

K-12 Library Media/Information Literacy Standards Alternative Proposal

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Montana K-12 Library Media/Information Literacy Standards Revision Proposals

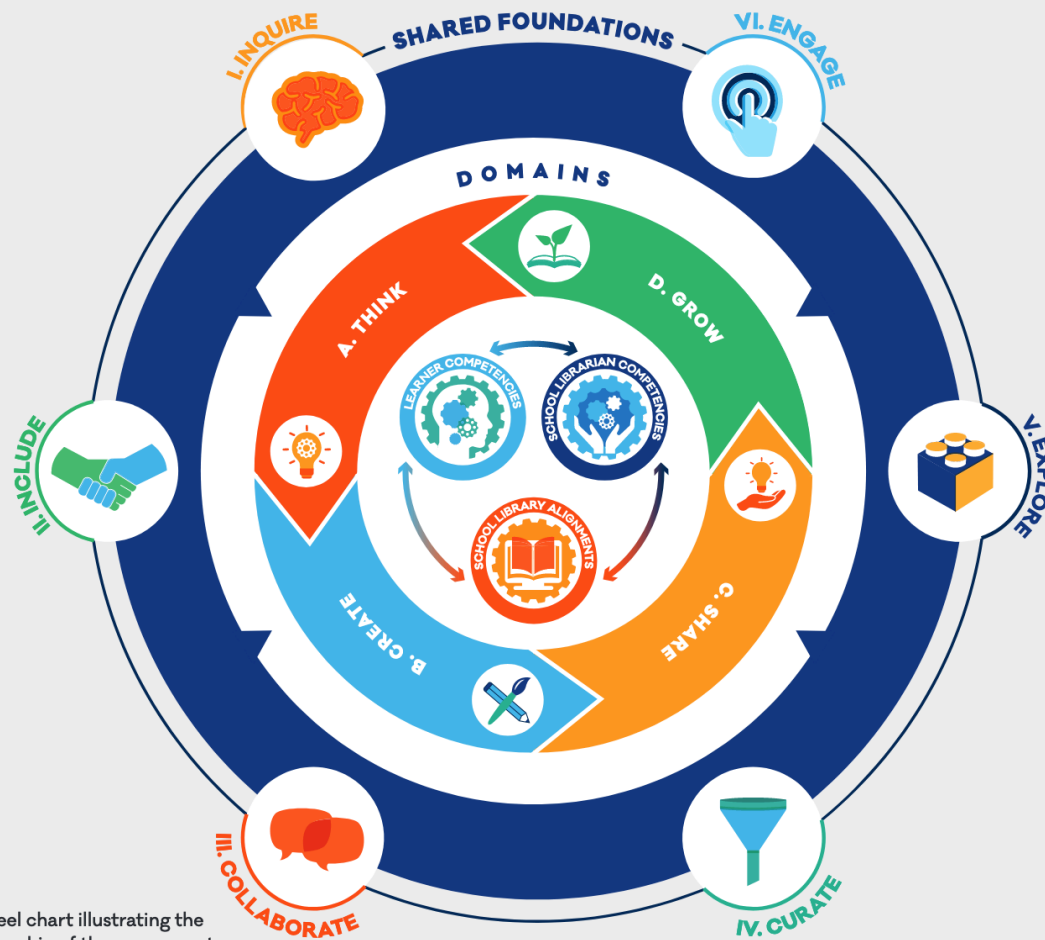
Current Standards (adopted 2008)	Standards Drafted by Revision Team (July 2019)	Standards Drafted by OPI for Consideration by NRM Committee (1/10/20)	Alternative Standards Proposal for Consideration by NRM Committee Drafted by Ann Ewbank (1/10/20)
Standard 1: A student must identify the task and determine the resources needed.	Standard 1: Students must identify the task and explore possible resources.	Standard 1: Students must identify the task and determine resources needed.	Standard 1: Students will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
Standard 2: A student must locate sources, use information, and present findings.	Standard 2: Students will locate sources and use information safely, ethically and legally to create an original product.	Standard 2: Students will locate sources, use information, and present findings.	Standard 2: Students will demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
Standard 3: A student must evaluate the product and learning process.	Standard 3: Students will present their findings and evaluate their learning process.	Standard 3: Students will evaluate learning products and learning process.	Standard 3: Students will work effectively with others to broaden perspectives and work toward common goals.
Standard 4: A student must use information safely, ethically and legally.	Standard 4: Students will exercise their freedom to read and demonstrate their ability to pursue personal interests.	Standard 4: Students will use information safely, ethically, and legally.	Standard 4: Students will make meaning for oneself by collecting, organizing, and sharing resources of personal relevance.
Standard 5: A student must pursue personal interests through literature and other creative expressions.	Standard 5: Students will collaborate within diverse learning communities.		Standard 5: Students will discover and innovate through experience and reflection.
			Standard 6: Students will exercise their freedom to read and demonstrate their ability to pursue personal interests.
			Standard 7: Students will demonstrate safe, legal, and ethical creating and sharing of knowledge products.
			Standard 8: Students will engage in authentic inquiry experiences about the distinct and unique cultural heritage of American Indians.

Rationale

Standards Drafted by OPI for Consideration by NRM Committee (1/10/20)	Alternative Standards Proposal for Consideration by NRM Committee Drafted by Ann Ewbank (1/10/20)
Mirrors Big 6 inquiry process (published 1990 and have not been revised)	Based upon the AASL National Standards for Learners (published 2017), particularly the six Shared Foundations
Information focused	Learner/student focused
Outcome based	Competency based
Big 6 is one of many inquiry models- some inquiry models are more appropriate for tasks than others	Treats inquiry models like tools to choose from dependent upon the nature of the inquiry
Reflects one portion of instruction in an effective school library program	More accurately reflects the intent of instruction in an effective school library program
“there is a strong body of anecdotal research that highlights recommendations for practice and successes resulting from implementation of Big6 (e.g., Jansen and Culpepper 1996; Eisenberg 1997, 1999; Eisenberg and Berkowitz 1998) the literature does not report a strong empirical study of the model.” Wolf et al. 2003	AASL Standards for Initial Preparation of School Librarians (approved 2019) mirror the AASL National Standards
	Crosswalked with ISTE, NGSS, and CS First Curriculum (Code with Google)
	Will be crosswalked with CCSS in the future.

Grade-level standards (K-2, 3-5, 6-8, 9-12) aligned with THINK

CREATE, SHARE, and GROW can also be incorporated.



A wheel chart illustrating the relationship of the components within the AASL Standards framework structure.

1. **INQUIRE:** Students will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
2. **INCLUDE:** Students will demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.
3. **COLLABORATE:** Students will work effectively with others to broaden perspectives and work toward common goals.
4. **CURATE:** Students will make meaning for oneself by collecting, organizing, and sharing resources of personal relevance.
5. **EXPLORE:** Students will discover and innovate through experience and reflection.
6. Students will exercise their freedom to read and demonstrate their ability to pursue personal interests (**Revision Team Standard 5**).
7. **ENGAGE:** Students will demonstrate safe, legal, and ethical creating and sharing of knowledge products.
8. Students will engage in authentic inquiry experiences about the distinct and unique cultural heritage of American Indians.

Too many standards, not enough time? K-2

Standard 1

- a. Form simple, factual level questions and begin to explore ways to answer them.
- b. Ask "I wonder" questions about topic, question, or problem.

Standard 2

- a. Share knowledge and ideas with others through discussion and listening.
- b. Formulate questions related to content presented by others.

Standard 3

- a. Listen respectfully and, when appropriate, offer information and opinions in group discussions.

Standard 4

- a. With guidance and support, generate questions about a topic and select a focal question to explore.

Standard 5

- a. Routinely select picture, fiction, and information books.
- b. Explore new genres.
- c. Begin to recognize that different genres require different reading, listening, or viewing strategies.
- d. Make connections between literature and personal experiences.
- e. Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.
- f. Express feelings about a story through pictures and words.
- g. Express ideas through simple products in different formats.

Standard 6

- a. Request, choose, and share a variety of materials from various genres related to personal interests.

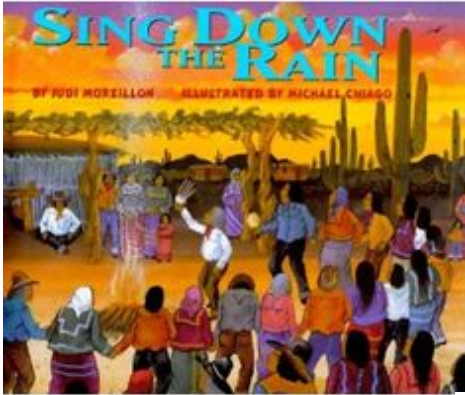
Standard 7

- a. With guidance and support, acknowledge the work of others by citing sources.
- b. With guidance and support, maintain safe behavior when using the internet.

Standard 8

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

Too many standards, not enough time? K-2, 45-minute lesson



*In this desert land live the People
who know
How to sing down the rain that
makes the crops grow.
A sacred tradition, the elders
explain
How wind brings the clouds and
clouds bring the rain.*



Objectives

The student will be able to:

1. Form a question about the Tohono O'odham people
2. Share one fact about the rain ceremony with a partner.
3. Make a connection between the story and his/her personal experience with rain.
4. Listen respectfully during the read-aloud .
5. Express feelings about the story through a drawing.
6. Select a book for personal enjoyment.

Too many standards, not enough time? K-2, 45-minute lesson

Materials: *Sing Down the Rain*, rain stick, paper and crayons

- Students sit on the storytime carpet in learner's position.
- Show students the rain stick. Pass around the rain stick so that each child can shake it.
- Ask the children what they think the rain stick sounds like. Ask what they think the rain stick is made of. Ask follow-up questions about rain, personal experience with rain, and why rain is important.
- Use a map to show students the location of the Tohono O'odham people relative to Montana. Share the differences in climate and plants (rain stick is made of dried cactus) in the two regions. Introduce the Tohono O'odham peoples' rain ceremony and share information via the 4 W's. Ask children to form a question and share with a partner. Have a few students share their question with the class.
- Introduce the book's "chorus" and have students practice chanting.
- Read the story, signaling when students should chant. Stop at various times to connect text-to-self and text-to-world. At the conclusion of the story, ask students to think of one fact about the rain dance that they can draw.
- Students move to tables and work on a free-form drawing of one fact about the rain dance. Students share completed drawing with a partner and connect one "feelings" word to their drawing and the story.
- Collect the drawings to provide to the teacher and transition to book checkout.

Library Media/Information Literacy Standards/Benchmarks Addressed

Full lesson: Standard 8

Objective 1: 1a

Objective 2: 2a

Objective 3: 5d

Objective 4: 3a

Objective 5: 5f

Objective 6: 5a,b,e; 6a

Standards Integration

Library Media: 9 of 17 benchmarks

Science: 2 benchmarks

Social Studies: 4 benchmarks

Art: 2 benchmarks

Additional Montana K-12 Standards Integrated

Science: use observations to describe patterns of what plants and animals, including humans, need to survive; make observations of plants and animals to compare and contrast the diversity of life in different habitats

Social Studies: describe and compare the ways in which people in different regions of the world interact with their physical environments; describe ways in which expressions of culture influence people; identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices; identify characteristics of American Indian tribes and other cultural groups in Montana

Art: create artworks or designs that represent natural and constructed objects; identify subject matter and details in artworks

Example: Library Class, Grade 6, Class C School

This class started out with independent research projects where they self-generated a question and researched it, recording their information and citing sources. (1a, 1b, 1c, 3b, 3c, 4a, 4b, 4c, 7a, 7b, 7c)

They then presented their findings in front of the class and answered self-reflection questions. (2a,2b,2c, 5a, 5b, 5c)

Following this, we did a unit on coding in Scratch and we extended it with using a Makey Makey and talking about hardware and thinking about how to apply new technology one may encounter. (Computer Science 1 & 3)

We will be moving on to an internet safety and responsibility/digital citizenship unit next with this group. (7b, 7e in grades 9-12)