer fraud, viruses, and intrusion.	Create media responsibly. - Produce media digitally. - Cite all types of media using a standards format such as MLA, APA, or others. - Understand that what I create is my intellectual property. Create media responsibly. - Produce media for a broader audience. - Choose the appropriate citation formation within my product. - Understand how Creative Commons and other licensing works. - Make ethical decisions about the creation and sharing of media.
Innovation	
Empathetic, divergent thinking that results in problem solving and the development of action-oriented solutions. Innovative students persist through a creative process, collaborate with others and communicate clearly and effectively.	
Communicate	Collaborate
Communicate ideas clearly and effectively using appropriate platforms and tools. - Evaluate new platforms and tools for communication. - Select and use a platform or tool with specific digital features to communicate a specific purpose. - Customize the message for an intended audience. Communicate complex ideas clearly and effectively using appropriate platforms and tools. - Choose the most relevant platform or tool to communicate an idea. - Use a variety of digital features embedded within a platform or tool to communicate a specific purpose. - Publish or present content that customizes the message and medium for a specific audience.	Reflect upon varied perspectives while contributing effectively on a team. - Determine when to share ideas with the local and global community. - Determine how to share ideas with the local and global community. - Consider differing viewpoints. - Cooperate with local and global experts and community members. - Contribute constructively to a team. Incorporate varied perspectives while collaborating effectively on a team. - Share ideas with the global community in a variety of ways. - Incorporate differing viewpoints. - Collaborate with local and global experts and community members. - Contribute effectively to the overall success of a team by assuming various roles and responsibilities.

Missouri Library Media Learner Expectations and Competencies

		K-2	3-5	6-8	9-12	
Reading Engagement	Select	Identify reading choices.	Exercise reading choices.	Develop individual reading choices.	Refine individual reading choices.	Refine individual reading choices to build a foundation of intellectual freedom.
		- Identify a book to read that interests me. - Recognize different formats and genres to read. - Explain that there is an order in the library.	- Choose a book to read for enjoyment or learning. - Explore reading in multiple formats and genres. - Utilize search tools to find library resources and materials.	- Choose a variety of materials to read for enjoyment or learning. - Develop reading interests through curiosity and investigation. - Exercise my choice to read in multiple formats and genres, with support. - Locate the library's resources and materials.	- Evaluate my reading needs. - Exercise my choice to read in multiple formats and genres. - Apply my knowledge of organizational systems to another setting.	- Plan my reading to meet personal needs. - Advocate for individual reading choices. - Apply my knowledge of organizational systems to various settings.
	Connect	Recognize connections through reading.	Build connections through reading.	Reflect on connections made during reading.	Analyze reading for connections.	Evaluate reading connections to build autonomy in learning.
		- Share what I'm reading. - Explore experiences different from my own when reading. - Identify a connection between myself and what I am reading.	- Express my own opinion about what I'm reading. - Read about experiences different from my own. - Share a connection between myself and what I'm reading.	- Participate in discussions about what I'm reading. - Interpret what I read about different experiences to build empathy. - Analyze reading for significance. - Reflect on connections made during reading.	- Engage in discussions about what I'm reading. - Recommend reading for others. - Assess reading materials for artistic and/or literary merit. - Analyze reading for real-world connections.	- Connect my reading to personal needs. - Read for community engagement. - Recommend reading materials with artistic and/or literary merit. - Extend my reading by accessing resources beyond my school library.

Missouri Library Media Learner Expectations and Competencies

		K-2	3-5	6-8	9-12	
Information Literacy	Identify	Recognize information needs.	Identify information needs.	Analyze information needs.	Evaluate information needs.	Predict information needs.
		- Identify questions and statements. - Ask questions pertaining to the topic. - Recognize personal background knowledge. - Identify gaps in information, with support. - Determine the type of information needed, with support.	- Identify gaps in personal background knowledge. - Recognize gaps within an information source. - Develop research questions, with support. - Determine the type of information needed. - Identify the difference between open and closed questions.	- Develop research questions based on gaps in personal background knowledge. - Develop research questions based on gaps within information sources. - Formulate an open-ended question. - Narrow/broaden an open-ended research question.	- Re-examine sources for missing or conflicting information. - Formulate driving and supporting questions for research.	- Anticipate the sources of information needed. - Develop effective questions for authentic information needs.
	Access	Understand different types of information.	Explore different types of sources and information.	Access multiple types of sources and information.	Access information effectively.	Select information effectively.
		- Identify facts and opinions. - Identify fiction and nonfiction. - Find a source for an information need, with support.	- Identify when to use a database or an internet search. - Select the appropriate print or digital source for an information need, with support. - Develop keywords to locate information, with support. - Use search strategies to locate information, with support. - Use text features to locate information, with support. - Determine the credibility of a source, with support.	- Select the appropriate print or digital source for an information need. - Use keywords to locate information. - Use strategies to narrow/broaden the results of my search. - Use text features to locate information. - Evaluate information for credibility. - Seek varied perspectives during information gathering.	- Adjust my search strategies. - Select my sources based on credibility. - Seek varied perspectives from print and digital sources during information gathering.	- Adjust my search strategies effectively during authentic research. - Choose relevant information with varied perspectives.

Missouri Library Media Learner Expectations and Competencies

		K-2	3-5	6-8	9-12	
Information Literacy	Utilize	Utilize information. - Use a print or digital source for an information need. - Locate the bibliographic information of a source, with support. - Recognize the source of information, with support.	Utilize information independently. - Use various print and digital sources for an information need. - Identify the bibliographic information of a source. - Credit the source of information, when appropriate, using a basic format for citation. - Understand the consequences of plagiarism.	Utilize information ethically. - Use multiple print and digital sources for an information need. - Cite information, when appropriate, using a standard citation format, with support. - Avoid plagiarism by quoting, paraphrasing, and summarizing correctly.	Utilize information for research. - Use multiple print and digital sources for research. - Cite information, when appropriate, using a standard citation format. - Avoid overreliance on any one source.	Utilize information for authentic research. - Diversify the sources I use for authentic research. - Choose the appropriate standard citation format.
	Synthesize	Understand information. - Combine background knowledge and found information, with support. - Understand information found in guided research. - Present information, with support.	Organize information. - Combine background knowledge and found information. - Organize information found in guided research. - Present information.	Synthesize information. - Monitor gathered information for gaps or weaknesses. - Explain the importance of my digital footprint. - Analyze and present information. - Apply existing information for a new purpose.	Synthesize information independently. - Evaluate gathered information for gaps or weaknesses. - Evaluate and present information. - Recognize research as an open-ended exploration.	Synthesize information within authentic research. Conduct authentic research.

Missouri Library Media Learner Expectations and Competencies

		K-2	3-5	6-8	9-12	
Media Literacy	Analyze	Explain the author and audience of media.	Explain the message and context of media.	Interpret the author's intended message and audience.	Analyze the context and credibility of media.	Evaluate media through the lenses of audience/authorship, message/ meaning, and context/credibility.
		- Identify the author/source of the media I consume. - Explain how to figure out who makes the media I consume. - Compare the differences between media that is meant for me and media that is meant for others.	- Identify the message and context of the media I consume. - Explain the message of the media I consume. - Explain the context of the media I consume. - Compare the messages and context of the media I consume.	- Verify the author of the media I consume. - Interpret the author's intended message and purpose. - Explain the author's intended audience.	- Analyze the context of media. - Analyze the credibility of media. - Determine which media to consume based on its context and credibility. - Explain how to use media effectively based on its context and credibility.	- Evaluate media by considering audience/authorship. - Evaluate media by considering message/meaning. - Evaluate media by considering context/credibility.
	Evaluate	Explain which media is meant for me.	Analyze the value of the media I consume.	Assess the relevance of the media I consume.	Consume media responsibly.	Reflect upon my consumption of media based on relevance.
		- Identify different types of media. - Explain how I know which media is for me. - Decide if media is safe for me, with support.	- Describe different types of media. - Determine if specific media is for fun, for learning or for connecting with others. - Explain what makes media safe or unsafe for me. - Decide if media is safe for me, with some support.	- Explore different types of media. - Determine if media is relevant to me. - Decide if media is safe for me.	- Choose media appropriate to my task. - Access media responsibly based on relevance and safety.	- Make critical choices about what media to consume. - Support others' responsible media consumption.

Missouri Library Media Learner Expectations and Competencies

		K-2	3-5	6-8	9-12	
Media Literacy	Act	Decide when and how to consume media.	Assess the impact of interactions with media.	Explain responsible interactions with media.	Interact with media responsibly.	Model responsible media use.
		- Protect myself by not giving out personal or private information. - Describe digital footprint, with support.	- Understand the impact of giving out my personal and private information. - Define digital footprint.	- Use privacy settings when using media. - Contribute positively to an online community. - Explain the importance of a digital footprint. - Plan for balanced media usage. - Recognize that not everything shared in media is accurate.	- Proactively manage my personal and private information. - Understand the impact of my digital footprint on myself and others. - Share media ethically and responsibly. - Interact positively within an online community. - Balance my media usage. - Evaluate the validity of information and avoid the spread of misinformation. - Provide a complete attribution to media I use.	- Manage my digital footprint and help others with theirs. - Avoid the spread of misinformation, disinformation, and malinformation. - Demonstrate academic integrity when using media. - Explain the consequences and costs of unethical uses of media such as hacking, spamming, consumer fraud, viruses, and intrusion.
	Create	Create media responsibly.	Create media responsibly.	Create media responsibly.	Create media responsibly.	Create media responsibly.
		- Make things using appropriate tools. - Share what I make when and how I should. - Recognize the need to give credit for work I use that is not my own.	- Make things using different media. - Share what I make when appropriate. - Cite work that is not my own using an appropriate format.	- Create various media in multiple forms. - Share things I make with appropriate audiences. - Cite all types of media using an appropriate format. - Define intellectual property.	- Produce media digitally. - Cite all types of media using a standard format such as MLA, APA, or others. - Understand that what I create is my intellectual property. - Understand how Creative Commons and other licensing works.	- Produce media for a broader audience. - Choose the appropriate citation format within my product. - License my own intellectual property using Creative Commons. - Make ethical decisions about the creation and sharing of media.

Missouri Library Media Learner Expectations and Competencies

		K-2	3-5	6-8	9-12	
Innovation	Communicate	Practice using a variety of platforms and tools for sharing ideas.	Select and use a variety of platforms and tools for sharing ideas.	Share ideas using appropriate platforms and tools.	Communicate ideas clearly and effectively using appropriate platforms and tools.	Communicate complex ideas clearly and effectively using appropriate platforms and tools.
		• Explore platforms and tools. • Identify similarities and differences between platforms and tools. • Communicate using various platforms and tools.	• Explore platforms and tools for sharing ideas. • Identify features of platforms and tools. • Select and use a platform or tool to share ideas for a specific purpose.	• Explore new platforms and tools for sharing ideas. • Compare and contrast features built into digital platforms and tools. • Select and use an appropriate platform or tool to share ideas for a specific purpose.	• Evaluate new platforms and tools for communication. • Select and use a platform or tool with specific digital features to communicate a specific purpose. • Customize the message for an intended audience.	• Choose the most relevant platform or tool to communicate an idea. • Use a variety of digital features embedded within a platform or tool to communicate a specific purpose. • Publish or present content that customizes the message and medium for a specific audience.
	Collaborate	Explore my ideas and the ideas of others through collaboration and teamwork.	Examine my ideas and the ideas of others through collaboration and teamwork.	Analyze my ideas and the ideas of others while participating on a team.	Reflect upon varied perspectives while contributing effectively on a team.	Incorporate varied perspectives while collaborating effectively on a team.
		• Share ideas with the peers on my team, with support. • Recognize that there are differing viewpoints, with support. • Interact with community members, with support. • Understand my role on a team, with support.	• Share ideas with the peers on my team. • Understand that there are differing viewpoints, with support. • Interact with local experts and community members, with support. • Complete my role on a team, with support.	• Determine when to share ideas with peers. • Determine how to share ideas with peers. • Understand that there are differing viewpoints. • Cooperate with local and global experts and community members, with support. • Complete my role on a team.	• Determine when to share ideas with the local and global community. • Determine how to share ideas with the local and global community. • Consider differing viewpoints. • Cooperate with local and global experts and community members. • Contribute constructively to a team.	• Share ideas with the global community in a variety of ways. • Incorporate differing viewpoints. • Collaborate with local and global experts and community members. • Contribute effectively to the overall success of a team by assuming various roles and responsibilities.