

**Montana Instructional Alignment  
Content Standard 1: Benchmark 1**

**Library Media Content Standard 1. A student must identify the task and determine the resources needed.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 1, End of Grade 4: Define the problem.</b>				
Kindergarten	A. listen and retell problem or task B. retell keywords C. listen and retell the topic D. listen to the steps needed to solve the problem or task	keyword, topic, resource, plan		
Grade 1	A. listen and retell problem or task B. retell keywords C. listen and retell the topic D. listen and retell the steps needed to solve the problem or task	keyword, topic, resource, plan		
Grade 2	A. identify topic B. identify one or two keywords C. recognize the problem or task D. retell the steps needed to solve the problem or task	keyword, topic, resource, plan		
Grade 3	A. Identify the topic B. Recognize task-related vocabulary and keywords C. Recognize the problem or task D. Discuss the steps needed to solve the problem or task	keyword, topic, resource, plan, task definition		
Grade 4	A. identify the topic B. restate the problem or task in their own words C. use task related vocabulary and keywords D. formulate questions or steps needed to solve the problem or task	keyword, topic, resource, plan, task definition		
<b>Benchmark 1, End of Grade 8: Define the problem.</b>				
Grade 5	A. Formulate questions or steps needed to solve the problem or task B. Summarize task C. Broaden or narrow topic D. List keywords from topic E. List information requirements of the task	topic, keywords		
Grade 6	A. Formulate questions or steps needed to solve the problem or task. B. Summarize task C. Broaden or narrow topic D. Identify keywords E. List information requirements of the task	keywords		
Grade 7	A. Formulate steps needed to solve the problem or task B. Paraphrase task C. Broaden or narrow topic D. Identify keywords E. List information requirements of the task	paraphrase, keywords, guidance		
Grade 8	A. Formulate steps needed to solve the problem or task B. Paraphrase task C. Broaden or narrow topic D. Identify or generate keywords E. Confirm usefulness of keywords F. Identify, list and interpret information requirements of the task	paraphrase, keywords, generate		
<b>Benchmark 1, Upon Graduation: Define the problem.</b>				
Grade 9-10	A. Develop a range of questions B. Formulate keywords within the problem C. Validate usefulness of keywords D. Narrow/broaden the topic based on initial results E. Use prior and background knowledge F. Assess need for more or less information	validate		
Grade 11-12	A. Develop and refine a range of questions B. Formulate and authenticate keywords within the problem C. Assess whether the topic is too narrow/broad and adjust accordingly D. Interpret prior and background knowledge E. Appraise depth or complexity of the problem	authenticate		

**Montana Instructional Alignment  
Content Standard 1: Benchmark 2**

**Library Media Content Standard 1. A student must identify the task and determine the resources needed.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 2, End of Grade 4: Identify the types of information needed.</b>				
Kindergarten	A. Explore possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, plan		
Grade 1	A. Discuss possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, plan		
Grade 2	A. discuss possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, plan		
Grade 3	A. Discuss and identify possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, information seeking strategies, task definition		
Grade 4	A. Construct a list of possible resources (e.g., reference materials, newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases)	information seeking strategies, task definition, reference materials: newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases, etc.		
<b>Benchmark 2, End of Grade 8: Identify the types of information needed.</b>				
Grade 5	A. List possible resources to solve the problem or task (e.g., reference materials, newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) B. Identify useful resources	atlas, dictionary, encyclopedia, task definition		
Grade 6	A. List possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) B. Define primary and secondary sources C. Identify useful resources	print sources, nonprint sources, primary sources, secondary sources, task definition		
Grade 7	A. Identify possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) B. Use primary and secondary sources C. Identify useful resources	print sources, nonprint sources, primary sources, secondary sources, task definition		
Grade 8	A. Identify a variety of resources (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) B. Use primary and secondary sources C. Identify and defend usefulness of resources selected	print sources, nonprint sources, primary source, secondary source, task definition		
<b>Benchmark 2, End of Grade 12: Determine the nature and extent of information needed.</b>				
Grade 9-10	A. Compile a list of possible resources (e.g., print, nonprint and digital) B. Develop essential questions which go beyond facts (probing questions) into the problem	probing questions, task definition		
Grade 11-12	A. Compile a list of possible resources (e.g., Intralocal, Interlocal) B. Implement essential questions which go beyond facts (probing questions) into the problem	intralocal, interlocal, probing questions, task definition		

Montana Instructional Alignment Content Standard 1: Benchmark 3				
Library Media Content Standard 1. A student must identify the task and determine the resources needed.				
Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 3, End of Grade 4: Choose from a range of resources.</b>				
Kindergarten	A. Choose resources from a limited selection	plan		
Grade 1	A. Choose resources from a limited selection	plan, do		
Grade 2	A. Choose resources from a limited selection	plan, do		
Grade 3	A. determine relevant resources to solve the problem or task	plan, do		
Grade 4	A. Determine relevant resources to solve the problem or task	relevant, location and access		
<b>Benchmark 3, End of Grade 8: Evaluate and select appropriate resources.</b>				
Grade 5	A. Identify the copyright date to determine the currency of resources B. Identify point of view in resources C. Identify and select useful resources	location and access		
Grade 6	A. Determine the currency of resources B. Identify point of view in resources C. Judge authority and usefulness of resources D. Select the best resources	authority, point of view, currency, location and access		
Grade 7	A. Identify appropriately current resources B. Identify point of view and bias in resources C. Appraise authority and usefulness of resources D. Select the best resources	authority, bias, point of view, appropriately current, location and access		
Grade 8	A. Identify appropriately current resources B. Identify point of view and bias in resources C. Appraise validity, authority and usefulness of resources D. Select the best resources	validity, authority, bias, point of view, appropriately current, location and access		
<b>Benchmark 3, End of Grade 12: Evaluate and select appropriate resources.</b>				
Grade 9-10	A. Identify accurate information (Relevance, Appropriateness, Detail, Currency, Authority, Bias) B. Evaluate all selected topic-related resources based on task criteria C. Distinguish between and incorporate appropriate primary/secondary sources D. Reevaluate the problem and resources, refine if needed E. Select appropriate resources to solve the problem	RADCAB (relevance, appropriateness, detail, currency, authority and bias) primary/secondary sources, location and access		
Grade 11-12	A. Interpret information for relevance, appropriateness, detail, currency, authority and bias B. Compare and contrast all selected topic-related resources C. Incorporate primary and/or secondary sources appropriately D. Reevaluate the problems and resources, refine if needed E. Select appropriate resources to solve the problem	RADCAB (relevance, appropriateness, detail, currency, authority and bias) primary/secondary sources, location and access		

**Montana Instructional Alignment  
Content Standard 2: Benchmark 1**

**Information Literacy/Library Media Content Standard 2. A student must locate sources, use information and present findings.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 1, End of Grade 4: Locate a resource needed to solve the problem.</b>				
Kindergarten	A. Recognize the library personnel B. Locate basic sections in the library (e.g., fiction, nonfiction, periodicals)	fiction, nonfiction, periodicals, biography, reference, Boolean/limiter, library catalog, database, call number, do		
Grade 1	A. Locate major sections in the library (e.g., fiction, nonfiction, biography, reference, periodicals) B. Locate fiction resources using call numbers	fiction, nonfiction, periodicals, biography, reference, Boolean/limiter, library catalog, database, call number, do		
Grade 2	A. Locate major sections in the library (e.g., fiction, nonfiction, biography, reference, periodicals) B. Locate resources using a library catalog and/or database C. Locate resources using a call number	fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, Boolean/limiter, library catalog, database, call number, do		
Grade 3	A. Locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject) B. Locate resources using a library catalog and/or database C. Locate resources using a call number	fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, Boolean/limiter, library catalog, database, call number, location and access		
Grade 4	A. Locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject) B. Locate resources using a library catalog and/or database C. Locate resources using a call number	fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number, location and access		
<b>Benchmark 3, End of Grade 8: Locate multiple resources using search tools.</b>				
Grade 5	A. Use available search tools to locate resources (e.g., library catalog), indexes, search engines, subject directory, digital databases, library personnel). B. Use search techniques to locate resources (e.g., keywords, Boolean, phrase, title, author and subject) C. Locate resources (e.g., call number, URL, link.)	fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number, URL, link, location and access		
Grade 6	A. Utilize library facility B. Use a variety of available search tools and methods to locate resources (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel). C. Use search techniques to locate resources (e.g keywords, Boolean/limiters, phrase, title, author and subject) D. Locate resources (e.g., call number, URL, link)	library catalog, subject directory, Boolean search, database, fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number		
Grade 7	A. Utilize Library facility B. Use a variety of available search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel). C. Use search techniques to locate resources (e.g., keywords, Boolean/limiters, phrase, title, author and subject) D. Locate resources (e.g., call number, URL, link)	subject directory, Boolean search, database, URL, Web address, link, location and access		
Grade 8	A. Utilize library facility B. Use multiple search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel) C. Use a variety of search techniques to locate resources D. Locate a variety of resources	subject directory, Boolean search, database, URL, Web address, link, location and access		
<b>Benchmark 1, Upon Graduation: Locate multiple resources using a variety of search tools.</b>				
Grade 9-10	A. Utilize library facility B. Participate in Library/Media orientation C. Demonstrate ability to access and search available print and nonprint material including the library catalog (using advanced searches) D. Demonstrate ability to access and search available digital resources E. Differentiate between subscription and free Web resources F. Navigate within a digital database G. Narrow search results using limiters within a digital search H. Perform an advanced search using search engine(s) and digital database(s)	free Web resources, limiters/advanced search (e.g., Boolean, quotations, etc.), database, search engines, location and access		
Grade 11-12	A. Utilize library facility B. Access and search available print and nonprint material including the library catalog (using advanced searches) C. Access and search available digital resources D. Use subscription databases and free Web resources E. Narrow search results independently using limiters within a digital search F. Perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases)	free Web resources, limiters/advanced search (e.g., Boolean, quotations, etc.), database, search engines, location and access		

**Montana Instructional Alignment  
Content Standard 2: Benchmark 2**

**Information Literacy/Library Media Content Standard 2. A student must locate sources, use information and present findings.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 2, End of Grade 4: Evaluate resources.</b>				
Kindergarten	A. Explore fiction and nonfiction resources.	relevant, appropriate, detailed, current, authority, biased, do		
Grade 1	A. Explore fiction and nonfiction resources	relevant, appropriate, detailed, current, authority, biased, do		
Grade 2	A. Compare fiction and nonfiction resources	relevant, appropriate, detailed, current, authority, biased, do		
Grade 3	A. Discuss if the resource is useful (relevant, appropriate, detailed, current, authority, biased)	relevant, appropriate, detailed, current, authority, biased, information seeking strategies		
Grade 4	A. Determine if the resource is useful (relevant, appropriate, detailed, current, authority, biased)	relevant, appropriate, detailed, current, authority, biased, information seeking strategies		
<b>Benchmark 2, End of Grade 8: Evaluate resources.</b>				
Grade 5	A. Identify point of view in resources B. Identify usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	point of view, relevant, appropriate, detail, currency, authority and bias, information seeking strategies		
Grade 6	A. Identify point of view in resources B. Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias).	relevant, appropriate, detail, currency, authority and bias, information seeking strategies		
Grade 7	A. Identify point of view and bias in resources B. Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	relevant, appropriate, detail, currency, authority and bias, information seeking strategies		
Grade 8	A. Identify point of view and bias in resources B. Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	point of view, validity, relevant, appropriate, detail, currency, authority and bias, information seeking strategies		
<b>Benchmark 2, Upon Graduation: Evaluate resources.</b>				
Grade 9-10	A. Follow criteria to evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias B. Identify and discuss the domain within the URL C. Follow evaluative criteria to match the resource to the task	domain, URL, evaluative criteria, information seeking strategies		
Grade 11-12	A. Evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias B. Evaluate and differentiate the domain within the URL	domain, URL, evaluative criteria, information seeking strategies		

**Montana Instructional Alignment  
Content Standard 2: Benchmark 3**

**Information Literacy/Library Media Content Standard 2. A student must locate sources, use information and present findings.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 3, End of Grade 4: Locate information within the source.</b>				
Kindergarten	A. Discuss parts of a book (e.g., author, illustrator, spine, title page) B. View and listen for information	spine, spine label, author, illustrator, title page, copyright, table of contents, do		
Grade 1	A. Discuss parts of a book (e.g., spine, spine label, title page, copyright) B. View and listen for information C. Explore text using guide words/captions/bold words/headings	spine, spine label, author, illustrator, title page, copyright, table of contents, do		
Grade 2	A. Identify parts of a book (e.g., spine, spine label, title page, copyright) B. Read, view and listen for information C. Recognize guide words/captions/bold words/headings	spine, spine label, author, illustrator, title page, copyright, table of contents, do		
Grade 3	A. Identify index/table of contents/glossary B. Read, view or listen for information C. Use guide words/captions/bold words/headings	spine, spine label, author, illustrator, title page, copyright, table of contents, information seeking strategies		
Grade 4	A. Utilize index/table of contents/glossary if applicable B. Skim and/or scan for information C. Use guide words/captions/bold words/headings	spine, spine label, author, illustrator, title page, copyright, table of contents, information seeking strategies		
<b>Benchmark 3, End of Grade 8: Locate information within multiple resources.</b>				
Grade 5	A. Identify topic keywords B. Use print indexes C. Recognize and use digital indexes (e.g., subject directory) D. Use glossaries and tables of contents E. Locate keywords by skimming and scanning F. Record location of information within resources	subject directory, database, Boolean, skimming, scanning, digital indexes, glossaries, tables of contents, information seeking strategies		
Grade 6	A. Use glossaries and tables of contents. B. Use print indexes C. Recognize and use digital indexes (e.g., subject directory) D. Identify keywords and keyword phrases by skimming and scanning E. Record location of information within resources	keyword phrase, skimming, scanning, subject directory, digital indexes, information seeking strategies		
Grade 7	A. Use glossaries and tables of contents B. Use print and digital indexes (e.g., subject directory) C. Identify keywords and keyword phrases by skimming and scanning D. Record location of information within resources	keyword phrase, skimming, scanning, subject directory, information seeking strategies		
Grade 8	A. Use glossaries and tables of contents B. Use multiple print and digital indexes C. Identify keywords and keyword phrases by skimming and scanning D. Record location of information within resources	keyword phrase, skimming, scanning, subject directory, information seeking strategies		
<b>Benchmark 3, Upon Graduation: Locate information within a wide variety of resources.</b>				
Grade 9-10	A. Sort within selected digital databases (e.g., relevance, date, publication, author) B. Choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary) C. Identify divergent perspectives during information gathering D. Record location of information within resources	cross reference (e.g., see and see-also, related terms, related subjects), divergent perspectives, information seeking strategies		
Grade 11-12	A. Sort within digital databases (e.g., relevance, date, publication, author) B. Use keywords to locate and cross-reference information to match the task (e.g., index, table of contents, glossary) C. Identify and include divergent perspectives during information gathering D. Document location of information within resources	cross-reference (e.g., see and see-also, related terms, related subjects), divergent perspectives, use of information		

**Montana Instructional Alignment  
Content Standard 2: Benchmark 4**

**Information Literacy/Library Media Content Standard 2. A student must locate sources, use information and present findings.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 4, End of Grade 4: Extract information from resources needed to solve problems.</b>				
Kindergarten	A. Demonstrate active listening B. Explore main ideas C. Recognize picture clues D. Listen and view for purpose E. Listen and identify relevant information (e.g., main idea, details) F. Retell key information G. Credit sources	skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, do		
Grade 1	A. Demonstrate active listening B. Discuss main ideas and details C. Discuss contextual clues D. Read and listen for purpose E. Listen and identify relevant information (e.g., main idea, details) F. Retell relevant information G. Credit sources	skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, do		
Grade 2	A. Demonstrate active listening B. Identify main ideas and details C. Recognize contextual clues D. Construct meaning from text by reading for purpose E. Summarize information using appropriate tools (e.g., graphic organizer, etc.) F. Credit sources	skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, do		
Grade 3	A. Demonstrate active listening B. Recognize main ideas/details C. Recognize and utilize contextual clues D. Construct meaning from text by reading for purpose E. Identify relevant information (e.g., through note taking, graphic organizers, etc.) F. Summarize information G. Cite sources (e.g., title/author/copyright)	skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, use of information		
Grade 4	A. Demonstrate active listening B. Recognize main ideas/details C. Recognize and utilize contextual clues D. Construct meaning from text by reading for purpose E. Compile information (note taking, graphic organizers, etc.) F. Summarize information G. Cite sources (e.g., title/author/ copyright)	skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, use of information		
<b>Benchmark 4, End of Grade 8: Extract information from multiple resources needed to solve the problem.</b>				
Grade 5	A. Read, listen and view with guided purpose to accomplish task B. Locate and summarize relevant information C. Use teacher provided note taking method to transfer information D. Cite each source	guided purpose, summarize, credit sources, use of information		
Grade 6	A. Read, listen and view with guided purpose to accomplish task B. Locate, summarize and paraphrase relevant information C. Cite each source D. Use note taking to transfer information	read with guided purpose, summarize, paraphrase, use of information		
Grade 7	A. Read, listen and view with purpose to accomplish task B. Summarize and paraphrase relevant information C. Cite each source D. Use note taking to transfer information	read with purpose, summarize, paraphrase, use of information		
Grade 8	A. Read, listen and view with purpose to accomplish task B. Recognize the differences between summarizing, paraphrasing and/or direct quotation C. Cite each source D. Transfer information through note taking	read with purpose, summarizing, paraphrasing, direct quotation, use of information		
<b>Benchmark 4, Upon Graduation: Extract information from a wide variety of resources needed to solve the problem.</b>				
Grade 9-10	A. Read, view and listen to make inferences B. Gather information relevant to the formulated questions C. Determine the correct usage of summaries, paraphrases and direct quotations, then replicate. D. Cite each source E. Assess information extracted to solve the problem	inference, paraphrase, summary, direct quotation, use of information		
Grade 11-12	A. Read, view and listen to make inferences B. Gather information relevant to the formulated questions C. Summarize, paraphrase and/or directly quote facts and details relevant to the question (e.g., note taking) D. Cite each source E. Assess information extracted to solve the problem	inference, paraphrase, use of information		

Montana Instructional Alignment Content Standard 2: Benchmark 5				
Information Literacy/Library Media Content Standard 2. A student must locate sources, use information and present findings.				
Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 5, End of Grade 4: Organize information to solve problems.</b>				
Kindergarten	A. Sequence information	sequence, do		
Grade 1	A. Sequence and sort information	sequence, do		
Grade 2	A. Organize information (e.g., graphic organizer, sort notes, etc.)	sequence, do		
Grade 3	A. Organize information (e.g., graphic organizer, sort notes, etc.)	sequence, synthesis		
Grade 4	A. Organize and select relevant information (e.g., graphic organizer, sort notes, etc.)	organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis		
<b>Benchmark 5, End of Grade 8: Organize and manage information to solve the problem.</b>				
Grade 5	A. Transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards)	graphic organizer, outline, note card, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis		
Grade 6	A. Transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards)	outlines, graphic organizers, note cards, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis		
Grade 7	A. Arrange information into a format to accomplish task (e.g., outlines, graphic organizers)	outlines, graphic organizers, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis		
Grade 8	A. Arrange information into a format to accomplish the task (e.g., outlines, graphic organizers)	outlines, graphic organizers, synthesis		
<b>Benchmark 5, Upon Graduation: Organize and manage information from a wide variety of sources to solve the problem.</b>				
Grade 9-10	A. Sort and categorize gathered information (e.g., graphic organizers, note cards, outline) B. Review and refine the gathered information	graphic organizers, note cards, outline, synthesis		
Grade 11-12	A. Sort and categorize gathered information (e.g., graphic organizers, note cards, outline) B. Review and refine the gathered information	graphic organizers, note cards, outline, synthesis		



Montana Instructional Alignment Content Standard 2: Benchmark 6				
Information Literacy/Library Media Content Standard 2. A student must locate sources, use information and present findings.				
Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 6, End of Grade 4: Create a product that presents findings.</b>				
Kindergarten	A. Design original work following established guidelines	do		
Grade 1	A. Design original work following established guidelines	do		
Grade 2	A. Design original work following established guidelines	do		
Grade 3	A. Design original work following established guidelines	synthesis		
Grade 4	A. Design original work following established guidelines	synthesis		
<b>Benchmark 6, End of Grade 8: Create a product that presents findings.</b>				
Grade 5	A. Identify audience B. Construct an original product that meets task criteria C. Present final product in assigned format	synthesis		
Grade 6	A. Identify audience B. Construct an original product that meets task criteria C. Present final product in assigned format	self-regulation, time management. peer evaluation, synthesis		
Grade 7	A. Construct a product that meets task criteria and is audience appropriate B. Present final product in appropriate format	synthesis		
Grade 8	A. Design and create an original product appropriate to task criteria and audience B. Present final product in appropriate format	synthesis		
<b>Benchmark 6, Upon Graduation: Create and defend a product that presents findings.</b>				
Grade 9-10	A. Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital) B. Create original product C. Evaluate the process, refine if needed D. Present and defend the product	synthesis		
Grade 11-12	A. Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital) B. Create original product C. Evaluate the process, refine if needed D. Present and defend the product	synthesis		

Montana Instructional Alignment Content Standard 3: Benchmark 1				
Information Literacy/Library Media Content Standard 3. A student must evaluate the product and learning process.				
Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 1, End of Grade 4: Assess the quality of the product.</b>				
Kindergarten	A. Compare product to criteria B. Reflect on final product C. Explore ideas for improvement of the product	review		
Grade 1	A. Compare product to criteria B. Reflect on final product C. Discuss ideas for improvement of the product	review		
Grade 2	A. Compare product to criteria B. Judge final product C. Generate ideas for improvement of the product	review		
Grade 3	A. Compare product to criteria B. Judge final product (e.g., self, teacher, peers) C. Generate ideas for improvement of the product	self evaluation, teacher evaluation, peer evaluation, evaluation		
Grade 4	A. Compare product to criteria B. Judge final product (e.g., self, teacher, peers) C. Generate ideas for improvement of the product	evaluation		
<b>Benchmark 1, End of Grade 8: Assess the quality and effectiveness of the product.</b>				
Grade 5	A. Identify product's strengths and weaknesses according to task criteria B. Critique final product (e.g., self, teacher, peers) C. Identify areas for improvement of the product	evaluation		
Grade 6	A. Describe product's strengths and weaknesses according to task criteria B. Critique final product (e.g., self, teacher, peers) C. Identify areas for improvement in the product	evaluation		
Grade 7	A. Evaluate product's strengths and weaknesses according to task criteria B. Critique final product (e.g., self, teacher, peers) C. Identify areas for improvement of the product	evaluation		
Grade 8	A. Self-evaluate product's strengths and weaknesses according to task criteria B. Use guidelines to compare self-evaluation to teacher and peer evaluations C. Identify areas for improving the product	evaluation		
<b>Benchmark 1, Upon Graduation: Assess the quality and effectiveness of the product.</b>				
Grade 9-10	A. Use guidelines to self-assess the product B. Use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion) C. Revise, edit, rewrite based on assessments (self, peer, teacher)	rubrics, wikis, blogs, evaluation		
Grade 11-12	A. Self-assess the product B. Compare self-assessment to teacher and peer evaluations (e.g., rubrics, wikis, blogs, class discussion) C. Consider revision, editing, rewriting based on assessments (self, peer, teacher)	rubrics, wikis, blogs, evaluation		

**Montana Instructional Alignment  
Content Standard 3: Benchmark 2**

**Information Literacy/Library Media Content Standard 3. A student must evaluate the product and learning process.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
<b>Benchmark 2, End of Grade 4: Describe the process.</b>				
Kindergarten	A. Retell the steps that were used B. Discuss how well the process worked	review		
Grade 1	A. Discuss the steps that were used B. Discuss how well the process worked	review		
Grade 2	A. Explain the steps that were used in his/her own words B. Describe how well the process worked	review		
Grade 3	A. Summarize the steps of the process B. Describe how well the process worked	evaluation		
Grade 4	A. Summarize the steps of the process B. Determine whether the prescribed process was followed C. Describe how well the process worked	evaluation		
<b>Benchmark 2, End of Grade 8: Evaluate how the process met the need for information.</b>				
Grade 5	A. Summarize the steps of the process B. Describe how well the process worked C. Determine whether the prescribed process was followed D. Discuss areas for improvement in the process	evaluation		
Grade 6	A. Examine task completion process (e.g., self-regulation, time management, etc.) B. Identify areas for improvement in the process	self-regulation, time management, peer evaluation, evaluation		
Grade 7	A. Examine task completion process (e.g., self-regulation, time management, etc.) B. Identify areas for improvement in the process	self-regulation, time management, peer evaluation, evaluation		
Grade 8	A. Appraise task completion process (e.g., self-regulation, time management, etc.) B. Identify areas for improvement in the process	self-regulation, time management, peer evaluation, evaluation		
<b>Benchmark 2, Upon Graduation: Evaluate the process in order to revise strategies.</b>				
Grade 9-10	A. Examine the strengths and weaknesses of the process B. Evaluate time management throughout the process C. Reflect on the process to make improvements	time management, evaluation		
Grade 11-12	A. Judge the strengths and weaknesses of the process B. Evaluate time management throughout the process C. Reflect on the process to make improvements	time management, evaluation		

**Montana Instructional Alignment  
Content Standard 4: Benchmark 1**

**Information Literacy/Library Media Content Standard 4. A student must use information safely, ethically and legally.**

**Benchmark 1, End of Grade 4: Legally obtain and use information.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
Kindergarten	A. Define ownership B. Discuss the concept of intellectual property C. Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)	copyright, fair use, district technology use guidelines, plan, do		
Grade 1	A. Define ownership B. Discuss the concept of intellectual property C. Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)	copyright, fair use, district technology use guidelines, plan, do		
Grade 2	A. Discuss the concept of intellectual property B. Follow copyright and fair use guidelines C. Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)	copyright, fair use, district technology use guidelines, plan, do		
Grade 3	A. Discuss the concept of intellectual property B. Follow copyright and fair use guidelines C. Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)	copyright, fair use, district technology use guidelines, location and access, use of information		
Grade 4	A. Respect the concept of intellectual property by following copyright and fair use guidelines B. Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)	copyright, fair use, district technology use guidelines, intellectual property (copyrights, trademarks, patents), acceptable use policies, location and access, use of information		

**Benchmark 1, End of Grade 8: Legally obtain, store and disseminate text, data, images or sounds.**

Grade 5	A. Define intellectual property as the works of others B. Recognize plagiarism and copyright	intellectual property, plagiarism, copyright, location and access, use of information		
Grade 6	A. Recognize the elements that comprise intellectual property B. Recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)	intellectual property, plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information		
Grade 7	A. Recognize the elements that comprise intellectual property. B. Recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)	intellectual property, plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information		
Grade 8	A. Explain the concept of intellectual property. B. Recognize, identify and apply current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)	plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information		

**Benchmark 1, Upon Graduation: Legally obtain, store and disseminate text, data, images or sounds.**

Grade 9-10	A. Respect intellectual property B. Adhere to acceptable use policies (e.g., technology/media, loan policies) C. Demonstrate safe and ethical Internet use D. Use information and technology responsibly	acceptable use policy (district specified), netiquette, location and access, use of information		
Grade 11-12	A. Respect intellectual property B. Adhere to acceptable use policies (e.g., technology/media, loan policies) C. Use the Internet safely and ethically D. Use and manipulate information and technology responsibly	acceptable use policy (district specified), netiquette, location and access, use of information		

**Montana Instructional Alignment  
Content Standard 4: Benchmark 2**

**Information Literacy/Library Media Content Standard 4. A student must use information safely, ethically and legally.**

**Benchmark 2, End of Grade 4: Identify the owner of ideas and information.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
Kindergarten	A. Recognize that an idea has an owner B. Recognize that information comes from a source C. Credit sources (format e.g., book, person, digital resource)	author, illustrator, artist, composer, plan, do		
Grade 1	A. Recognize that an idea has an owner B. Recognize that information comes from a source C. Credit sources (e.g., title/author)	author, illustrator, artist, composer, plan, do		
Grade 2	A. Discuss concept of plagiarism B. Credit sources (e.g., title, author)	author, illustrator, artist, composer, photographer, performers, producers, etc., plan, do		
Grade 3	A. Define concept of plagiarism B. Cite sources (e.g., title/author/ copyright)	author, illustrator, artist, composer, plagiarism, task definition, use of information, synthesis		
Grade 4	A. Explain concept of plagiarism B. Credit sources for print and nonprint resources (e.g., title/author/copyright)	author, illustrator, artist, composer, task definition, use of information, synthesis		

**Benchmark 2, End of Grade 8: Appropriately credits ideas and works of others.**

Grade 5	A. Use paraphrasing and summarizing correctly B. Produce components for an assigned citation format C. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) D. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)	cite, task definition, use of information, synthesis		
Grade 6	A. Use paraphrasing and summarizing correctly B. Produce components for an assigned citation format C. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) D. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)	cite, task definition, use of information, synthesis		
Grade 7	A. Use paraphrasing and summarizing correctly B. Produce components for a citation format (e.g., MLA, APA) C. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) D. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)	cite, MLA, APA, task definition, use of information, synthesis		
Grade 8	A. Use summarizing, paraphrasing and direct quotes correctly B. Use in-text citation (e.g., parenthetical citation) correctly C. Produce components for a citation source (e.g., MLA, APA) D. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) E. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)	cite, MLA, APA, in-text citation, parenthetical citation, task definition, use of information, synthesis		

**Benchmark 2, Upon Graduation: Follow copyright laws and fair use guidelines when using the intellectual property of others.**

Grade 9-10	A. Use summarizing, paraphrasing and direct quotes correctly B. Use in-text citation (e.g., parenthetical citation) correctly C. Produce components for a citation source (e.g., MLA, APA) D. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) E. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)	citation, parenthetical citation, intellectual property, fair use, creative commons, plagiarism, public domain, task definition, use of information, synthesis		
Grade 11-12	A. Use summarizing, paraphrasing and direct quotes correctly B. Use in-text citation (e.g., parenthetical citation) correctly C. Produce components for a citation source (e.g., MLA, APA) D. Credit the intellectual property of others (e.g., video, music, Website, audio, digital, artwork, photography, interview, presentations) E. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)	citation, parenthetical citation, intellectual property, fair use, creative commons, plagiarism, public domain, task definition, synthesis		

**Montana Instructional Alignment  
Content Standard 4: Benchmark 3**

**Information Literacy/Library Media Content Standard 4. A student must use information safely, ethically and legally.**

**Benchmark 3, End of Grade 4: Participate and collaborate in intellectual and social networks following safe and effective practices.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
Kindergarten	A. Interact appropriately in social situations (e.g., blended learning, etc.) B. Explain the need for Internet safety C. Explain appropriate online behavior D. Comply with district technology use policy	plan, do, blended learning, intellectual networks, social networks, .com, .edu, .org		
Grade 1	A. Interact appropriately in social situations (e.g., blended learning, etc.) B. Explain the need for Internet safety C. Explain appropriate online behavior D. Comply with district technology use policy	blended learning, intellectual networks, social networks, .com, .edu, .org, plan, do		
Grade 2	A. Interact appropriately in social situations (e.g., blended learning, etc.) B. Discuss Internet safety and distinguish between safe/non-safe sites C. Display appropriate online behavior D. Comply with district technology use policy	blended learning, intellectual networks, social networks, .com, .edu, .org, plan, do		
Grade 3	A. Interact appropriately in social situations (e.g., blended learning, etc.) B. Discuss Internet safety and distinguish between safe/non-safe sites C. Display appropriate online behavior D. Comply with district technology use policy	blended learning, intellectual networks, social networks, .com, .edu, .org, task definition, use of information, synthesis		
Grade 4	A. Interact appropriately in social situations (e.g., blended learning, etc.) B. explain the need for Internet safety C. Display appropriate online behavior D. Comply with district technology use policy	blended learning, intellectual networks, social networks, .com, .edu, .org, task definition, use of information, synthesis		

**Benchmark 3, End of Grade 8: Participate and collaborate in intellectual and social networks following safe and accepted practices.**

Grade 5	A. Recognize concept of netiquette (e.g., cyber bullying, data vandalism, e-mail, online manners and protocol) B. Follow Acceptable Use Policy (AUP) C. Use netiquette in supervised online settings D. Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face-to-face)	netiquette, cyber bullying, data vandalism, AUP, task definition, use of information, synthesis		
Grade 6	A. Use appropriate netiquette in supervised online settings (e.g., cyber bullying, data vandalism, online manners and protocol) B. Follow Acceptable Use Policy (AUP) C. Identify safe practices in social network and online settings D. Collaborates and participates effectively within a safe, social environment (e.g., group work, public spaces, face to face)	netiquette, cyber bullying, data vandalism, AUP, social network, task definition, use of information, synthesis		
Grade 7	A. Use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol) B. Follow Acceptable Use Policy (AUP) C. Describe safe practices in social network and online settings D. Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face)	netiquette, cyber bullying, data vandalism, AUP, social network, task definition, use of information, synthesis		
Grade 8	A. Use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol) B. Follow Acceptable Use Policy (AUP) C. Describe safe practices in social network and online settings D. Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face)	netiquette, cyber bullying, data vandalism, AUP, social network, task definition, use of information, synthesis		

**Benchmark 3, Upon Graduation: Participate and collaborate in intellectual and social networks following safe and accepted practices.**

Grade 9-10	A. Apply netiquette guidelines in online settings (e.g., blogs, wikis, Web 2.0) B. Collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning)	digital citizenship, blended learning, Web 2.0, face to face, task definition, use of information, synthesis		
Grade 11-12	A. Exhibit responsible digital citizenship B. Participate in social networks appropriately (e.g., blogs, wikis, Web 2.0, face to face, blended learning)	digital citizenship, blended learning, Web 2.0, face to face, task definition, use of information, synthesis		

**Montana Instructional Alignment  
Content Standard 5: Benchmark 1**

**Information Literacy/Library Media Content Standard 5. A student must pursue personal interests through literature and other creative expressions.**

**Benchmark 1, End of Grade 4: Use a variety of digital and print formats for pleasure and personal growth.**

Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
Kindergarten	A. Identify personal interests B. Locate personal interest print materials according to physical location C. Explore a variety of available resources related to interest	plan, do, review		
Grade 1	A. Identify personal interests B. Locate personal interest print materials according to physical location C. Explore a variety of available resources related to interest	plan, do, review		
Grade 2	A. Identify personal interests B. Locate personal interest print materials using call numbers C. Explore a variety of available resources related to interest	plan, do, review		
Grade 3	A. Identify personal interests B. Locate personal interest print materials using call numbers C. Identify available resources related to interest	print, nonprint, database, online references, indexes, task definition, use of information, synthesis		
Grade 4	A. Identify personal interests B. Locate personal interest print materials using call numbers C. Identify available resources related to interest (e.g., print, nonprint, database, online references, indexes)	task definition, use of information, synthesis		

**Benchmark 1, End of Grade 8: Use and respond to a variety of print and digital formats for pleasure and personal growth.**

Grade 5	A. Express areas of interest B. Explore various formats C. Locate and select resources in interest areas D. Express opinion on selected resources	task definition, use of information, synthesis		
Grade 6	A. Express areas of interest B. Locate and select resources in interest areas C. Explore various formats D. Express opinion on selected resources	prompting, task definition, use of information, synthesis		
Grade 7	A. Express areas of interest B. Locate and select a variety of resources in interest areas C. Explore a variety of formats with guidance D. Express and defend opinion on selected resource	task definition, use of information, synthesis		
Grade 8	A. Express and justify areas of interest B. Locate and select a variety of resources in interest areas C. Experiment with a variety of formats D. Express and defend opinion on selected resource	task definition, use of information, synthesis		

**Benchmark 1, Upon Graduation: Use and critique a variety of print and digital formats for pleasure and personal growth.**

Grade 9-10	A. Explore a variety of formats based on personal interest B. Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction)	task definition, use of information, synthesis		
Grade 11-12	A. Explore a variety of formats based on personal interest B. Compare and contrast different formats (e.g., audio, digital, fiction, nonfiction)	task definition, use of information, synthesis		

Montana Instructional Alignment				
Content Standard 5: Benchmark 2				
Information Literacy/Library Media Content Standard 5. A student must pursue personal interests through literature and other creative expressions.				
Benchmark 2, End of Grade 4: Use a variety of genres for pleasure and personal growth.				
Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
Kindergarten	A. Discover types of genres (e.g., fairy tales, folktales, mysteries, etc.) B. Respond to materials from a variety of genres C. Explore award winning literature (e.g., Caldecott, Treasure State, etc.) D. Explore a variety of genres for pleasure	plan, do, review, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award		
Grade 1	A. Discover types of genres (e.g., fairy tales, folktales, mysteries, etc.) B. Respond to materials from a variety of genres C. Explore award winning literature (e.g., Caldecott, Treasure State, etc.) D. Explore a variety of genres for pleasure	genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, plan, do, review		
Grade 2	A. Recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.) B. Locate and select materials from a variety of genres C. Explore award winning literature (e.g., Caldecott, Treasure State, etc.) D. Explore a variety of genres for pleasure	genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, plan, do, review		
Grade 3	A. Recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.) B. Locate and select materials from a variety of genres C. Explore award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.) D. Correlate personal interest to a genre	genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, fairy tales, folktales, mysteries, task definition, use of information, synthesis		
Grade 4	A. Define types of genres in own words (e.g., fairy tales, folktales, mystery, etc.) B. Locate and select materials from a variety of genres C. Identify award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.) D. Correlate personal interest to a genre	genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, fairy tales, folktales, mystery, task definition, use of information, synthesis		
Benchmark 2, End of Grade 8: Use and respond to a variety of genres for pleasure and personal growth.				
Grade 5	A. Recognize the characteristics of various genres B. Select resources in assigned genres C. Describe preferred genre	genre, task definition, use of information, synthesis		
Grade 6	A. Recognize the characteristics of various genres B. Select resources in assigned genres C. Explain preferred genre	genre, task definition, use of information, synthesis		
Grade 7	A. Compare and contrast the characteristics of various genres B. Select resources in various genres C. Explain and justify preferred genre	task definition, use of information, synthesis		
Grade 8	A. Compare and contrast the characteristics of various genres B. Select resources in various genres C. Explain and justify preferred genre	task definition, use of information, synthesis		
Benchmark 2, Upon Graduation: Use and critique a variety of genres for pleasure and personal growth.				
Grade 9-10	A. Self-select and critique literature in different genres	genre, task definition, use of information, synthesis		
Grade 11-12	A. Self select and critique literature in different genres	genre, task definition, use of information, synthesis		



Montana Instructional Alignment Content Standard 5: Benchmark 3				
Information Literacy/Library Media Content Standard 5. A student must pursue personal interests through literature and other creative expressions.				
Benchmark 3, End of Grade 4: Access and understand multiple resources from diverse cultures including Montana American Indians.				
Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
Kindergarten	A. View and listen to available cultural resources (e.g., print, nonprint, database, online references, indexes, community) B. View and listen to a variety of cultural materials (including Montana American Indians)	plan, do, review		
Grade 1	A. View and listen to available cultural resources (e.g., print, nonprint, database, online references, indexes, community) B. View and listen to a variety of cultural materials (including Montana American Indians)	do, review		
Grade 2	A. Examine available cultural resources (e.g., print, nonprint, database, online references, indexes, community) B. Examine a variety of cultural resources (including Montana American Indian resources)	do, review		
Grade 3	A. Examine available cultural resources B. Examine a variety of cultural materials (including Montana American Indians)	print, nonprint, database, online references, indexes, community, location and access, use of information		
Grade 4	A. Identify and locate available cultural resources (e.g., print, nonprint, database, online references, indexes, community) B. Compare and contrast a variety of cultural materials (including Montana American Indians)	location and access, use of information		
Benchmark 3, End of Grade 8: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.				
Grade 5	A. Recognize author's point of view B. Recognize the diversity of cultural expression	cultural expression, location and access, use of information		
Grade 6	A. Recognize that culture impacts creative expression (e.g., religion, family, nationality) B. Identify an author's cultural perspective C. Recognize the diversity of cultural expression	creative expression, cultural perspective, cultural ties, location and access, use of information		
Grade 7	A. Explore how the elements of culture impact creative expression (e.g., religion, family, nationality) B. Recognize an author's cultural perspective C. Recognize the diversity of cultural expression	creative expression, cultural perspective, location and access, use of information		
Grade 8	A. Explain how culture impacts creative expression B. Recognize an author's cultural perspective C. Compare and contrast the diversity of cultural expression	location and access, use of information		
Benchmark 3, Upon Graduation: Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians.				
Grade 9-10	A. Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language) C. Compare and contrast examples of diversity in cultural expression D. Evaluate selected materials for cultural perspective and authenticity	creative expression, cultural expression, cultural perspective, authenticity, location and access, use of information		
Grade 11-12	A. Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language) C. Compare and contrast examples of diversity in cultural expression D. Evaluate selected materials for cultural perspective and authenticity	creative expression, cultural expression, cultural perspective, authenticity, location and access, use of information		

Montana Instructional Alignment				
Content Standard 5: Benchmark 4				
Information Literacy/Library Media Content Standard 5. A student must pursue personal interests through literature and other creative expressions.				
Benchmark 4, End of Grade 4: Access libraries to seek information for personal interest.				
Grade Level	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
Kindergarten	A. Explore community resources (e.g., school library, public library, college library, museum, community members, etc.)	plan, do, review, Inter-library loan (ILL), e-books		
Grade 1	A. Explore online and electronic libraries and resources (e.g., ILL, e-books, etc.)	Inter-library loan (ILL), e-books, plan, do, review		
Grade 2	A. Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) B. Explore online and electronic libraries and resources (e.g., ILL, e-books, etc.)	Inter-library loan (ILL), e-books, plan, do, review		
Grade 3	A. Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) B. Access online and electronic libraries and resources (e.g., ILL, e-books, etc.)	Inter-library loan (ILL), e-books, school library, public library, college library, museum, community members, information seeking strategies, location and access, use of information, synthesis		
Grade 4	A. Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) B. Access online and electronic libraries and resources (e.g., ILL, e-books, etc.)	Inter-library loan (ILL), e-books, information seeking strategies, location and access, use of information, synthesis		
Benchmark 4, End of Grade 8: Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.				
Grade 5	A. Access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan) B. Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources) C. Access and use assigned digital resources	interlocal, intralocal, digital resources, information seeking strategies, location and access, use of information, synthesis		
Grade 6	A. Access and use available digital resources B. Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources) C. Access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan)	interlocal, intralocal, digital resources, information seeking strategies, location and access, use of information, synthesis		
Grade 7	A. Access and use a variety of available digital resources B. Locate and use community resources (e.g., museums, community members, organizations, government resources) C. Access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan)	interlocal, intralocal, digital resources, Interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis		
Grade 8	A. Access and use a variety of digital resources B. Locate and use community resources (e.g., museums, community members, organizations, government resources) C. Access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan)	interlocal, intralocal, digital resources, information seeking strategies, location and access, use of information, synthesis		
Benchmark 4, Upon Graduation: Access and use resources and information from all types of information environments to pursue personal and creative interests.				
Grade 9-10	A. Explore and define Intellectual Freedom (e.g., banned books, propaganda, challenged books) B. Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)	intellectual freedom, propaganda, banned books, challenged books Interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis		
Grade 11-12	A. Explore and discuss intellectual freedom (e.g., banned books, propaganda, challenged books) B. Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)	intellectual freedom, propaganda, banned books, challenged books, Interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis		