
INFORMATION LITERACY/LIBRARY MEDIA STANDARDS ALTERNATIVE
PROPOSAL DRAFT FOR NRC 1.10.20

1 LIBRARY MEDIA AND INFORMATION LITERACY CONTENT STANDARDS
2

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

- 6 a. Students will build new knowledge by inquiring, thinking critically, identifying
7 problems, and developing strategies for solving problems.
- 8 b. Students will demonstrate an understanding of and commitment to inclusiveness
9 and respect for diversity in the learning community, including the distinct and
10 unique cultural heritage of American Indians.
- 11 c. Students will work effectively with others to broaden perspectives and work
12 toward common goals.
- 13 d. Students will make meaning for oneself by collecting, organizing, and sharing
14 resources of personal relevance.
- 15 e. Students will discover and innovate through experience and reflection.
- 16 f. Students will exercise their freedom to read and demonstrate their ability to
17 pursue personal interests.
- 18 g. Students will demonstrate safe, legal, and ethical creating and sharing of
19 knowledge products.
- 20 h. Students will engage in authentic inquiry experiences about the distinct and
21 unique cultural heritage of American Indians.

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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR KINDERGARTEN

- 2 1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing
3 strategies for solving problems.
4 a. Form simple, factual level questions and begin to explore ways to answer them.
5 b. Ask "I wonder" questions about topic, question, or problem.
6 2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity
7 in the learning community, including the distinct and unique cultural heritage of American
8 Indians.
9 a. Share knowledge and ideas with others through discussion and listening.
10 b. Formulate questions related to content presented by others.
11 3. Work effectively with others to broaden perspectives and work toward common goals.
12 a. Listen respectfully and, when appropriate, offer information and opinions in group
13 discussions.
14 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
15 relevance.
16 a. With guidance and support, generate questions about a topic and select a focal
17 question to explore.
18 5. Discover and innovate through experience and reflection.
19 a. Routinely select picture, fiction, and information books.
20 b. Explore new genres.
21 c. Begin to recognize that different genres require different reading, listening, or viewing
22 strategies.
23 d. Make connections between literature and personal experiences.
24 e. Select books at the appropriate reading level, to be read aloud, or challenging books
25 for browsing and enjoyment.
26 f. Express feelings about a story through pictures and words.
27 g. Express ideas through simple products in different formats.
28 6. Exercise their freedom to read and demonstrate their ability to pursue personal interests.
29 a. Request, choose, and share a variety of materials from various genres related to
30 personal interests.
31 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
32 a. With guidance and support, acknowledge the work of others by citing sources.
33 b. With guidance and support, maintain safe behavior when using the internet.
34 8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage of
35 American Indians.

INFORMATION LITERACY/LIBRARY MEDIA STANDARDS ALTERNATIVE
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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FIRST GRADE

- 2 1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing
3 strategies for solving problems.
4 a. Form simple, factual level questions and begin to explore ways to answer them.
5 b. Ask "I wonder" questions about topic, question, or problem.
- 6 2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity
7 in the learning community, including the distinct and unique cultural heritage of American
8 Indians.
9 a. Share knowledge and ideas with others through discussion and listening.
10 b. Formulate questions related to content presented by others.
- 11 3. Work effectively with others to broaden perspectives and work toward common goals.
12 a. Listen respectfully and, when appropriate, offer information and opinions in group
13 discussions.
- 14 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
15 relevance.
16 a. With guidance and support, generate questions about a topic and select a focal
17 question to explore.
- 18 5. Discover and innovate through experience and reflection.
19 a. Routinely select picture, fiction, and information books.
20 b. Explore new genres.
21 c. Begin to recognize that different genres require different reading, listening, or viewing
22 strategies.
23 d. Make connections between literature and personal experiences.
24 e. Select books at the appropriate reading level, to be read aloud, or challenging books
25 for browsing and enjoyment.
26 f. Express feelings about a story through pictures and words.
27 g. Express ideas through simple products in different formats.
- 28 6. Exercise their freedom to read and demonstrate their ability to pursue personal interests.
29 a. Request, choose, and share a variety of materials from various genres related to
30 personal interests.
- 31 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
32 a. With guidance and support, acknowledge the work of others by citing sources.
33 b. With guidance and support, maintain safe behavior when using the internet.
- 34 8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage of
35 American Indians.

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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR SECOND GRADE

- 2 1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing
3 strategies for solving problems.
4 a. Form simple, factual level questions and begin to explore ways to answer them.
5 b. Ask "I wonder" questions about topic, question, or problem.
- 6 2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity
7 in the learning community, including the distinct and unique cultural heritage of American
8 Indians.
9 a. Share knowledge and ideas with others through discussion and listening.
10 b. Formulate questions related to content presented by others.
- 11 3. Work effectively with others to broaden perspectives and work toward common goals.
12 a. Listen respectfully and, when appropriate, offer information and opinions in group
13 discussions.
- 14 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
15 relevance.
16 a. With guidance and support, generate questions about a topic and select a focal
17 question to explore.
- 18 5. Discover and innovate through experience and reflection.
19 a. Routinely select picture, fiction, and information books.
20 b. Explore new genres.
21 c. Begin to recognize that different genres require different reading, listening, or viewing
22 strategies.
23 d. Make connections between literature and personal experiences.
24 e. Select books at the appropriate reading level, to be read aloud, or challenging books
25 for browsing and enjoyment.
26 f. Express feelings about a story through pictures and words.
27 g. Express ideas through simple products in different formats.
- 28 6. Exercise their freedom to read and demonstrate their ability to pursue personal interests.
29 a. Request, choose, and share a variety of materials from various genres related to
30 personal interests.
- 31 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
32 a. With guidance and support, acknowledge the work of others by citing sources.
33 b. With guidance and support, maintain safe behavior when using the internet.
- 34 8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage of
35 American Indians.

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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR THIRD GRADE

- 2 1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing
3 strategies for solving problems.
 - 4 a. Ask “why” questions.
 - 5 b. With guidance, formulate a question about a topic.
- 6 2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity
7 in the learning community, including the distinct and unique cultural heritage of American
8 Indians.
 - 9 a. Articulate and identify one’s own place in the cultural fabric of the global community
10 and respect others’ cultural identities.
 - 11 b. With guidance, seek sources written by authors with diverse backgrounds.
- 12 3. Work effectively with others to broaden perspectives and work toward common goals.
 - 13 a. Reflect at the end of the inquiry process and identify new or related ideas that would
14 be interesting to pursue.
 - 15 b. Explore print, digital, and other resources to find information on a topic of personal
16 interest.
 - 17 c. Work in teams to produce original works or solve problems.
- 18 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
19 relevance.
 - 20 a. Make a list of all the possible sources of information that will help answer the
21 questions or an information need.
 - 22 b. Use text features and illustrations to decide which resources are best to use and
23 why.
- 24 5. Discover and innovate through experience and reflection.
 - 25 a. Create learning products for a variety of audiences and purposes.
 - 26 b. Use technology tools for independent and collaborative publishing activities.
- 27 6. Exercise their freedom to read and demonstrate their ability to pursue personal interests.
 - 28 a. Read, listen to, and view a range of resources for a variety of purposes (e.g., live the
29 experiences of a character, answer questions, learn something new, explore
30 personal interests).
 - 31 b. Recognize features of various genres and use different reading strategies for
32 understanding.
 - 33 c. Connect personal feelings to emotions, characters, and events portrayed in a literary
34 work.
 - 35 d. Set reading goals.
 - 36 e. Demonstrate knowledge of favorite authors and genres.
- 37 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
 - 38 a. With guidance and support, use technology appropriately by avoiding plagiarism and
39 citing information.
 - 40 b. Articulate personal consequences of inappropriate use of information, technology,
41 and media.
 - 42 c. With support, use digital tools responsibly by protecting personal information and
43 respecting the privacy of others.
- 44 8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage of
45 American Indians.

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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FOURTH GRADE

- 2 1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing
3 strategies for solving problems.
 - 4 a. Ask “why” questions.
 - 5 b. With guidance, formulate a question about a topic.
- 6 2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity
7 in the learning community, including the distinct and unique cultural heritage of American
8 Indians.
 - 9 a. Articulate and identify one’s own place in the cultural fabric of the global community
10 and respect others’ cultural identities.
 - 11 b. With guidance, seek sources written by authors with diverse backgrounds.
- 12 3. Work effectively with others to broaden perspectives and work toward common goals.
 - 13 a. Reflect at the end of the inquiry process and identify new or related ideas that would
14 be interesting to pursue.
 - 15 b. Explore print, digital, and other resources to find information on a topic of personal
16 interest.
 - 17 c. Work in teams to produce original works or solve problems.
- 18 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
19 relevance.
 - 20 a. Make a list of all the possible sources of information that will help answer the
21 questions or an information need.
 - 22 b. Use text features and illustrations to decide which resources are best to use and
23 why.
- 24 5. Discover and innovate through experience and reflection.
 - 25 a. Create learning products for a variety of audiences and purposes.
 - 26 b. Use technology tools for independent and collaborative publishing activities.
- 27 6. Exercise their freedom to read and demonstrate their ability to pursue personal interests.
 - 28 a. Read, listen to, and view a range of resources for a variety of purposes (e.g., live the
29 experiences of a character, answer questions, learn something new, explore
30 personal interests).
 - 31 b. Recognize features of various genres and use different reading strategies for
32 understanding.
 - 33 c. Connect personal feelings to emotions, characters, and events portrayed in a literary
34 work.
 - 35 d. Set reading goals.
 - 36 e. Demonstrate knowledge of favorite authors and genres.
- 37 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
 - 38 a. With guidance and support, use technology appropriately by avoiding plagiarism and
39 citing information.
 - 40 b. Articulate personal consequences of inappropriate use of information, technology,
41 and media.
 - 42 c. With support, use digital tools responsibly by protecting personal information and
43 respecting the privacy of others.
- 44 8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage of
45 American Indians.

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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FIFTH GRADE

- 2 1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing
3 strategies for solving problems.
4 a. Ask “why” questions.
5 b. With guidance, formulate a question about a topic.
- 6 2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity
7 in the learning community, including the distinct and unique cultural heritage of American
8 Indians.
9 a. Articulate and identify one’s own place in the cultural fabric of the global community
10 and respect others’ cultural identities.
11 b. With guidance, seek sources written by authors with diverse backgrounds.
- 12 3. Work effectively with others to broaden perspectives and work toward common goals.
13 a. Reflect at the end of the inquiry process and identify new or related ideas that would
14 be interesting to pursue.
15 b. Explore print, digital, and other resources to find information on a topic of personal
16 interest.
17 c. Work in teams to produce original works or solve problems.
- 18 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
19 relevance.
20 a. Make a list of all the possible sources of information that will help answer the
21 questions or an information need.
22 b. Use text features and illustrations to decide which resources are best to use and
23 why.
- 24 5. Discover and innovate through experience and reflection.
25 a. Create learning products for a variety of audiences and purposes.
26 b. Use technology tools for independent and collaborative publishing activities.
- 27 6. Exercise their freedom to read and demonstrate their ability to pursue personal interests.
28 a. Read, listen to, and view a range of resources for a variety of purposes (e.g., live the
29 experiences of a character, answer questions, learn something new, explore
30 personal interests).
31 b. Recognize features of various genres and use different reading strategies for
32 understanding.
33 c. Connect personal feelings to emotions, characters, and events portrayed in a literary
34 work.
35 d. Set reading goals.
36 e. Demonstrate knowledge of favorite authors and genres.
- 37 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
38 a. With guidance and support, use technology appropriately by avoiding plagiarism and
39 citing information.
40 b. Articulate personal consequences of inappropriate use of information, technology,
41 and media.
42 c. With support, use digital tools responsibly by protecting personal information and
43 respecting the privacy of others.
- 44 8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage of
45 American Indians.

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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR SIXTH
2 THROUGH EIGHTH GRADE
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- 4 1. Build new knowledge by inquiring, thinking critically, identifying problems, and
5 developing strategies for solving problems.
6 a. Write questions independently based on key ideas or areas of focus.
7 b. Refine questions based on the type of information needed.
8 c. Pose questions that focus on “How do we know what we know?”
9 2. Demonstrate an understanding of and commitment to inclusiveness and respect for
10 diversity in the learning community, including the distinct and unique cultural heritage of
11 American Indians.
12 a. Offer information and opinions at appropriate times in group discussions.
13 b. Encourage others to share ideas and opinions.
14 c. Accurately describe or summarize the ideas of others.
15 3. Work effectively with others to broaden perspectives and work toward common goals.
16 a. Ask questions of others in a group to elicit their information and opinions.
17 b. Seek more than one point of view by using diverse sources.
18 c. Read with purpose to investigate new ideas for classroom learning and
19 personal exploration.
20 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
21 relevance.
22 a. Determine what information is needed to support an investigation and answer
23 questions.
24 b. Refine questions depending on the type of information needed (e.g.,
25 overview, big idea, specific detail, cause and effect, comparison).
26 c. Seek opportunities to explore personal interests and questions.
27 5. Discover and innovate through experience and reflection.
28 a. Create products that incorporate writing, visuals, and other forms of media to
29 convey message and main points.
30 b. Experiment with various types of technology tools for artistic and personal
31 expression.
32 c. Share reading, listening, and viewing experiences in a variety of ways and
33 formats.
34 6. Exercise their freedom to read and demonstrate their ability to pursue personal
35 interests.
36 a. Independently locate and select information for personal, hobby, or vocational
37 interests.
38 b. Read, listen to, and view an increasingly wide range of genres and formats for
39 recreation and information.
40 c. Respond to images and feelings evoked by a literary work.
41 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
42 a. With support, provide reference citations for all direct quotations and cite
43 sources.
44 b. With support, select and use digital tools and websites appropriately.
45 c. Avoid plagiarism by rephrasing information in one’s own words.

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2
8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage of American Indians.

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1 THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR NINTH THROUGH
2 TWELFTH GRADE

- 3 1. Build new knowledge by inquiring, thinking critically, identifying problems, and
4 developing strategies for solving problems.
- 5 a. Formulate essential questions through reading, constructing hypotheses,
6 research questions, and thesis statements.
- 7 b. Refine questions to provide a framework for an inquiry and to fulfill the purpose
8 of the research.
- 9 c. Design questions that systematically test a hypothesis or validate a thesis
10 statement.
- 11 d. Develop questions that require making connections between ideas and events.
- 12 2. Demonstrate an understanding of and commitment to inclusiveness and respect for
13 diversity in the learning community, including the distinct and unique cultural heritage of
14 American Indians.
- 15 a. Share relevant information to contribute to the learning of others through
16 discussions and presentations.
- 17 b. Contribute opinions and supporting evidence to group deliberations.
- 18 c. Listen to opinions and evidence of others.
- 19 d. Ask and respond to questions in group exchanges of ideas.
- 20 e. Identify the value of and differences among potential resources and differing
21 points of view.
- 22 f. Actively seek the opinions of others and contribute positively to an environment
23 in which all participants' ideas are shared and valued.
- 24 3. Work effectively with others to broaden perspectives and work toward common goals.
- 25 a. Seek ideas and opinions from others.
- 26 b. Describe ideas of others accurately.
- 27 c. Participate in discussions to analyze information problems to suggest
28 solutions.
- 29 d. Work with others to select, organize, and integrate information and ideas from
30 a variety of sources and formats.
- 31 e. Seek consensus from a group, when appropriate, to achieve a stronger product.
- 32 f. Apply conclusions or decisions to new situations.
- 33 g. Model social skills that advance a team's ability to identify issues and problems
34 and work on solutions.
- 35 h. Work with others to solve problems and make decisions on issues, topics, and
36 themes being investigated.
- 37 4. Make meaning for oneself by collecting, organizing, and sharing resources of personal
38 relevance.
- 39 a. Review the initial information need to clarify, revise, or refine the questions.
- 40 b. Recognize that the purpose of an inquiry determines the type of questions and
41 thinking required (e.g., defend a position in an historical context, design
42 questions to test a hypothesis).
- 43 c. Generate specific questions to focus the purpose of the research.
- 44 d. Refine questions to provide a framework for the inquiry and to fulfill the
45 purpose of the research.
- 46 e. Independently pursue answers to self-generated questions.

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- 1 f. Explore problems or questions for which there are multiple answers.
- 2
- 3 5. Discover and innovate through experience and reflection.
- 4 a. Assess emotional impact of specific works on the reader or viewer.
- 5 b. Express ideas through creative products in multiple formats using a variety of
- 6 technology tools.
- 7 c. Select presentation format to effectively communicate and support a purpose,
- 8 argument, point of view, or interpretation
- 9 d. Connect universal themes and ideas presented in various formats to the human
- 10 experience.
- 11 e. Create original products using a variety of technology tools to express personal
- 12 learning.
- 13 f. Use the most appropriate format to clearly communicate ideas to targeted
- 14 audiences.
- 15 6. Exercise their freedom to read and demonstrate their ability to pursue personal
- 16 interests.
- 17 a. Select print, non-print, and digital materials based on personal interests and
- 18 knowledge of authors.
- 19 b. Read, listen to, and view information in a variety of formats to explore new
- 20 ideas, form opinions, solve problems, and to connect to real-world issues.
- 21 c. Routinely read, view, and listen for personal enjoyment, in order to learn, solve
- 22 problems, and explore different ideas.
- 23 d. Read widely to develop a global perspective and understand different cultural
- 24 contexts.
- 25 e. Actively preserve the rights of self and others to express ideas freely and pursue
- 26 the right to read, view and listen.
- 27 7. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
- 28 a. Follow fair use guidelines for text, visuals, and music in generating products
- 29 and presentations.
- 30 b. Practice responsible use of technology and describe personal consequences
- 31 of inappropriate use.
- 32 c. Demonstrate understanding of plagiarism by paraphrasing information or noting
- 33 direct quotes.
- 34 d. Credit all sources properly.
- 35 e. Respect privacy of others.
- 36 8. Engage in authentic inquiry experiences about the distinct and unique cultural heritage
- of American Indians.

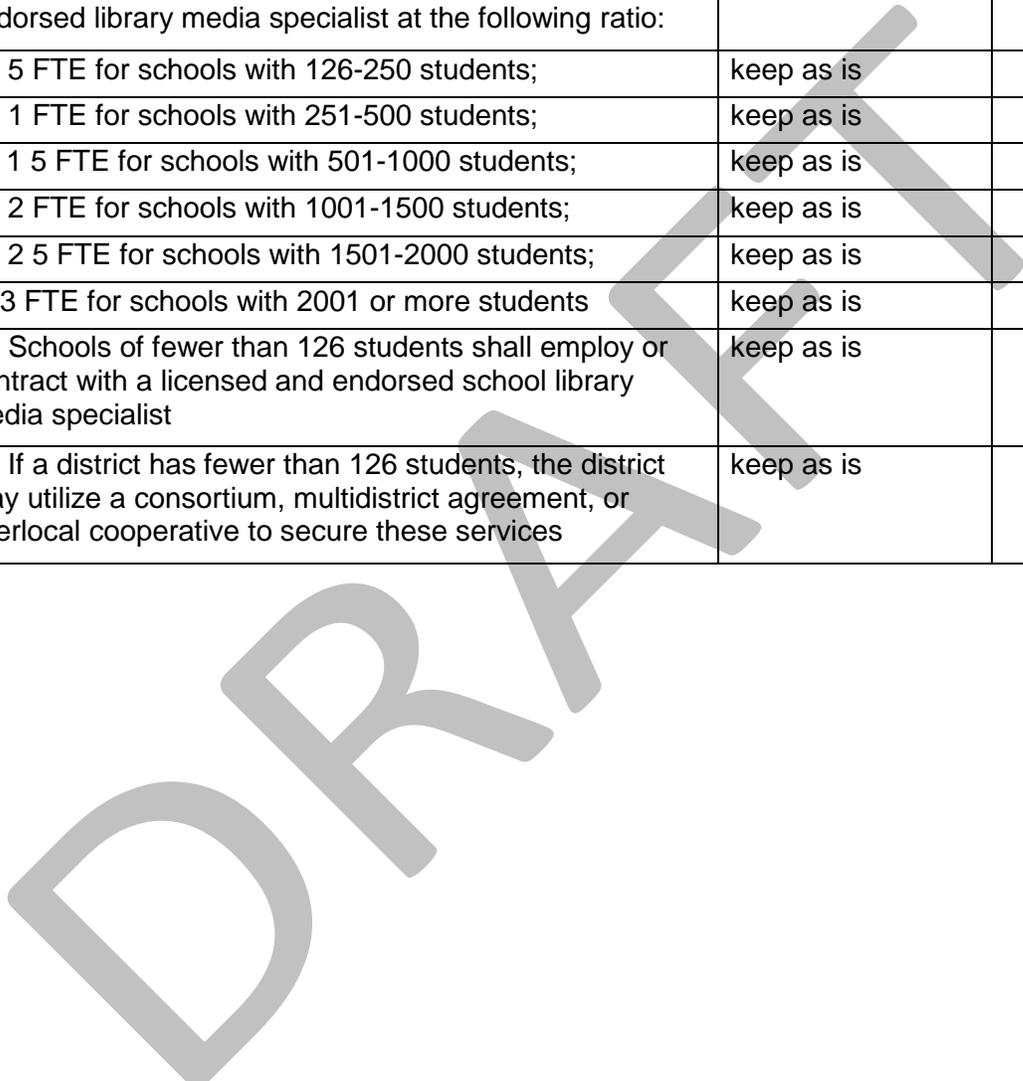
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1 Administrative Rules of Montana Chapter 55
2 LIBRARY MEDIA SERVICES, K-12 10.55.709

3

Current ARM	Recommendation	Modification
(1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist at the following ratio:	keep as is	
(a) 5 FTE for schools with 126-250 students;	keep as is	
(b) 1 FTE for schools with 251-500 students;	keep as is	
(c) 1 5 FTE for schools with 501-1000 students;	keep as is	
(d) 2 FTE for schools with 1001-1500 students;	keep as is	
(e) 2 5 FTE for schools with 1501-2000 students;	keep as is	
(f) 3 FTE for schools with 2001 or more students	keep as is	
(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist	keep as is	
(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services	keep as is	

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1 Administrative Rules of Montana Chapter 55
2 LIBRARY MEDIA PROGRAM DELIVERY STANDARDS [10.55.1801](#)
3

Current ARM	Recommendation	Modification
(1) In general, a basic program in library media shall:		
(a) meet the following conditions:		
(i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;	modify	(i) establish flexible appropriate scheduling, fixed or flexible, to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;
(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;	keep as is	
(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and	keep as is	
(iv) advise the board of trustees on policy and rule pertaining to:	keep as is	
(A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;	modify	(A) developing and maintaining a physical and digital library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;
(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and	modify	(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, digital, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and

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(C) implementing a viable collection development policy which includes the following components:	modify	(C) implementing a viable collection development policy which includes the following components:
Current ARM	Recommendation	Modification
(I) materials selection and de-selection;	keep as is	
(II) challenged materials procedure;	keep as is	
(III) intellectual/academic freedom statement;	keep as is	
(IV) confidentiality assurance;	keep as is	
(V) copyright guidelines; and	keep as is	
(VI) gifts and donations	keep as is	
(b) include the following practices:		
(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;	keep as is	
(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;	keep as is	
(iii) encourage partnerships with information centers that use electronic information systems; and	modify	(iii) encourage partnerships with information centers that use providers of digital electronic content and information systems; and
(iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs	modify	(iv) participate in school-wide technology and telecommunications digital service and content planning and promote its integration into all instructional programs

1