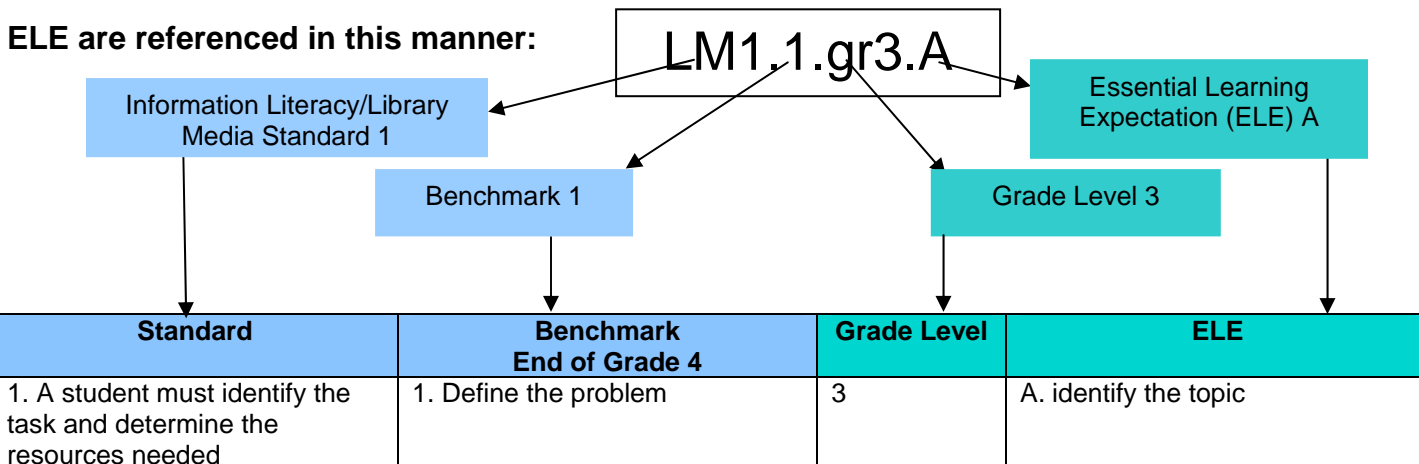
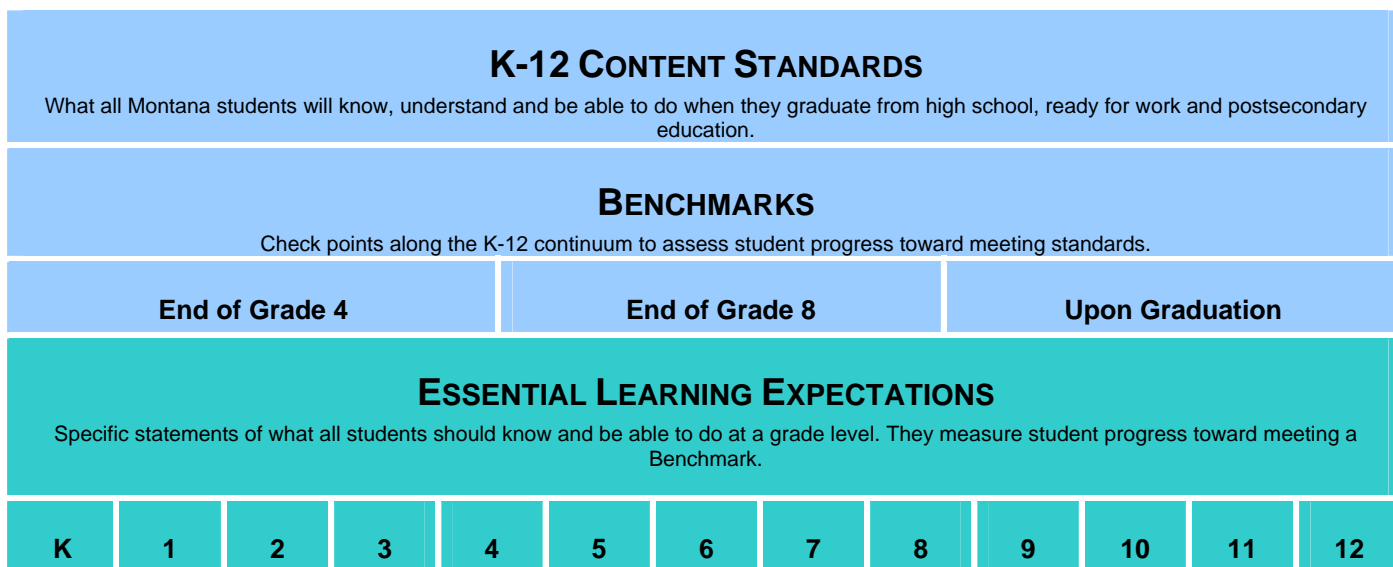




October 2009

The Office of Public Instruction (OPI) is pleased to release the Essential Learning Expectations (ELE) for Information Literacy/Library Media. The ELE were developed by Montana educators from June through December 2008. The ELE describe requisite content knowledge, abilities, and thinking/reasoning skills that students must comprehend and apply along the K-12 learning continuum. As standards are revised, the ELE will be developed for all content areas and at each grade level for students to successfully meet the standards and benchmarks.

For many years now, Montana educators have been asking for clarifications of the standards and for more details to assist with the development of local curriculum aligned to the standards. The ELE, while not mandatory, provide clear targets for student achievement that will assist all educators to meet the needs of students across the full spectrum from Special Education to Gifted and Talented Education.



For information about Montana Standards-Based Education and the Essential Learning Expectations please visit <http://www.opi.mt.gov/Accred/cstandards.html>.

The following individuals participated in the Montana Information Literacy/Library Media Content Standards revision process January - July 2008:

Consultant: Michael Eisenberg, Big6™ Associates  
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Johanna Freivalds, Lockwood Public Schools  
Julie Hainline, Missoula County Public Schools  
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The following individuals participated in the creation of the Information Literacy/Library Media Essential Learning Expectations June – September 2008.

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Shannon Spotted Bird, Poplar Public Schools  
Georgane Sullivan, Kalispell Public Schools  
Nancy Venable, Havre Public Schools  
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**NOTE:** Terms in the Essential Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Essential Vocabulary column. Visit [www.big6.com](http://www.big6.com) for resources related to the Super3™ and Big6™.

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: Kindergarten**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.  
 Content Standard 2 - A student must locate sources, use information, and present findings.  
 Content Standard 3 - A student must evaluate the product and learning process.  
 Content Standard 4 - A student must use information safely, ethically and legally.  
 Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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		
2. Identify the types of information needed	A. explore possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, plan		
3. Choose from a range of resources	A. choose resources from a limited selection	plan		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: Kindergarten**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. locate a resource needed to solve the problem	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		
2. Evaluate resources	A. explore fiction and nonfiction resources	relevant, appropriate, detailed, current, authority, biased, do		
3. Locate information within the source	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		
4. Extract information from resources needed to solve problems	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		
5. Organize information to solve problems	A. sequence information	sequence, do		
6. Create a product that presents findings	A. design original work following established guidelines	do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: Kindergarten**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.  
 Content Standard 2 - A student must locate sources, use information, and present findings.  
 Content Standard 3 - A student must evaluate the product and learning process.  
 Content Standard 4 - A student must use information safely, ethically and legally.  
 Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality of the product	A. compare product to criteria B. reflect on final product C. explore ideas for improvement of the product	review		
2. Describe the process	A. retell the steps that were used B. Discuss how well the process worked.	review		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: Kindergarten**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.  
 Content Standard 2 - A student must locate sources, use information, and present findings.  
 Content Standard 3 - A student must evaluate the product and learning process.  
 Content Standard 4 - A student must use information safely, ethically and legally.  
 Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain and use information	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) D. comply with district technology use policy	copyright, fair use, district technology use guidelines, plan, do		
2. Identify the owner of ideas and information	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		
3. Participate and collaborate in intellectual and social networks following safe and effective practices	A. interact appropriately in social situations (e.g., blended learning, etc.) B. explain the need for Internet safety C. explain appropriate online behavior	plan, do, blended learning, intellectual networks, social networks, .com, .edu, .org		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: Kindergarten**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use a variety of digital and print formats for pleasure and personal growth	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		
2. Use a variety of genres for pleasure and personal growth	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		
3. Access and understand multiple resources from diverse cultures including Montana American Indians	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		
4. Access libraries to seek information for personal interest	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 1**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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		
<b>2. Identify the types of information needed</b>	A. discuss possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, plan		
<b>3. Choose from a range of resources</b>	A. choose resources from a limited selection	plan, do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 1**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. locate a resource needed to solve the problem	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		
2. Evaluate resources	A. explore fiction and nonfiction resources	relevant, appropriate, detailed, current, authority, biased, do		
3. Locate information within the source	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		
4. Extract information from resources needed to solve problems	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		
5. Organize information to solve problems	A. sequence and sort information	sequence, do		
6. Create a product that presents findings	A. design original work following established guidelines	do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 1**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality of the product	A. compare product to criteria B. reflect on final product C. discuss ideas for improvement of the product	review		
2. Describe the process	A. discuss the steps that were used B. discuss how well the process worked.	review		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 1**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain and use information	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) D. comply with district technology use policy	copyright, fair use, district technology use guidelines, plan, do		
2. Identify the owner of ideas and information	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		
3. Participate and collaborate in intellectual and social networks following safe and effective practices	A. interact appropriately in social situations (e.g., blended learning, etc.) B. explain the need for Internet safety C. explain appropriate online behavior	blended learning, intellectual networks, social networks, .com, .edu, .org, plan, do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 1**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use a variety of digital and print formats for pleasure and personal growth	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		
2. Use a variety of genres for pleasure and personal growth	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		
3. Access and understand multiple resources from diverse cultures including Montana American Indians	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		
4. Access libraries to seek information for personal interest	A. explore online and electronic libraries and resources (e.g., ILL, e-books, etc.)	Inter-library loan (ILL), e-books, plan, do, review		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 2**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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		
2. Identify the types of information needed	A. discuss possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, plan		
3. Choose from a range of resources	A. choose resources from a limited selection	plan, do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 2**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. locate a resource needed to solve the problem	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		
2. Evaluate resources	A. compare fiction and nonfiction resources	relevant, appropriate, detailed, current, authority, biased, do		
3. Locate information within the source	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		
4. Extract information from resources needed to solve problems	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		
5. Organize information to solve problems	A. organize information (e.g., graphic organizer, sort notes, etc.)	sequence, do		
6. Create a product that presents findings	A. design original work following established guidelines	do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 2**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality of the product	A. compare product to criteria B. judge final product C. generate ideas for improvement of the product	review		
2. Describe the process	A. explain the steps that were used in his/her own words B. Describe how well the process worked.	review		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 2**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain and use information	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) D. comply with district technology use policy	copyright, fair use, district technology use guidelines, plan, do		
2. Identify the owner of ideas and information	A. discuss concept of plagiarism B. credit sources (e.g., title, author)	author, illustrator, artist, composer, photographer, performers, producers, etc., plan, do		
3. Participate and collaborate in intellectual and social networks following safe and effective practices	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	blended learning, intellectual networks, social networks, .com, .edu, .org, plan, do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 2**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use a variety of digital and print formats for pleasure and personal growth	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		
2. Use a variety of genres for pleasure and personal growth	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		
3. Access and understand multiple resources from diverse cultures including Montana American Indians	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		
4. Access libraries to seek information for personal interest	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 3**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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		
2. Identify the types of information needed	A. discuss and identify possible resources (print, nonprint, digital, community resources)	print, nonprint, digital, community resources, information seeking strategies, task definition		
3. Choose from a range of resources	A. determine relevant resources to solve the problem or task	plan, do		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 3**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. locate a resource needed to solve the problem	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		
2. Evaluate resources	A. discuss if the resource is useful (relevant, appropriate, detailed, current, authority, biased)	relevant, appropriate, detailed, current, authority, biased, information seeking strategies		
3. Locate information within the source	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		
4. Extract information from resources needed to solve problems	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		
5. Organize information to solve problems	A. organize information (e.g., graphic organizer, sort notes, etc.)	sequence, synthesis		
6. Create a product that presents findings	A. design original work following established guidelines	synthesis		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 3**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.  
 Content Standard 2 - A student must locate sources, use information, and present findings.  
 Content Standard 3 - A student must evaluate the product and learning process.  
 Content Standard 4 - A student must use information safely, ethically and legally.  
 Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

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

Benchmark End of Grade 4	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
1. Assess the quality of the product	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		
2. Describe the process	A. summarize the steps of the process B. describe how well the process worked.	evaluation		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 3**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain and use information	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) D. comply with district technology use policy	copyright, fair use, district technology use guidelines, location and access, use of information		
2. Identify the owner of ideas and information	A. define concept of plagiarism B. cite sources (e.g., title/author/copyright)	author, illustrator, artist, composer, plagiarism, task definition, use of information, synthesis		
3. Participate and collaborate in intellectual and social networks following safe and effective practices	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	blended learning, intellectual networks, social networks, .com, .edu, .org, task definition, use of information, synthesis		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 3**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use a variety of digital and print formats for pleasure and personal growth	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		
2. Use a variety of genres for pleasure and personal growth	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		
3. Access and understand multiple resources from diverse cultures including Montana American Indians	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		
4. Access libraries to seek information for personal interest	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 4**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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		
2. Identify the types of information needed	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, reference materials: newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases, etc., task definition		
3. Choose from a range of resources	A. determine relevant resources to solve the problem or task	relevant, location and access		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 4**

**Content Standards**  
**Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. locate a resource needed to solve the problem	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		
2. Evaluate resources	A. determine if the resource is useful (relevant, appropriate, detailed, current, authority, biased)	relevant, appropriate, detailed, current, authority, biased, information seeking strategies		
3. Locate information within the source	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		
4. Extract information from resources needed to solve problems	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 source (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		
5. Organize information to solve problems	A. organize and select relevant information (e.g., graphic organizer, sort notes, etc.)	organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis		
6. Create a product that presents findings	A. design original work following established guidelines	synthesis		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 4**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality of the product	A. compare product to criteria B. judge final product (e.g., self, teacher, peers) C. generate ideas for improvement of the product	evaluation		
2. Describe the process	A. Summarize the steps of the process B. Determine whether the prescribed process was followed C. Describe how well the process worked.	evaluation		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 4**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain and use information	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) C. comply with district technology use policy	copyright, fair use, district technology use guidelines, intellectual property (copyrights, trademarks, patents), acceptable use policies, location and access, use of information		
2. Identify the owner of ideas and information	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		
3. Participate and collaborate in intellectual and social networks following safe and effective practices	A. interact appropriately in social situations (e.g., blended learning, etc.) B. explain the need for Internet safety C. display appropriate online behavior	blended learning, intellectual networks, social networks, .com, .edu, .org, task definition, use of information, synthesis		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 4**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use a variety of digital and print formats for pleasure and personal growth	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		
2. Use a variety of genres for pleasure and personal growth	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		
3. Access and understand multiple resources from diverse cultures including Montana American Indians	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		
4. Access libraries to seek information for personal interest	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 5**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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	topic, keywords		
2. Identify information resources needed	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		
3. Evaluate and select appropriate resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 5**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Locate multiple resources using search tools	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		
2. Evaluate resources	A. Identify point of view in resources with assistance 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		
3. Locate information within multiple resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 5**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 2 (continued) - a student must locate sources, use information, and present findings.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
4. Extract information from multiple resources needed to solve the problem	A. Read, listen and view with guided purpose to accomplish task B. Locate and summarize relevant information C. Use teacher provided notetaking method to transfer information D. Cite each source	guided purpose, summarize, credit sources, use of information		
5. Organize and manage information to solve the problem.	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		
6. Create a product that presents findings.	A. Identify audience B. Construct an original product that meets task criteria C. Present final product in assigned format	synthesis		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 5**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality and effectiveness of the product	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		
2. Evaluate how the process met the need for information	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 5**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain, store and disseminate text, data, images or sounds	A. Define intellectual property as the works of others B. Recognize plagiarism and copyright	intellectual property, plagiarism, copyright, location and access, use of information		
2. Appropriately credits ideas and works of others	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		
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	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. Collaborates and participates 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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 5**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use and respond to a variety of print and digital formats for pleasure and personal growth	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		
2. Use and respond to a variety of genres for pleasure and personal growth	A. Recognize the characteristics of various genres B. Select resources in assigned genres C. Describe preferred genre	genre, task definition, use of information, synthesis		
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	A. Recognize author's point of view B. Recognize the diversity of cultural expression	cultural expression, location and access, use of information		
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 6**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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	keywords		
2. Identify information resources needed	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		
3. Evaluate and select appropriate resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 6**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Locate multiple resources using search tools	A. Utilize library/media 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, URL, Web address, link, location and access		
2. Evaluate resources	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		
3. Locate information within multiple resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 6**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 2 (continued) - a student must locate sources, use information, and present findings.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
4. Extract information from multiple resources needed to solve the problem	A. Read, listen and view with guided purpose to accomplish task B. Locate, summarize and paraphrase relevant information C. Cite each source D. Use notetaking to transfer information	read with guided purpose, summarize, paraphrase, use of information		
5. Organize and manage information to solve the problem.	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		
6. Create a product that presents findings.	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 6**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality and effectiveness of the product	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		
2. Evaluate how the process met the need for information	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 6**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain, store and disseminate text, data, images or sounds	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		
2. Appropriately credits ideas and works of others	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		
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 6**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use and respond to a variety of print and digital formats for pleasure and personal growth	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		
2. Use and respond to a variety of genres for pleasure and personal growth	A. Recognize the characteristics of various genres B. Select resources in assigned genres C. Explain preferred genre	genre, task definition, use of information, synthesis		
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	A. Recognize that culture impacts creative expression (e.g., religion, family, nationality) B. Identify an author's cultural bias C. Recognize the diversity of cultural expression	creative expression, cultural bias, cultural ties, location and access, use of information		
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 7**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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	paraphrase, keywords, guidance		
2. Identify information resources needed	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		
3. Evaluate and select appropriate resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 7**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Locate multiple resources using search tools	A. Utilize Library/Media 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		
2. Evaluate resources	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		
3. Locate information within multiple resources	A. Use glossaries and tables of contents. Use print and digital indexes (e.g., subject directory) B. Identify keywords and keyword phrases by skimming and scanning. C. Record location of information within resources	keyword phrase, skimming, scanning, subject directory, information seeking strategies		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 7**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 2 (continued) - a student must locate sources, use information, and present findings.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
4. Extract information from multiple resources needed to solve the problem	A. Read, listen and view with purpose to accomplish task B. Summarize and paraphrase relevant information. C. Cite each source D. Use notetaking to transfer information.	read with purpose, summarize, paraphrase, use of information		
5. Organize and manage information to solve the problem.	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		
6. Create a product that presents findings.	A. Construct a product that meets task criteria and is audience appropriate B. Present final product in appropriate format	synthesis		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 7**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.  
 Content Standard 2 - A student must locate sources, use information, and present findings.  
 Content Standard 3 - A student must evaluate the product and learning process.  
 Content Standard 4 - A student must use information safely, ethically and legally.  
 Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality and effectiveness of the product	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		
2. Evaluate how the process met the need for information	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 7**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain, store and disseminate text, data, images or sounds	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		
2. Appropriately credits ideas and works of others	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		
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 7**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use and respond to a variety of print and digital formats for pleasure and personal growth	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		
2. Use and respond to a variety of genres for pleasure and personal growth	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		
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	A. Explore how the elements of culture impact creative expression (e.g., religion, family, nationality) B. Recognize an author's cultural bias with guidance C. Recognize the diversity of cultural expression	creative expression, cultural bias, location and access, use of information		
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 8**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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	paraphrase, keywords, generate		
2. Identify information resources needed	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		
3. Evaluate and select appropriate resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 8**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Locate multiple resources using search tools	A. Utilize library/media 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		
2. Evaluate resources	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		
3. Locate information within multiple resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 8**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 2 (continued) - a student must locate sources, use information, and present findings.**

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
4. Extract information from multiple resources needed to solve the problem	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 notetaking.	read with purpose, summarizing, paraphrasing, direct quotation, use of information		
5. Organize and manage information to solve the problem.	A. Arrange information into a format to accomplish the task (e.g., outlines, graphic organizers)	outlines, graphic organizers, synthesis		
6. Create a product that presents findings.	A. Design and create an original product appropriate to task criteria and audience B. Present final product in appropriate format	synthesis		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 8**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.  
 Content Standard 2 - A student must locate sources, use information, and present findings.  
 Content Standard 3 - A student must evaluate the product and learning process.  
 Content Standard 4 - A student must use information safely, ethically and legally.  
 Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

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

Benchmark End of Grade 8	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
1 Assess the quality and effectiveness of the product	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		
2. Evaluate how the process met the need for information	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 8**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain, store and disseminate text, data, images or sounds	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		
2. Appropriately credits ideas and works of others	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		
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Level: 8**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark End of Grade 8</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use and respond to a variety of print and digital formats for pleasure and personal growth	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		
2. Use and respond to a variety of genres for pleasure and personal growth	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		
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	A. Explain how culture impacts creative expression B. Recognize an author's cultural bias C. Compare and contrast the diversity of cultural expression	location and access, use of information		
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Levels: 9-10**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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	validate		
2. Determine the nature and extent of information needed	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		
3. Evaluate and select appropriate resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Levels: 9-10**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Locate multiple resources using a variety of search tools	A. Utilize library/media 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		
2. Evaluate resources	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		
3. Locate information within a wide variety of resources	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Levels: 9-10**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 2 (continued) - a student must locate sources, use information, and present findings.**

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
4. Extract information from a wide variety of resources needed to solve the problem	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		
5. Organize and manage information from a wide variety of sources to solve the problem	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		
6. Create and defend a product that presents findings	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 - Information Literacy/Library Media  
Grade Levels: 9-10**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality and effectiveness of the product	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		
2. Evaluate the process in order to revise strategies	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Levels: 9-10**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain, store and disseminate text, data, images or sounds	A. Respect intellectual property B. Adheres 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		
2. Follow copyright laws and fair use guidelines when using the intellectual property of others	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		
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Levels: 9-10**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use and critique a variety of print and digital formats for pleasure and personal growth	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		
2. Use and critique a variety of genres for pleasure and personal growth	A. Self-select and critique literature in different genres	genre, task definition, use of information, synthesis		
3. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians	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 bias and authenticity	creative expression, cultural expression, cultural bias, authenticity, location and access, use of information		
4. Access and use resources and information from all types of information environments to pursue personal and creative interests	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		

**Montana Instructional Alignment - Information Literacy/Library Media  
Grade Levels: 11-12**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

**Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.**

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Define the problem	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	authenticate		
2. Determine the nature and extent of information needed	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		
3. Evaluate and select appropriate resources	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 - Information Literacy/Library Media  
Grade Levels: 11-12**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
**Content Standard 4 - A student must use information safely, ethically and legally.**  
**Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.**

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

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Locate multiple resources using a variety of search tools	A. Utilize library/media 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		
2. Evaluate resources	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		
3. Locate information within a wide variety of resources	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 - Information Literacy/Library Media  
Grade Levels: 11-12**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
**Content Standard 3 - A student must evaluate the product and learning process.**  
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**Information Literacy/Library Media Content Standard 2 (continued) - a student must locate sources, use information, and present findings.**

Benchmark Upon Graduation	Essential Learning Expectation	Essential Vocabulary	Performance Rubrics	Materials and Resources
4. Extract information from a wide variety of resources needed to solve the problem	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		
5. Organize and manage information from a wide variety of sources to solve the problem	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		
6. Create and defend a product that presents findings	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 - Information Literacy/Library Media  
Grade Levels: 11-12**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
**Content Standard 2 - A student must locate sources, use information, and present findings.**  
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**Information Literacy/Library Media Content Standard 3 - a student must evaluate the product and learning process.**

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Assess the quality and effectiveness of the product	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		
2. Evaluate the process in order to revise strategies	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 - Information Literacy/Library Media  
Grade Levels: 11-12**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
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**Information Literacy/Library Media Content Standard 4 - a student must use information safely, ethically and legally.**

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Legally obtain, store and disseminate text, data, images or sounds	A. Respect intellectual property B. Adheres 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		
2. Follow copyright laws and fair use guidelines when using the intellectual property of others	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		
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	A. Exhibits 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 - Information Literacy/Library Media  
Grade Levels: 11-12**

**Content Standards**

- Content Standard 1 - A student must identify the task and determine the resources needed.**  
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**Information Literacy/Library Media Content Standard 5 - a student must pursue personal interests through literature and other creative expressions.**

<b>Benchmark Upon Graduation</b>	<b>Essential Learning Expectation</b>	<b>Essential Vocabulary</b>	<b>Performance Rubrics</b>	<b>Materials and Resources</b>
1. Use and critique a variety of print and digital formats for pleasure and personal growth	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		
2. Use and critique a variety of genres for pleasure and personal growth	A. Self select and critique literature in different genres	genre, task definition, use of information , synthesis		
3. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians	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 bias and authenticity	creative expression, cultural expression, cultural bias, authenticity, location and access, use of information		
4. Access and use resources and information from all types of information environments to pursue personal and creative interests	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		

## Information Literacy/Library Media Glossary

**Accuracy** - Measures the degree to which information sources are free from mistakes and errors.

**Authority** - The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

**Bias** - Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

**Big6™** - A systematic approach to information problem solving using a six step process. The Big6™ can be used whenever an individual has an information problem; co-authored by Mike Eisenberg and Bob Berkowitz.

**Boolean** - Words used in searching on a computer, e.g., *and, or, not*.

**Brainstorming** – An activity used to generate an idea that has no right or wrong answers.

**Cite Sources** – Reference to book, article, Web page or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself (e.g., title, author, publisher, website, location).

**Collaborate** - to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings.

**Communication Tools** - Any digital tool that allows for exchange of information and ideas both synchronous and asynchronous (e.g., e-mail, instant messaging, forums)

**Copyright** - The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation. Creative Expressions – Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts).

**Critical Thinking** – The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

**Digital Information** - written language, audio, or video accessed through digital means.

**Digital Media** - Any type of information in digital format, including computer-generated text, graphics, audio and animations.

**Digital Presentation Tools** - Tools that facilitate the sharing of information with others, either locally or in a virtual environment.

**Digital Sources** - Information gathered (written, audio, video) online and noted.

**Digital Tools** - Inclusive of all hardware and/or software. (e.g., computers, PDA's, personal video players, personal music players, word processors, spreadsheets, instant messaging, Web browsers, Web 2.0 tools).

**Equitable access** – Fair opportunity to use resources (access regardless of age, origin, background or views). School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

**Ethical Use** - Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy).

**Extract** - Draw or pull out.

**Fair Use** - Allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

**Format** - A general description of an item whether it is print or nonprint or digital or electronic or realia.

**Global Communication** - Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

**Global Learning Environment** - Digital environment that extends the learning beyond the classroom walls.

**Information Literacy** - The ability to recognize when information is needed then to locate, evaluate, and effectively use that information.

**Inquiry** - Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

**Intellectual Freedom** - The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.).

**Intellectual Property** - Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially works protected by copyright, inventions that have been patented, and registered trademarks. An idea is considered the intellectual property of its creator only after it has been recorded or made manifest in specific form. (e.g., music, literature, artistic works, symbols, names, images, designs).

### **Language Hierarchy** for Performance Descriptors

- **With Assistance** – One-to-one help with step-by-step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient** – mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

**Media literacy** - The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

**Multi-literacies** – Changing the notion of literacy pedagogy, this idea expands literacy to cultural expressions and technological endeavors beyond language. “being multi-literate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multi-literate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction.” definition taken from:

<http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html>

**Personal Responsibility** - Understanding that personal actions have effects and that individuals are responsible for choices they make.

**Realia** – Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

**Relevance** - The extent to which information retrieved in a search of a library collection or other resource, such as an online catalog or bibliographic database, is judged by the user to be applicable to ("about") the subject of the query. Relevance depends on the searcher's subjective perception of the degree to which the document fulfills the information need, which may or may not have been expressed fully or with precision in the search statement.

**Resources** – Somebody or something used to solve a problem. (e.g., print materials, people, digital materials, archives, online databases, realia, articles, Internet).

**Search Tools** - A simple search field with options to search text or resources on a local, regional-wide or world-wide database.

**Synthesis** - Creatively or divergently applying prior knowledge and skills to produce a new or original whole. (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

**Technological** – Of or pertaining to technology.

**Textual** - Of, relating to, or conforming to a text; print.

**Visual** - Seen or able to be seen by the eye; visible: a visual presentation; a design with a dramatic visual effect.