



## Board of Trustees – Teaching and Learning Committee

Wednesday, March 2nd, 2022 – 12:00 PM

This meeting will occur at the Lincoln Center (1325 Poplar St., Helena, MT. 59601) and via Microsoft Teams.

To participate remotely, please use this link on Microsoft Teams:

<https://teams.microsoft.com/j/meetup-join>

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*Committee Purpose Statement: The Teaching and Learning Committee collectively works to operationalize the strategic priorities of the Helena Public Schools specifically in areas related to our goals and measures for teaching and learning.*

### AGENDA

**I. CALL TO ORDER / INTRODUCTIONS**

**II. REVIEW OF AGENDA**

**III. GENERAL PUBLIC COMMENT**

This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues, or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.

**IV. REVIEW OF MINUTES**

Review of 02.02.22 Teaching & Learning Committee Meeting Minutes. (See Attached).

**V. ITEMS FOR INFORMATION/DISCUSSION**

A. K-12 Library Media Standards Alignment

**VI. BOARD COMMENTS**

**VII. ADJOURNMENT**



Board of Trustees – Teaching and Learning Committee Meeting  
Wednesday, February 2<sup>nd</sup>, 2022 – 12:00pm

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## MINUTES

### ATTENDANCE

#### Trustees:

Jennifer McKee, Committee Chair  
Siobhan Hathhorn, Committee Member  
Jennifer Walsh, Committee Member

#### Others:

Rex Weltz, Superintendent  
Jane Shawn, HEA President  
Josh McKay, Assistant Superintendent  
Gary Myers, Director of Educational Technology  
Candice Delvaux, Executive Assistant  
Brian Cummings, Assistant Superintendent  
Melissa Romano-Lehman, Instructional Coach  
Joslyn Davidson, Curriculum Administrator  
Kaitlyn Hess, HSD TOSA  
Karen Ogden, Communications Officer  
Barb Ridgway, Chief of Staff  
Kayla Ryan, Instructional Coach  
Abby Kuhl, Instructional Coach  
Kelly Connolly, Instructional Coach  
Ashlie Buresh, Instructional Coach  
Jessie Mitchell, Instructional Coach

### I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:02 pm by Committee Chair, Jennifer McKee.

### II. GENERAL PUBLIC COMMENT

There was no public comment.

### III. REVIEW OF AGENDA

No changes were requested to the agenda.

#### IV. APPROVAL OF MINUTES

The committee reviewed and approved the minutes from the 01.12.21 Teaching and Learning Committee Meeting.

#### V. ITEMS FOR INFORMATION/DISCUSSION

##### A. Overview of Winter Benchmark Data

The committee began the meeting by reviewing the winter benchmark data. Kaitlyn Hess, HSD Tosa, reviewed a slide titled “Assessment Administration” with the committee. The slide stated that:

- January 10-28-In person test administration for grade levels K-11.
- K-5 completion rate: 97% in Reading and Math; 6-8 completion rate: 90% in Reading and Math; 9-12: 68% Math, 77% Reading.
- Kindergarten took the Acadience Reading and ESGI Math. ESGI Math is an individualized assessment for the classroom that does generate overall scores to report out.
- 1<sup>st</sup> grade took the Acadience Reading and iReady Math.
- Grades 2-11 took iReady Reading and Math.
- Grades 6-8 tested in a one-week period on a block schedule. Students took the tests over two days in different classes.
- Grades 9-12 at both high schools tested Reading and Math on the same days at the same time. Each test was given during an 80-minute assessment block and students tested with their 2<sup>nd</sup> period teacher.
- Students made up or completed their test during a makeup time period designated at each school. Making up the test was allowed for students who were quarantined or at home. Every possible attempt was made for students to take the test in person.

The committee reviewed a slide titled, “K-1 Fall to Winter 2021-2022 Acadience Reading”. One part of the chart displayed Kindergarten and 1<sup>st</sup> grade reading data from fall to winter for 2021-2022. The other side of the chart displayed Acadience Reading Kindergarten and 1<sup>st</sup> Grade Trend Data from fall to winter last year compared to fall to winter this year. Ms. Hess commented. You'll see that we've made some big gains in both Kindergarten and First grade this year. We have grown about 11 points in Kindergarten and 8 points in First grade.

The committee reviewed a slide titled “Grades 1-5 Fall to Winter 2021-2022 iReady Data in Reading and Math”. Ms. Hess commented. You'll have to bear in mind with these next slides that first grade with Reading, it's only reflecting a small group of kids that we are piloting at some schools, but the Math data is all our First grade. So, a lot of the First-grade winter reading data is going to be seen in the Acadience scores, and not in the iReady scores. Last year, for fall and winter Math we saw a 12-point increase, and a 23-point increase for fall and winter Math this year. So, a substantial amount of growth this year compared to last year.

The committee reviewed a slide titled, “Grades 1-5 Fall to Winter 2021-2022 iReady Data in Reading and Math”. Ms. Hess commented. We saw significant gains across the board in grades 2 through 5 in Reading and Math. Third grade Reading is looking really promising, and don't forget,

we have a whole other half of the year left, so those numbers are going to keep growing. This is a very rigorous assessment. Any criterion reference assessment that uses the national Common Core Standards is incredibly rigorous. On this graph we are comparing the kids to themselves, and what they can do. We are not looking at them on a percentile ranking, this is just what these kids are capable of doing. If we look at third grade Reading in the winter, we have 66% of our kids who are on grade level, meaning that they meet enough of the standards for them to be on grade level. There is a positive correlation between iReady test scores and SBAC test scores. When we are looking at this data, we can look at the green, yellow, and red tiers and see where students fall within the tiers; but it doesn't necessarily tell us who's growing within the tiers. So, what we have on this next slide are the growth percentages.

The committee reviewed the next slide titled, "Grades 1-5 Fall to Winter 2021-2022 iReady data in Reading and Math". This slide contained information with the median percent typical growth in Reading which was 92% and the median percent typical growth in Math which was 65%. It also has different columns. The first column shows the percent that met typical growth in Reading, the second column displays the percent of students with improved placement in Reading, the third column displays the percent that met typical growth in Math, and the last column shows the percent of students with growth in Math. Ms. Hess commented. Typically, what we think about with students, is we want them to make one year's growth in one year's time. It's very possible with just your core curriculum to make two year's growth in one year's time. If you need a student to make more than that, that's where the interventions come into play. A lot of the students that were low and had targeted interventions have made exponential growth. As they get more on grade level, it's harder to make growth, but we will see more of that once we hit June and our final benchmark.

The committee reviewed a slide titled, "Grades 6-8 Fall to Winter 2021-2022 iReady Data in Reading and Math." Ms. Hess commented. Now we will see the same set of data, but in sixth through eighth grade from fall to winter of last year, during 2020 to 2021. You'll see we don't have much growth between the two; four points in Reading and eleven points in Math. Then we get over to this year, and we have seven points growth in Reading and fifteen points growth in Math. It is not nearly the amount of growth we're seeing in K-5, but we're still growing more than we were last year. Then over here, it is broken out by grade level for the growth this year in Reading and Math from fall to winter. We are seeing the most gains in sixth grade, and then it starts to taper out in seventh grade. That is a trend you see in almost all our assessments that come seventh and eighth grade, the growth slows a little bit.

The committee reviewed a slide titled, "Grades 6-8 Fall to Winter 2021-2022 iReady Data in Reading and Math". This slide contained information with the median percent typical growth in Reading which was 74% and the median percent typical growth in Math which was 83%. It also has different columns. The first column shows the percent that met typical growth in Reading, the second column displays the percent of students with improved placement in Reading, the third column displays the percent that met typical growth in Math, and the last column shows the percent of student with growth in Math.

Joslyn Davidson, Curriculum Administrator, commented. With the Literacy Grant we have been really focusing on Reading for a number of years. For the last two to three years, we've started to develop the same sort of intervention programming for Math. Secondly, when you're looking at

students and their reading capabilities in elementary, their minds are still like sponges, so you can see more dramatic growth particularly at the lower grade levels. It's harder to fill gaps in Math for students to some extent because it's so content driven. We are working on building the programming for Math to match the level of programming we have for Reading intervention right now.

The committee reviewed a slide titled "Grades 1-8 National Norms and National Placement Distribution Comparison". Ms. Hess commented. We didn't give iReady prior to last year so we don't have that district-wide data, but iReady did have some historical national norms. You'll see for both Reading and Math, grades one through eight, we're either back to where we were pre-COVID or just a little bit above. This slide breaks it out into five tiers. Tier 1 stands for mid on-grade or above, and this is students who have met the minimum requirements for the expectations of college-and career-ready standards in their grade level. Tier 2 stands for early on-grade, and this is students who have only partially met these grade-level expectations. Tier 3 stands for 1 Grade Below, and this is students placed one year below grade-level. Tier 4 stands for 2 Grades Below, and this is students placed two years below grade-level. Tier 5 stand for 3+ Grades Below, and this is students placed three or more years below grade-level. Even though we saw a little bit slower growth from fall to winter in sixth through eighth than we did in Kindergarten through fifth for the District, here we are seeing that we are on or above those pre-COVID levels and we are definitely above the national average for fall to winter for all the grades.

The committee reviewed the final slide titled "Grades 9-12 Fall to Winter 2021-2022 iReady Data in Reading and Math". Ms. Hess commented. We have last year's fall to winter growth in Reading and Math, and on the right, we have this year's winter growth for Reading and Math. Our data for high school is coming in similar or a little bit above for growth than last year.

## **VI. BOARD COMMENTS**

Siobhan Hathhorn, Committee Member, commented. Generally, the growth data looks good, there's very few areas where it's either flat or not significant, and it's exciting to see that we're headed in the right direction.

Jennifer Walsh, Committee Member, commented. I just wanted to say that any growth is good, and that's just exciting in itself. It is validation on how hard our teachers have been working to support kids and fill those education gaps that have been created through COVID. I'm really excited to see how much more that we can grow, and I'm really excited to see just how much we've already experienced.

Jennifer McKee, Committee Chair, commented. These numbers happen because of people working so hard, and it's so awesome to see it. It's interesting to see the emotion of the last two years was so real in our lives and continues to be real, and there is this accepted belief that things are worse than they used to be but because of all this work they're better than they used to be. It's important to separate how we feel about the last two years with what we've done. We've done more than the usual two-year span because we had to overcome all the challenges, and the fact that we have still come out ahead is totally impressive.

## **VII. ADJOURNMENT**

The meeting was adjourned at 12:52 p.m. by Ms. McKee.



## **Curriculum & Instruction Memorandum**

**To:** Teaching and Learning Committee  
**Re.:** Library Media and Information Literacy  
**Date:** February 24, 2022

In 2021, the Board of Public Education approved new State Standards for K-12 Library Media and Information Literacy. Once approved, the district is obligated to adjust district curriculum to align to the new standards.

Last summer, district librarians spent curricular workdays together studying the new standards and writing district curriculum and instruction to align with the new state standards. The work was finalized during the 21-22 school year and is now ready to present to the Board of Trustees for approval.

The new Library Media and Information Literacy curriculum for the Helena School District will be presented during the March and April Teaching and Learning Committee meetings and will go to the Board of Trustees for approval at the April 12, 2022, Board meeting.



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## 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
<b>LM.NK</b>	build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
<b>LM.DD</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
<b>LM.WE</b>	work effectively with others to broaden perspectives and work toward common goals
<b>LM.MM</b>	make meaning by collecting, organizing, and sharing resources of personal relevance
<b>LM.EF</b>	exercise freedom to read and demonstrate the ability to pursue personal interests
<b>LM.SLE</b>	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	<b>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</b>
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	<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</b>
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	<b>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</b>
LM.MM.K	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats</b>
LM.EF.K	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>
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	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products by maintaining safe behavior when using the internet</b>

## FIRST GRADE

LM.1	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR FIRST GRADE
LM.NK.1	<b>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</b>
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	<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</b>
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	<b>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</b>
LM.MM.1	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats</b>
LM.EF.1	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>
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	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products</b>
LM.SLE.1.1	acknowledge the work of others
LM.SLE.1.2	maintain safe behavior when using the internet

## SECOND GRADE

<b>LM.2</b>	<b>CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SECOND GRADE</b>
<b>LM.NK.2</b>	<b>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</b>
<b>LM.DD.2</b>	<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</b>
<b>LM.DD.2.1</b>	share knowledge and ideas with others through discussion and listening
<b>LM.DD.2.2</b>	formulate questions related to content presented by others
<b>LM.WE.2</b>	<b>Work effectively with others to broaden perspectives and work toward common goals. Listen respectfully and, when appropriate, offer information and opinions in group discussions</b>
<b>LM.MM.2</b>	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance. Make connections between literature and personal experiences</b>
<b>LM.EF.2</b>	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>
<b>LM.EF.2.1</b>	select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment
<b>LM.EF.2.2</b>	begin to recognize that different genres require different reading, listening, or viewing strategies
<b>LM.SLE.2</b>	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products</b>
<b>LM.SLE.2.1</b>	acknowledge the work of others
<b>LM.SLE.2.2</b>	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	<b>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</b>
LM.DD.3	<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</b>
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	<b>Work effectively with others to broaden perspectives and work toward common goals</b>
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	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance</b>
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	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>
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	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products</b>
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	<b>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</b>
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	<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</b>
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	<b>Work effectively with others to broaden perspectives and work toward common goals</b>
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	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance</b>
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	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>
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	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products</b>
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	<b>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</b>
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	<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</b>
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	<b>Work effectively with others to broaden perspectives and work toward common goals</b>
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	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance</b>
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	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>
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	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products</b>
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	<b>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</b>
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	<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</b>
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	<b>Work effectively with others to broaden perspectives and work toward common goals</b>
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	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance</b>
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	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>
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	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products</b>
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	<b>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</b>
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	<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</b>
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	<b>Work effectively with others to broaden perspectives and work toward common goals</b>
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	<b>Make meaning by collecting, organizing, and sharing resources of personal relevance</b>
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	<b>Exercise freedom to read and demonstrate the ability to pursue personal interests</b>

<b>LM.9-12</b>	<b>CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR NINTH THROUGH TWELFTH GRADE</b>
<b>LM.EF.9-12.1</b>	select a variety of types of materials based on personal interests and prior knowledge
<b>LM.EF.9-12.2</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
<b>LM.EF.9-12.3</b>	routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas
<b>LM.EF.9-12.4</b>	read widely to develop a global perspective and understand different cultural contexts
<b>LM.EF.9-12.5</b>	identify the rights of self and others to access information freely and pursue the right to read, view, and listen
<b>LM.SLE.9-12</b>	<b>Demonstrate safe, legal, and ethical creating and sharing of knowledge products</b>
<b>LM.SLE.9-12.1</b>	practice internet safety and appropriate online behavior
<b>LM.SLE.9-12.2</b>	use criteria to determine safe and unsafe internet sites
<b>LM.SLE.9-12.3</b>	participate safely, ethically, and legally in online activities
<b>LM.SLE.9-12.4</b>	connect ideas and information with their owners or source
<b>LM.SLE.9-12.5</b>	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

# MT State Library Media and Information Literacy Standards (K-5)

## with Scope of Essential Skills and Resources

### Coding Scheme

LM = Library Media and Information Literacy

NK = New Knowledge

DD = Demonstrate Diversity

WE = Work Effectively

EF = Exercise Freedom

SLE = Safe, Legal, Ethical

MM= Making Meaning

	MT State Library Standards	Skills	Resources	
Content Standards for Library Media and Information Literacy for <b>Kindergarten</b>				
	LM.NK.K	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems	Identify topic, recognize vocabulary and keywords, recognize the problem or task, discuss the steps needed to solve the problem  Identify print, primary sources, digital resources, and community resources independently, consider authority, currency, relevance, and point of view (bias)	iPads, World Book, ABDO, PebbleGo
	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	Read and listen to books and other print and digital resources with differing perspectives, opinions, experiences  Participate in discussion, writing, questioning, or reflecting to communicate thoughts and ideas, responding to differing opinions	Microsoft, Clever, Buncce, Destiny, Sora
	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	Actively listen, speak, and create in pairs and groups to analyze information or evaluate perspectives	
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	<p>Use skimming and scanning to locate relevant information in close reading</p> <p>Use print and digital indexes, glossaries, and table of contents</p> <p>Locate relevant information</p> <p>Summarize relevant information, find evidence to support reasoning, apply notetaking skills</p> <p>Identify audience, construct an original product, present product</p>	Buncee, Pixton Comics EDU
LM.EF.K	Exercise freedom to read and demonstrate the ability to pursue personal interests	<p>pursue print fiction and nonfiction books, eBooks and eBook subscription libraries, book fairs</p> <p>Observe catalog searching</p> <p>Introduce whole class star review</p> <p>Introduce concept of call numbers/spine labels</p> <p>Treasure State, Caldecott</p> <p>rhymes, realistic fiction, informational, fantasy, poetry</p>	Tumblebooks, Destiny, AR, Beanstack, another reading goal program? Sora
	LM.EF.K.1		
	LM.EF.K.2		
	LM.EF.K.3		

LM.SLE.K	Demonstrate safe, legal, and ethical creating and sharing of knowledge products by maintaining safe behavior when using the internet	Choose symbol for type of source: person, computer, or book  Introduce school and library technology rules	Purchase any digital citizenship content? Brain Pop Jr.
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	MT State Library Standards		Skills	Resources
Content Standards for Library Media and Information Literacy for <b>First Grade</b>				
	LM.NK.1	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems	Identify topic, recognize vocabulary and keywords, recognize the problem or task, discuss the steps needed to solve the problem	World Book, Abdo, devices
	LM.NK.1.1	Form simple, factual level questions and begin to explore ways to answer them	Identify useful print, primary sources, digital resources, and community resources independently, consider authority, currency, relevance, and point of view (bias)	
	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	Read and listen to books and other print and digital resources with differing perspectives, opinions, experiences	PebbleGo Next, Sora
	LM.DD.1.1	share knowledge and ideas with others through discussion and listening and	Participate in discussion, writing, questioning, or reflecting to communicate thoughts and ideas, responding to differing opinions	
	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	Actively listen, speak, and create in pairs and groups to analyze information or evaluate perspectives	

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	<p>Use skimming and scanning to locate relevant information in close reading</p> <p>Use print and digital indexes, glossaries, and table of contents</p> <p>Locate relevant information</p> <p>Summarize relevant information, find evidence to support reasoning, apply notetaking skills</p> <p>Identify audience, construct an original product, present product</p>	Buncee, Pixton Comics EDU
LM.EF	Exercise freedom to read and demonstrate the ability to pursue personal interests	<p>Introduce catalog search</p> <p>Introduce call numbers</p> <p>Treasure State, Caldecott</p> <p>Fantasy, fable, folktale, realistic fiction, biography, poetry</p> <p>pursue print fiction and nonfiction books, eBooks and eBook subscription libraries, book fairs</p>	Tumblebooks, Destiny, AR, Beanstack, another reading goal program? Sora
LM.EF.1.1	routinely select picture, fiction, and information books		
LM.EF.1.2	explore new genres		
LM.EF.1.3	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 by maintaining safe behavior when using the internet	<p>Review school and library technology rules</p> <p>Print: author, title, and symbol for book; Electronic Database or Website: symbol for computer</p> <p>Access approved websites</p>	Brain Pop Jr
LM.SLE.1.1	Acknowledge the work of others		

LM.SLE.1.2	Maintain safe behavior when using the internet		
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	MT State Library Standards	Skills	Resources
Content Standards for Library Media and Information Literacy for <b>Second Grade</b>			
	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	Identify useful print, primary sources, digital resources, and community resources independently, consider authority, currency, relevance, and point of view (bias)  Identify topic, recognize vocabulary and keywords, recognize the problem or task, discuss the steps needed to solve the problem	Destiny
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.	Read and listen to books and other print and digital resources with differing perspectives, opinions, experiences  Participate in discussion, writing, questioning, or reflecting to communicate thoughts and ideas, responding to differing opinions	PebbleGo Next, Sora
	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 opinion in group discussions.	Actively listen, speak, and create in pairs and groups to analyze information or evaluate perspectives	
LM.MM.2	Make meaning by collecting, organizing, and sharing resources of personal	Use skimming and scanning to locate relevant information in close reading	Bunce, Pixton Comics EDU



		relevance. Make connections between literature and personal experiences.	<p>Use print and digital indexes, glossaries, and table of contents</p> <p>Locate relevant information</p> <p>Summarize relevant information, find evidence to support reasoning, apply notetaking skills</p> <p>Identify audience, construct an original product, present product</p>	
LM.EF.2		Exercise freedom to read and demonstrate the ability to pursue personal interests.	Review catalog searches	<p>World Book</p> <p>Tumblebooks,</p> <p>Destiny,</p> <p>AR, Beanstack, another reading goal program?</p> <p>Sora</p> <p>World Almanac</p> <p>Brain Pop Jr.</p>
	LM.EF.2.1	Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment	Introduce search by filter, including reading level	
	LM.EF.2.2	Begin to recognize that different genres require different reading, listening, or viewing strategies	<p>Introduce logging in and monitoring account</p> <p>Locate books by call number (E)</p> <p>pursue print fiction and nonfiction books, eBooks and eBook subscription libraries, book fairs</p> <p>humorous, narrative nonfiction, mystery, informational</p> <p>explore award winning literature, such as Treasure State Award, Caldecott</p>	
LM.SLE.2		Demonstrate safe, legal, and ethical creating and sharing of knowledge products	Review school and library technology rules	Brain Pop Jr.
	LM.SLE.2.1	Acknowledge the work of others	Print: author, title, publisher, and symbol for book; Electronic Database or Website: title, symbol for computer	
	LM.SLE.2.2	Maintain safe behavior when using the internet	Stay safe online, find appropriate websites	

		MT State Library Standards	Skills	Resources
Content Standards for Library Media and Information Literacy for 3 <sup>rd</sup> 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	Identify useful print, primary sources, digital resources, and community resources independently, consider authority, currency, relevance, and point of view (bias)  Identify topic, recognize vocabulary and keywords, recognize the problem or task, discuss the steps needed to solve the problem	Destiny, WorldBook, Sora, World Alamanac, PebbleGo, PebbleGo Next, Brain Pop
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	Read and listen to books and other print and digital resources with differing perspectives, opinions, experiences	PebbleGo, PebbleGo Next, Sora
	LM.DD.3.1	Articulate and identify one’s own place in the global community and respect others’ cultural identities	Participate in discussion, writing, questioning, or reflecting to communicate thoughts and ideas, responding to differing opinions	
	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	Interact appropriately in social situations  Introduce writing reviews in Destiny Discover	Destiny, Sora Tumblebooks, Destiny, AR, Beanstack, another reading goal program? Sora World Book Bunce Pixton Comics EDU
	LM.WE.3.1	Find information in print, digital, and other resources on a topic of personal interest	Actively listen, speak, and create in pairs and groups to analyze information or evaluate perspectives	

	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	Use skimming and scanning to locate relevant information in close reading	Tumblebooks, Destiny, AR, Beanstack, another reading goal program? Sora PebbleGo Next World Almanac Bunce Pixton Comics
	LM.MM.3.1	Make a list of possible sources of information that will help answer questions or an information need	Use print and digital indexes, glossaries, and table of contents	
	LM.MM.3.2	Use text features to decide which resources are best to use and why	Locate relevant information	
			Summarize relevant information, find evidence to support reasoning, apply notetaking skills	
			Identify audience, construct an original product, present product	
LM.EF.3		Exercise freedom to read and demonstrate the ability to pursue personal interests	perform catalog searches, introduce advanced search options	Tumblebooks, Destiny, Sora PebbleGo Next World Almanac Bunce Pixton Comics
	LM.EF.3.1	Read, listen to, and view a range of resources for a variety of purposes	place holds on materials	
	LM.EF.3.2	Recognize features of various genres and use different reading strategies for understanding	search by filter, including reading level	
	LM.EF.3.3	Connect personal feelings to characters and events portrayed in literary work	review logging in and monitoring account	
	LM.EF.3.4	Set reading goals		

	LM.EF.3.5	Demonstrate knowledge of authors and genres	<p>locating books by call number (E and FIC)</p> <p>locating nonfiction books</p> <p>pursue print fiction and nonfiction books, eBooks and eBook subscription libraries, online databases, book fairs</p> <p>traditional tales: fables, legends, trickster tales, folktales, myths, tall tales</p> <p>explore award winning literature, such as Treasure State Award, Caldecott</p>	
	LM.SLE.3	Demonstrate safe, legal, and ethical creating and sharing of knowledge products	<p>Print: author, title, publisher, and copyright date, Electronic Database or Website: author or contributor, title of article, title of database, date of creation/revision, date of access, URL to /</p> <p>Technology rules, sharing personal information online, privacy/security/passwords</p>	Brain Pop
	LM.SLE.3.1	Acknowledge and credit the work of others		
	LM.SLE.3.2	Use information, technology and media tools responsible and safely		

		MT State Library Standards	Skills	Resources
Content Standards for Library Media and Information Literacy for <b>Fourth Grade</b>				
LM.NK.4		Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems	Identify topic, recognize vocabulary and keywords, recognize the problem or task, discuss the steps needed to solve the problem	Destiny, Sora PebbleGo Next World Almanac
	LM.NK.4.1	Ask “why” questions in order to formulate a question about a topic	Identify useful print, primary sources, digital resources, and community resources independently, consider authority, currency, relevance, and point of view (bias)	
	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	Read and listen to books and other print and digital resources with differing perspectives, opinions, experiences	Tumblebooks, Destiny, Sora PebbleGo Next World Almanac Bunce Pixton Comics
	LM.DD.4.1	Articulate and identify one’s own place in the global community and respect others’ cultural identities	Participate in discussion, writing, questioning, or reflecting to communicate thoughts and ideas, responding to differing opinions	
	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	Independent review in Destiny Discover	Bunce Pixton Comics
	LM.WE.4.1	Find information in print, digital, and other resources on a topic of personal interest	Actively listen, speak, and create in pairs and groups to analyze information or evaluate perspectives	
	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	Use skimming and scanning to locate relevant information in close reading	Tumblebooks,
	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	<p>Use print and digital indexes, glossaries, and table of contents</p> <p>Locate relevant information</p> <p>Summarize relevant information, find evidence to support reasoning, apply notetaking skills</p> <p>Identify audience, construct an original product, present product</p>	<p>Destiny, Sora PebbleGo Next World Almanac Buncee Pixton Comics</p>
LM.EF.4		Exercise freedom to read and demonstrate the ability to pursue personal interests	perform catalog searches, including advanced search options	
	LM.EF.4.1	Read, listen to, and view a range of resources for a variety of purposes	place holds on materials	<p>Tumblebooks, Destiny Sora PebbleGo Next World Almanac Buncee Pixton Comics</p>
	LM.EF.4.2	Recognize features of various genres and use different reading strategies for understanding	review logging in and monitoring account	
	LM.EF.4.3	Connect personal feelings to characters and events portrayed in a literary work	locate nonfiction materials using the DDS	
	LM.EF.4.4	Set reading goals		
	LM.EF.4.5	Demonstrate knowledge of authors and genres	<p>pursue print fiction and nonfiction books, eBooks and eBook subscription libraries, interlibrary loans, online databases, book fairs</p> <p>explore award winning literature, such as Young Reader's Choice, Newbery Award</p> <p>Historical fiction, biography, realistic fiction, humor</p>	
LM.SLE.4		Demonstrate safe, legal, and ethical creating and sharing of knowledge products	Technology Use Agreement, internet and social media safety, cyberbullying, netiquette	Brain Pop
	LM.SLE.4.1	Acknowledge and credit the work of others		
	LM.SLE.4.2	Use information, technology and media tools responsibly and safely	<p>Print: author, title, publisher, and copyright date, Electronic Database or Website: author or contributor, title of</p>	

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		MT State Library Standards	Skills	Resources
Content Standards for Library Media and Information Literacy for <b>Fifth Grade</b>				
LM.NK.5		Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems	Identify topics, recognize vocabulary and keywords, recognize the problem or task, discuss the steps needed to solve the problem	Tumblebooks, Destiny, Sora
	LM.NK.5.1	Ask “why” questions in order to formulate a question about a topic		PebbleGo Next World Almanac
	LM.NK.5.2	Use an inquiry process to solve a problem	Identify useful print sources, primary sources, community resources, and digital resources independently, consider authority, currency, relevance, and point of view (bias)	Bunce Pixton Comics
LM.DD.5		Demonstrate an understanding of the commitment of inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians	Read and listen to books and other print and digital resources with differing perspectives, opinions, experiences	Tumblebooks, Destiny, Sora
	LM.DD.5.1	Articulate and identify one’s own place in the global community and respect other’s cultural identities	Participate in discussion, writing, questioning, or reflecting to communicate thoughts and ideas, responding to differing opinions	PebbleGo Next World Almanac
	LM.DD.5.2	Identify sources written by authors with diverse backgrounds		Bunce Pixton Comics
LM.WE.5		Work effectively with others to broaden perspectives and work toward common goals	Independent review in Destiny Discover	Tumblebooks, Destiny, AR or other
	LM.WE.5.1	Find information in print, digital, and other resources on a topic of personal interest	Actively listen, speak, and create in pairs and groups to analyze information or evaluate perspectives	Sora
	LM.WE.5.2	Work in teams to produce original works or solve problems		PebbleGo Next World Almanac
				Bunce Pixton Comics

	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	Identify audience, construct an original product, present product	Tumblebooks, Destiny, Sora PebbleGo Next World Almanac Bunce Pixton Comics
	LM.MM.5.1	Organize possible sources of information that will help answer questions or an information need	Use skimming and scanning to locate relevant information in close reading, use print and digital indexes, glossaries, and table of contents, locate relevant information	
	LM.MM.5.2	Use text features to decide which resources are best to use and why	Summarize relevant information, find evidence to support reasoning, apply note-taking skills	
LM.EF.5		Exercise freedom to read and demonstrate the ability to pursue personal interests	perform catalog searches, including advanced search options	Tumblebooks, Destiny,AR, Beanstalk, or other reading goal program Sora PebbleGo Next World Almanac Bunce Pixton Comics
	LM.EF.5.1	Read, listen to, and view a range of resources for a variety of purposes	place holds on materials from other sites	
	LM.EF.5.2	explain features of various genres and use different reading strategies for understanding	review logging in and monitoring account	
	LM.EF.5.3	connect personal feelings to characters and events portrayed in a literary work	pursue print fiction and nonfiction books, eBooks and eBook subscription libraries, interlibrary loans, online databases, book fairs	
	LM.EF.5.4	set reading goals		
	LM.EF.5.5	demonstrate knowledge of authors and genres	explore award winning literature, such as Young Reader's Choice, Newbery Award  Realistic fiction, narrative nonfiction, fantasy, science fiction, poetry	
LM.SLE.5		Demonstrate safe, legal, and ethical creating and sharing of knowledge products	Technology Use Agreement, internet and social media safety, digital footprints	Brain Pop Tumblebooks, Sora PebbleGo Next World Almanac Bunce Pixton Comics
	LM.SLE.5.1	Acknowledge and credit the work of others		
	LM.SLE.5.2	use information, technology and media tools responsibly and safely	Print: author, title, publisher, and copyright date, Electronic Database or Website:	
	LM.SLE.5.3	keep personal information private while using digital tools	author or contributor, title of article, title of	



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# MT State Library Media and Information Literacy Standards (6-8)

## with Scope of Essential Skills and Resources

### Coding Scheme

LM = Library Media and Information Literacy

NK = New Knowledge

DD = Demonstrate Diversity

WE = Work Effectively

EF = Exercise Freedom

SLE = Safe, Legal, Ethical

MM= Making Meaning

	MT State Library Standards	Skills	Resources Needed
LM.NK.6-8	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems	Identify topic, recognize vocabulary, and keywords, recognize the problem or task.  Discuss steps needed to solve problems.	Database Suite at MS reading level
LM.NK.6-8.1	Write questions independently based on key ideas or areas of focus	Identify resources needed for inquiry steps.	
LM.NK.6-8.2	Refine questions based on the type of information needed	Evaluate sources for bias, authority, currency, accuracy, and relevance.	
LM.NK.6-8.3	Reflect at the end of an inquiry process	Select best resources.  Assess process and redesign if needed.	
		Reflect on product.	
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	Read and listen to books and other print and digital resources with differing perspectives, opinions, and experiences.	SORA Destiny Database Opposing Viewpoints & Point of View (GALE & Ebsco) Newsela

	LM.DD.6-8.1	Evaluate resources for relevance, currency, authority, and bias including those by and about tribes in Montana	Participate in discussion, writing, questioning, or reflecting to communicate thoughts and ideas, responding to differing opinions.  Utilize various resources to explore a variety of points of view.  Recognize bias, misinformation and disinformation.  Explore how the elements of culture impact creative expression	Helena IR  Database Suite at MS reading level (Ebsco)
	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	Actively listen, speak, and create in pairs and groups to analyze information or evaluate perspectives.  Synthesize and summarize others' ideas.  Be respectful of others' ideas and opinions when working in groups.	Database Suite at MS reading level (Ebsco)  Database Suite at MS reading level (Ebsco)
	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	Utilize various technology tools to create and share products.  Identify audience, construct an original product, present product.	Database Suite at MS reading level (Ebsco) BeanStack Sora Comic Life Storyboard That Flipgrid
	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	Demonstrate proficiency in locating, accessing, and organizing relevant information	
LM.EF.6-8		Exercise freedom to read and demonstrate the ability to pursue personal interests	Locate and select a variety of resources based upon student interest	Destiny Sora BeanStack
	LM.EF.6-8.1	Independently locate and select information for personal, hobby, or vocational interest	Access and use a variety of digital resources	
	LM.EF.6-8.2	Read, listen to, and view a wide range of genres and formats for recreation and information	Compare and contrast the characteristics of various genres	
	LM.EF.6-8.3	Respond to images and feelings evoked by a literary work	Explain and justify preferred genre  Use a variety of methods to share thoughts/ideas/feelings about literary works	
LM.SLE.6-8		Demonstrate safe, legal, and ethical creating and sharing of knowledge products	Explain the concept of intellectual property (plagiarism, copyright, creative commons, fair use, public domain)	Database Suite at MS reading level (Ebsco)
	LM.SLE.6-8.1	Practice internet safety and appropriate online behavior	Use summarizing, paraphrasing, and direct quotes correctly	Database Suite at MS reading level (Ebsco)
	LM.SLE.6-8.2	Use criteria to determine safe and unsafe internet sites	Accurately cite information using MLA format	
	LM.SLE.6-8.3	Participate safely, ethically, and legally in online activities	Credit the intellectual property of others  Practice Internet safety and appropriate online behavior  Follow district Technology Use Agreement	

	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		

## MT State Library Media and Information Literacy Standards (9-12) with Scope of Essential Skills and Resources

### Coding Scheme

LM = Library Media and Information Literacy

NK = new knowledge

DD = demonstrate diversity

WE = work effectively

EF = exercise freedom

SLE = safe, legal, ethical

MM= making meaning

### Content Standards for Library Media and Information Literacy for 9-12

MT State Library Standards		Skills
LM.NK.9-12	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems	<ul style="list-style-type: none"><li>- Use reading and annotation strategies to identify and organize specific evidence to support my thesis.</li><li>- Narrow or broaden search results to fit my research needs.</li><li>- Use advanced searching features, a variety of digital resources, and Boolean searching to broaden or narrow my results.</li><li>- Synthesize the ideas and their development throughout the text to answer text-dependent questions.</li><li>- Research a for a variety of purposes: choose a position and support an argument, compare and contrast perspectives, determine a problem and support a solution, synthesize a viewpoint, classify a topic and define with details.</li><li>- Problem-solve and seek out assistance when dealing with technology issues.</li><li>- Use research strategies to identify trends, predict outcomes, and investigate information.</li><li>- Use digital tools and skills to construct new personal understandings.</li></ul>

	LM.NK.9-12.1	Develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement	<ul style="list-style-type: none"> <li>- Create an essential question, identify my position and claims to support that position and write a thesis statement.</li> <li>- Research a for a variety of purposes: choose a position and support an argument, compare and contrast perspectives, determine a problem and support a solution, synthesize a viewpoint, classify a topic and define with details.</li> <li>- Use research strategies to identify trends, predict outcomes, and investigate information.</li> </ul>
	LM.NK.9-12.2	Reflect at the end of an inquiry process	<ul style="list-style-type: none"> <li>- Assess strengths and weaknesses of my resources</li> <li>- Synthesize the ideas and their development throughout the text to create text-dependent questions and write an objective summary.</li> <li>- Evaluate and synthesize data and information.</li> <li>- Listen critically and respond thoughtfully to book talk presentations.</li> <li>- Synthesize and communicate the results of research and learning with others using various digital tools.</li> <li>- Self-evaluate progress through a research project and adjust the process to gain more efficient research skills</li> <li>- Self-evaluate final research products</li> </ul>
	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	<ul style="list-style-type: none"> <li>- Partner with an authority on a topic and gain understanding through traditional research, interviews, and field research.</li> <li>- Use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions.</li> <li>- Apply technology that supports collaboration, learning and productivity in a global environment</li> </ul>
	LM.DD.9-12.1	Evaluate resources for accuracy, relevance, authority, detail, currency, and bias including those by and about tribes in Montana	<ul style="list-style-type: none"> <li>- Gather information from a variety of authoritative sources to support thesis.</li> <li>- Narrow or broaden search results to fit my research needs.</li> <li>- Assess strengths and weaknesses of my resources and describe this assessment in an annotated bibliography or summary.</li> </ul>
	LM.DD.9-12.2	Seek more than one point of view by using diverse sources	<ul style="list-style-type: none"> <li>- Gather information from a variety of authoritative sources to support my thesis.</li> <li>- Use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative points of view.</li> <li>- Collect relevant data and information on a subject from a variety of digital resources.</li> <li>- Select from an array of digital tools to organize and analyze data from a variety of resources.</li> </ul>

			<ul style="list-style-type: none"> <li>- Apply technology that supports collaboration, learning and productivity in a global environment</li> </ul>
	LM. DD.9-12.3	Identify the impact of personal background and bias on research projects and inquiry processes	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of an author's claims and determine the potential for bias by noting specific passages or phrases as textual evidence.</li> <li>- Evaluate the effectiveness of an author's claims and determine the potential for bias through the construction and development of the text.</li> </ul>
LM.WE.9-12		Work effectively with others to broaden perspectives and work toward common goals	<ul style="list-style-type: none"> <li>- Partner with an authority on a topic and gain understanding through traditional research, interviews, and field research.</li> <li>- Evaluate and apply online and in-person collaboration and communication tools to exchange ideas and information and participate in projects.</li> <li>-</li> </ul>
	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	<ul style="list-style-type: none"> <li>- Partner with an authority on a topic and gain understanding through traditional research, interviews, and field research.</li> <li>- Evaluate and apply online and in-person collaboration and communication tools to exchange ideas and information and participate in projects.</li> <li>- Listen critically and respond thoughtfully to book talk presentations.</li> </ul>
	LM.WE.9-12.2	Seek consensus from a group, when appropriate, to achieve a stronger product	<ul style="list-style-type: none"> <li>- Evaluate and apply online and in-person collaboration and communication tools to exchange ideas and information and participate in projects.</li> </ul>
	LM.WE.9-12.3	Work with others to solve problems and make decisions on issues, topics, and themes being investigated	<ul style="list-style-type: none"> <li>- Partner with an authority on a topic and gain understanding through traditional research, interviews, and field research.</li> <li>- I can research environmental issues and determine a solution.</li> <li>- Use technology to create a public service announcement to inform others about a solution.</li> </ul>
LM.MM.9-12		Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats	<ul style="list-style-type: none"> <li>- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>- Develop projects combining multiple digital tools to suit a variety of audiences and purposes.</li> <li>- Use digital tools and skills to construct new personal understandings.</li> </ul>



	LM.MM.9-12.1	Assess the impacts of specific works on the reader or viewer	<ul style="list-style-type: none"> <li>- Recognize the organization of the text and the disciplinary specific text features to advance my understanding of the information.</li> <li>- Identify main ideas, determine and define key vocabulary, note the structure of the document.</li> <li>- Determine the author's credibility, intent and biases using lateral research to verify facts and positions of a work.</li> <li>- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> </ul>
	LM.MM.9-12.2	Express ideas through creative products in multiple formats using a variety of technology tools	<ul style="list-style-type: none"> <li>- Use technology to create a public service announcement to inform others about my solution.</li> <li>- Use technology to demonstrate my knowledge of the elements of fiction (e.g. character, plot, conflict, theme).</li> <li>- Develop projects combining multiple digital tools to suit a variety of audiences and purposes.</li> <li>- Use digital tools and skills to construct new personal understandings.</li> <li>- Use visuals to creatively and effectively communicate information about a book or topic.</li> </ul>
	LM.MM.9-12.3	Select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation	<ul style="list-style-type: none"> <li>- Synthesize my collective evidence to demonstrate understanding of my topic.</li> <li>- Use technology to create a public service announcement to inform others about my solution.</li> <li>- Use a digital tool to introduce a topic, organize complex ideas, and make connections.</li> <li>- Make strategic decisions about how to use features of a digital tool to enhance my audience's understanding of a topic.</li> <li>- Use visuals to creatively and effectively communicate information about a book or topic</li> <li>- Synthesize and communicate the results of research and learning with others using various digital tools.</li> <li>- Develop projects combining multiple digital tools to suit a variety of audiences and purposes.</li> </ul>

	LM.MM.9-12.4	Create original products using a variety of technology tools to express personal learning	<ul style="list-style-type: none"> <li>- Use technology to create a public service announcement to inform others about a solution or topic.</li> <li>- Integrate multiple sources of information to create a presentation using a digital tool.</li> <li>- Create a digital product that synthesizes information in a cohesive and comprehensive way.</li> <li>- Evaluate and employ a variety of digital tools to effectively produce an original work.</li> <li>- Use digital tools and skills to construct new personal understandings.</li> <li>- Use technology to demonstrate my knowledge of the elements of fiction (e.g. character, plot, conflict, theme).</li> </ul>
	LM.MM.9-12.5	Independently pursue answers to self-generated questions	<ul style="list-style-type: none"> <li>- Synthesize the ideas and their development throughout the text to create text-dependent questions and write an objective summary.</li> <li>- Communicate my needs for book selection to a library staff member.</li> <li>- Use a variety of strategies to make book selections for personal interests and for class assignments.</li> <li>- Gather information from a variety of authoritative sources to support my thesis or research purpose.</li> <li>- Problem-solve and seek assistance when dealing with technology issues.</li> </ul>
	LM.EF.9-12	Exercise freedom to read and demonstrate the ability to pursue personal interests	<ul style="list-style-type: none"> <li>- Select a book of interest within parameters set by my teacher distinguish between genres, fiction and non-fiction.</li> <li>- Use a variety of strategies to make book selections.</li> <li>- Use the browsing station to independently locate a book of my choice.</li> <li>- Communicate my needs for book selection to a library staff member</li> </ul>
	LM.EF.9-12.1	Select a variety of types of materials based on personal interests and prior knowledge	<ul style="list-style-type: none"> <li>- Integrate multiple sources of information to create a presentation using a digital tool.</li> <li>- Use digital tools to access information needed to make decisions about resources and reading.</li> <li>- Use information from book talks to select books for personal and independent reading.</li> <li>- Use the genre labels and displays to make choices for independent reading.</li> </ul>

	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	<ul style="list-style-type: none"> <li>- Use reading strategies to identify and organize specific evidence to support my thesis.</li> <li>- Use digital tools to access information needed to make decisions about resources and reading</li> <li>- Use digital tools and skills to construct new personal understandings.</li> <li>- Distinguish between genres, fiction and non-fiction.</li> </ul>
	LM.EF.9-12.3	Routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas	<ul style="list-style-type: none"> <li>- Research a problem and determine a solution.</li> <li>- Gather information from a variety of authoritative sources to support my thesis or research purpose.</li> <li>- Synthesize my collective evidence to demonstrate my understanding of my topic.</li> <li>- Use reading strategies to identify and organize specific evidence to support my thesis or research purpose</li> </ul>
	LM.EF.9-12.4	Read widely to develop a global perspective and understand different cultural contexts	<ul style="list-style-type: none"> <li>- Collect relevant data and information on a subject from a variety of digital resources.</li> <li>- Gather information from a variety of authoritative sources to support my thesis or research purpose.</li> <li>- Integrate multiple sources of information to support my research purpose or information need</li> <li>- Organize complex ideas and make connections between multiple perspectives to create and share new understanding</li> </ul>
	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	<ul style="list-style-type: none"> <li>- Recognize the rights of expression from multiple viewpoints, even if viewpoints are different from my own.</li> <li>- Recognize and understand the rights of individuals to access information based on choice and information needs.</li> <li>- Understand the tenets of intellectual freedom and its foundation in democracy</li> </ul>
LM.SLE.9-12		Demonstrate safe, legal, and ethical creating and sharing of knowledge products	<ul style="list-style-type: none"> <li>- Cite specific sources in MLA format using in-text citations and a Works Cited page.</li> <li>- Accurately use in-text citations in my writing and/or presentation.</li> <li>- Use technology to inform others about a solution to an environmental problem.</li> <li>- Share data and information ethically and appropriately cite sources.</li> <li>- Use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others.</li> </ul>

	LM.SLE.9-12.1	Practice internet safety and appropriate online behavior	<ul style="list-style-type: none"> <li>- Find the MLA citation on a database resource and check it for accuracy.</li> <li>- Accurately use in-text citations in my writing and/or presentation.</li> </ul>
	LM.SLE.9-12.2	Use criteria to determine safe and unsafe internet sites	<ul style="list-style-type: none"> <li>- Find the MLA citation on a database resource and check it for accuracy.</li> <li>- Evaluate legal protections for intellectual property and apply that understanding to personally created digital media.</li> <li>- Assess strengths and weaknesses of my resources and describe this assessment in an annotated bibliography or summary</li> </ul>
	LM.SLE.9-12.3	Participate safely, ethically, and legally in online activities	<ul style="list-style-type: none"> <li>- Accurately use in-text citations in my writing and/or presentation.</li> <li>- Share data and information ethically and appropriately cite sources.</li> <li>- Use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others.</li> </ul>
	LM.SLE.9-12.4	Connect ideas and information with their owners or source	<ul style="list-style-type: none"> <li>- Cite specific sources in MLA format using in-text citations and a Works Cited page.</li> <li>- Use textual evidence to support my research purpose and include proper citation for this evidence.</li> <li>- Collect relevant data and information from multiple sources and use this information safely, responsibly and ethically</li> <li>- Evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in a variety of learning objectives</li> </ul>
	LM.SLE.9-12.5	Credits sources by following copyright, licensing, and fair use guidelines for text, visual, and audio in generating products and presentations	<ul style="list-style-type: none"> <li>- Cite specific sources in MLA format using in-text citations and a Works Cited page.</li> <li>- Accurately use in-text citations in my writing and/or presentation.</li> <li>- Share data and information ethically, evaluate resources and provide proper citations in my work.</li> <li>- Evaluate legal protections for intellectual property and apply that understanding to personally created digital media.</li> </ul>

Resources needed to deliver standards:

- Databases (Gale, ABC-CLIO, EBSCO, JStor)
- Common Lit
- NewsELA
- Print texts
- Ebooks
- Adobe Spark

- Video Creation Software
- Access to MT Field Guides/Mt State Library Resources
- Technology devices with full applications (class set of 30)
- Recording hardware (video and audio)
- Digital Platform and eBooks