



MSSA Library Standards

Dr. Erin Lipkind

406-218-0186

New Montana K-12 Library Standards

Went into effect July 1, 2021.

There are six standards within the Library-Media Content area, with detailed learning targets for grades K, 1, 2, 3, 4, and 5. Grades 6-8 are banded, as are grades 9-12.

There are also program delivery standards which are listed in Chapter 55 Accreditation Standards (10-55-181)

LIBRARY MEDIA PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in library media shall:

(a) meet the following conditions:

(i) establish scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;

(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;

(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and

LIBRARY MEDIA PROGRAM DELIVERY STANDARDS

(iv) advise the board of trustees on policy and rule pertaining to:

(A) develop and maintain a physical and digital library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;

(B) engage in comprehensive long range planning to administer and manage, in a secure area, the human, financial, digital, and physical resources of the library to locate, access, and use resources that are organized and cataloged; and

(C) implement a viable collection development policy which includes the following components:

- (I) materials selection and de-selection;
- (II) challenged materials procedure;
- (III) intellectual/academic freedom statement;
- (IV) confidentiality assurance;
- (V) copyright guidelines; and
- (VI) gifts and donations.

LIBRARY MEDIA PROGRAM DELIVERY STANDARDS

(b) include the following practices:

(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;

(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;

(iii) encourage partnerships with information centers that use providers of digital electronic content and information systems; and

(iv) participate in school-wide technology and telecommunications digital service and content planning and promote its integration into all instructional programs.

MONTANA CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR K-12 (LM)

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems; **NK**
2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians; **DD**
3. Work effectively with others to broaden perspectives and work toward common goals; **WE**
4. Make meaning by collecting, organizing, and sharing resources of personal relevance; **MM**
5. Exercise freedom to read and demonstrate the ability to pursue personal interests; **EF**
6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products. **SLE**

Standard 1: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Kindergarten: : Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Grade 3: Same as K but adds: Ask "why" questions in order to formulate a question about a topic.

Grade 4: Same as Grade 3 but adds (b) use an inquiry process to solve a problem.

Grade 6-8:

- (a) Write questions independently based on key ideas or areas of focus;
- (b) refine questions based on the type of information needed; and
- (c) reflect at the end of an inquiry process.

Grades 9-12:

- (a) Formulate and refine essential questions through reading, constructing hypotheses, research questions, and thesis statements;
- (b) develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement; and
- (c) reflect at the end of an inquiry process.

Standard 2: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.

K-2 students are expected to:

- (a) Share knowledge and ideas with others through discussion and listening; and
- (b) formulate questions related to content presented by others.

Grades 3-5 students are expected to:

- (a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
- (b) explore sources written by authors with diverse backgrounds.

Grades 6-8 students are expected to:

- (a) Evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana; and
- (b) seek more than one point of view by using diverse sources.

Grades 9-12 is the same as 6-8 but adds:

- (c) identify the impact of personal background and bias on research projects and inquiry processes.

Standard 3: Work effectively with others to broaden perspectives and work toward common goals.

K-2: ... by listening respectfully and, when appropriate, offering information and opinions in group discussions.

Grades 3-5

- (a) Find information in print, digital, and other resources on a topic of personal interest;
- (b) work in teams to produce original works or solve problems; and
- (c) use technology tools for independent and collaborative publishing activities.

Grades 6-8

- (a) Offer information and opinions and encourage others to share ideas at appropriate times in group discussions; (b) accurately describe or summarize the ideas of others.

Grades 9-12

- (a) Actively seek the opinions of others and contribute positively to an environment in which all participants ideas are shared and valued;
- (b) seek consensus from a group, when appropriate, to achieve a stronger product; and
- (c) work with others to solve problems and make decisions on issues, topics, and themes being investigated.

Standard 4: Make meaning by collecting, organizing, and sharing resources of personal relevance.

K-1: ...by expressing feelings and ideas about a story in different formats.

2: Make connections between literature and personal experiences.

3-5:

(a) Make a list of (Grade 4-5 says “Organize”) possible sources of information that will help answer questions or an information need;

(b) use text features to decide which resources are best to use and why.

Standard 4: Make meaning by collecting, organizing, and sharing resources of personal relevance.

Grades 6-8:

- (a) Experiment with various types of technology tools for artistic and personal expression; and
- (b) share reading, listening, and viewing experiences in a variety of ways and formats.

Grades 9-12:

- (a) Assess the impacts of specific works on the reader or viewer;
- (b) express ideas through creative products in multiple formats using a variety of technology tools;
- (c) select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation;
- (d) create original products using a variety of technology tools to express personal learning; and
- (e) independently pursue answers to self-generated questions.

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests

Kindergarten:

- (a) routinely select picture, fiction, and information books;
- (b) explore new genres; and
- (c) select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.

Grades 3-4:

- (a) Read, listen to, and view a range of resources for a variety of purposes;
- (b) recognize features of various genres and use different reading strategies for understanding;
- (c) connect personal feelings to characters and events portrayed in a literary work;
- (d) set reading goals; and
- (e) demonstrate knowledge of authors and genres.

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests

Grades 6-8:

- (a) Independently locate and select information for personal, hobby, or vocational interests;
- (b) read, listen to, and view a wide range of genres and formats for recreation and information;
- (c) respond to images and feelings evoked by a literary work.

Grades 9-12:

- (a) Select a variety of types of materials based on personal interests and prior knowledge;
- (b) read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues;
- (c) routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas;
- (d) read widely to develop a global perspective and understand different cultural contexts; and
- (e) identify the rights of self and others to access information freely and pursue the right to read, view, and listen.

Standard 6: Demonstrate safe, legal, and ethical creating and sharing of knowledge products.

In the early grades, this standard focuses on “when using the Internet” and “Acknowledging the work of others” and maintaining safe behavior when using the Internet.”

By Grade 3-4, they should be crediting the work of others and using information, technology and media tools responsibly and safely.

Grade 5 introduces keeping personal information private while using digital tools.

Middle school at high school add the following:

- (a) Practice internet safety and appropriate online behavior;
- (b) Use criteria to determine safe and unsafe internet sites;
- (c) Participate safely, ethically, and legally in online activities;
- (d) Connect ideas and information with their owners or source; and,
- (e) Credit sources by following copyright, licensing, and fair use guidelines for *text, visuals, and audio in generating products and presentations.*

American Library Association Youth Media Awards



Caldecott: Most distinguished picture book.

Newbery: Most outstanding contribution to children's literature.

Coretta Scott King Author and Illustrator Awards: Recognizes an African American author and illustrator of outstanding books for children and young adults.

Robert F. Sibert Informational Book Award: Most distinguished informational book for children.

Michael L. Printz Award: Excellence in literature for young adults.

Theodor Seuss Geisel Award: Most distinguished beginning reader book.

YALSA Award for Excellence in Nonfiction for Young Adults

American Library Association Youth Media Awards



Schneider Family Book Awards: Books that embody and artistic expression of the disability experience.

Three categories (Ages 0-10; 11-13; and 13-18)

Alex Awards: 10 best adult books that appeal to teens

Children's Literature Legacy Award: Honors an author or illustrator whose books, published in the United States, have made a substantial and lasting contribution to literature for children through books that demonstrate integrity and respect for all children's lives and experiences.

Margaret A. Edwards Award: Lifetime achievement in writing for young adults.

William C. Morris Award: A debut book published by a first-time author writing for teens.

Asian/Pacific American Award for Literature: Promotes Asian/Pacific American culture and heritage and is awarded based on literary and artistic merit.

The Sydney Taylor Book Award: Outstanding books for children and teens that authentically portray the Jewish experience.

American Library Association Youth Media Awards



- **Mildred L. Batchelder Award:** An outstanding children's book originally published in a language other than English in a country other than the United States, and subsequently translated into English for publication in the United States.
- **Odyssey Award:** Best audiobook produced for children and/or young adults, available in English in the United States.
- **Pura Belpré Awards** honoring a Latinx writer and illustrator whose children's books best portray, affirm and celebrate the Latino cultural experience.
- **Coretta Scott King/John Steptoe:** New Talent Author Award
- **Coretta Scott King-Virginia Hamilton Award:** Lifetime Achievement
- **The Excellence in Early Learning Digital Media:** Given to a digital media producer that has created distinguished digital media for an early learning audience.

Treasure State Award—A Montana Specific Book Award

- Organized by the Montana State Literacy Association.
- Targets students in the primary grades (preK-3).
- Five titles are nominated by teachers and librarians around the state each spring.
- Librarians and teachers read the titles during the year to their classes and students vote on their favorite.
- Fun way to get kids excited about books and also teach the littlest students about what it means to vote.

Treasure State Award--Voting

Voting for the Treasure State Award is always due by April 1st.

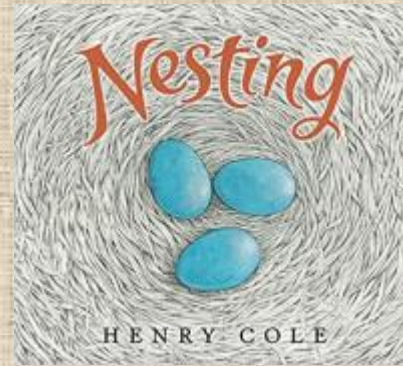
Votes can be submitted either by email to carolemonlux@gmail.com or through the postal service to:

Carole Monlux
3738 West Central Avenue
Missoula, MT 59804

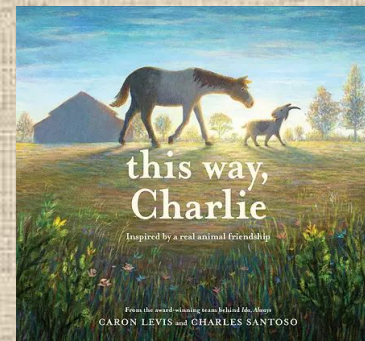
When votes are submitted, please submit the number of vote tallies per title.

2022 Treasure State Award Nominees

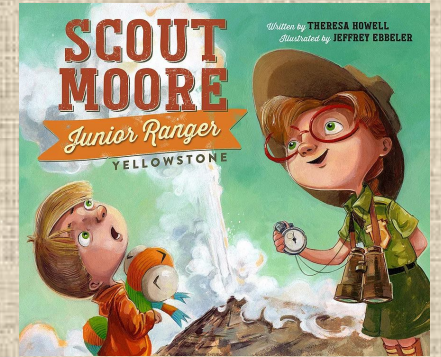
- **NESTING** by Henry Cole
- **SCOUT MOORE JUNIOR RANGER YELLOWSTONE** by Theresa Howell
- **THIS WAY CHARLIE** by Caron Levis
- **RONAN THE LIBRARIAN** by Tara Luebbe & Becky Cattie
- **GOLDILOCKS FOR DINNER: A FUNNY BOOK ABOUT MANNERS** by Susan McElroy Montanri



<https://www.henrycole.net/libdetail.php?bookID=133>



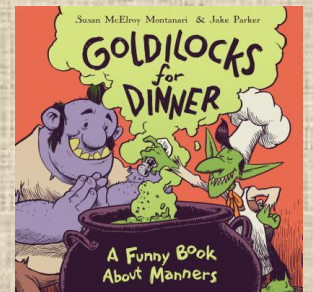
<https://www.caronlevis.com/this-way-charlie>



<https://www.theresahowell.com/scout-moore-junior-ranger-yellowstone>



<http://beckytarabooks.com/>



<https://www.susanmontanari.com/>

The Young Reader's Choice Award

- The oldest children's choice award in the US and Canada, established in 1940 by Harry Hartman, a Seattle bookseller.
- Hartman believed every student should have an opportunity to select a book that gives him or her pleasure.
- Organized by the Pacific Northwest Library Association.
- Open to readers grades 4-12 in AK, ID, MT, WA, Alberta and BC.



Promoting YRCA is easy and fun!

- Popular books are nominated by teachers, students, librarians and parents in the Pacific Northwest. They can be fiction, non-fiction, graphic novels or animae.
- Books nominated are all three years old, so many should already be in your libraries or be available in paperback.
- Send Nominations to the YRCA Chair, Jocie Wilson yrcachar@gmail.com
- Create a display, including posters or bookmarks, and do book talks on each of the books.
- Voting takes place March 15-April 15 each year.

Junior Titles

1. New Kid by Jerry Craft
2. Shouting at the Rain by Lynda Mullaly Hunt
3. Song for a Whale by Lynne Kelly
<https://youtu.be/bq57PgasvSs>
4. Dragon Pearl by Yoon Ha Lee
5. Other Words for Home by Jasmine Warga
6. A Wolf Called Wander by Roseanne Parry
7. A Royal Guide to Monster Slaying by Kelley Armstrong
8. Indian No More by Charlene Willing McManis
<https://youtu.be/DO6UxadR2H8>

Intermediate Division

1. The Bridge Home by Padma Venkatraman
2. Sorcery of Thorns by Margaret Rogerson
3. Tristan Strong Punches a Hole in the Sky by Kwame Mbalia
4. Spin the Dawn by Elizabeth Lim
5. We Contain Multitudes by Sarah Henstra
<https://youtu.be/pPaduZ8lAJg>
6. White Rose by Kip Wilson
7. I Can Make This Promise by Christine Day
8. I Love you so Mochi by Sarah Kuhn

Senior Division

1. The Fountains of Silence by Ruta Sepetys
2. With the Fire on High by Elizabeth Acevedo
<https://youtu.be/WKwm1zEH6m0>
3. Frankly in Love by David Yoon
<https://youtu.be/XkB27fQUd-c>
4. Laura Dean Keeps Breaking up with Me by Mariko Tamaki
5. We Set the Dark on Fire by Tehlor Kay Mejia
6. Patron Saints of Nothing by Randy Ribay
7. Pet by Akwaeke Emezi
8. Onyx and Ivory by Mindee Arnett

Simplify Collection Development: Scholastic

- Scholastic Book Orders are a great way to get inexpensive books that kids want to read.
- You get bonus points which can be used for even more books, or to select classroom items from the bonus point catalog.
- <https://clubs.scholastic.com/home>



Simplify Collection Development: Junior Library Guild

Wendy Spencer
Account Representative
wspencer@juniorlibraryguild.com
(o) 800.325.9558 x. 7957
(F) 800.827.3080

- [How JLG Works](#)
- New schools signing on with JLG receive an incentive to get them started. They will offer you a New Account incentive; either a 15% discount **or** 20 free books per category.
- Example: sign on for 3 categories and select 60 free books from our backlist catalog. Or, receive the 15% discount on the cost of the subscription. You choose which best fits your needs--Books or help with budget.
- The free books is a digital coupon that you can use on their backlist.
- They will also be offering you another perk when you sign on to JLG for the first time—\$100 to start your collection off strong. This coupon can't be applied to the cost of the subscription but rather for selecting single books from the website.
- If you are interested in Junior Library Guild, contact Wendy Spencer or Victoria Handy. They are our local representatives. Mention that I referred you JLG as a part of this workshop.
- <https://www.juniorlibraryguild.com/>

Netsmartz: Internet Safety for all Ages

- Developed by the National Center for Missing & Exploited Children.
- Includes resources tailored for use with parents/communities, K-2; 3-5; 6-8; and 9-12.
- Resources include grade specific PowerPoints, Tip Sheets on a variety of topics, Classroom Activities and Lesson Plans, and videos with cartoons for younger students and real life stories for older students.
- “Into the Cloud” video series for different ages and resources for use with those videos such as activities and discussion guides for each episode.
- Updated regularly to keep up with current technologies.
- <https://www.missingkids.org/netsmartz/resources#overview>
- NCMEC also has a site called KidSMartz to empower kids in grades K-5 to practice safer behaviors aimed at preventing child abductions.