

2006-2007
MCCC K-12 LIBRARY MEDIA CURRICULUM DOCUMENT

APPENDIX

Montana Standards, Montana Benchmarks, and MCCC Learner Competencies Correlation ii

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 - Advanced
 - Proficient
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- Grade 8
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 - Proficient
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- Upon Graduation
 - Advanced
 - Proficient
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Grade 4

Montana Standards, Montana Benchmarks, and MCCC Learner Competencies Correlation

MONTANA LIBRARY MEDIA CONTENT STANDARD 1: Students understand an inquiry process including how to access, evaluate, and use information.	
Grade 4: Montana Benchmark	MCCC Learner Competencies
1. Identify the steps of the inquiry process as it is used in research (i.e., identify the question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).	<p>IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C]). K-12: Students will:</p> <ol style="list-style-type: none"> 1. Task Definition: <ol style="list-style-type: none"> a. Determine the problem. b. Determine what information is needed to solve the problem. 2. Information Seeking Strategies: <ol style="list-style-type: none"> a. What sources are available. b. How to locate the sources. 3. Identify, Locate, and Access of Print and Nonprint Resources: <ol style="list-style-type: none"> a. Identify and locate resources. b. Determine where the information is within the resource. c. Scan the resources. d. Evaluate the source. e. Select information to use. 4. Use of Information: <ol style="list-style-type: none"> a. Select relevant information for solving problem. b. Cite sources in an acceptable bibliographic format and record information. c. Determine if resources are adequate. d. Seek additional resources as needed. 5. Synthesis: <ol style="list-style-type: none"> a. Organize information. b. Determine format and presentation of information. 6. Evaluation: <ol style="list-style-type: none"> a. Present information. b. Assess the product. c. Evaluate the effectiveness of the process.
2. State the question or need for information.	<p>IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with the Classroom Teacher [C]). K-12: Students will:</p> <ol style="list-style-type: none"> 1. Task Definition: <ol style="list-style-type: none"> a. Determine the problem.
3. Identify and locate probable sources of information.	<p>II. ORGANIZATION & UTILIZATION OF RESOURCES: A. LOCATION Grade K: Students will locate easy/primary books and other materials [O] Grade 1: Students will locate fiction and nonfiction sections [O, V]. Grade 2: Students will locate: <ol style="list-style-type: none"> a. materials by simple alphabetical order b. reference section c. periodicals d. biographies e. special collections [O, V] Grade 3: Students will locate with assistance: <ol style="list-style-type: none"> a. basic reference tools b. fiction and nonfiction materials [O, V, W]. B. ALPHABETICAL ORDER & NUMERICAL ORDER Grade 1: Students will recognize: <ol style="list-style-type: none"> a. author letter alphabetization b. that materials are kept in order c. alphabetize by first letter [O, W] Grade 2: Students will: <ol style="list-style-type: none"> a. alphabetize to their reading level </p>

	<p>b. retrieve materials using numerical sequencing O]</p> <p>C. CATALOG Grade 2: Students will identify the catalog as a tool for locating materials [O] Grade 3: Students will: a. Invert names [O, V] b. Access information by author, subject, title, or keyword [O, V] c. Locate materials by call number [O]</p> <p>IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C]). K-12: Students will: 1. Task Definition a. Determine what information is needed to solve the problem. 2. Information Seeking Strategies a. Determine what resources are available, b. Determine how to locate the sources. 3. Identify, Locate, and Access Print and Nonprint Resources: a. Identify and locate resources. b. Determine where the information is within the resource c. Scan the resource.</p> <p>B. PARTS OF A BOOK AND OTHER MATERIALS Grades K-3: Students will: a. Locate the table of contents, glossary, and index of a book [O]. Grades 4-5: Students will: a. Locate bibliography, appendix, charts, and graphs of a book [O, V] b. Identify parts of nonprint materials [O,V]</p>
<p>4. Judge information for accuracy, relevancy, and type (e.g., fact or fiction).</p>	<p>III. SELECTION & EVALUATION OF RESOURCES B. AUTHORS & ILLUSTRATORS Grades 3-12: Students will: a. Choose materials according to author and illustrator preference and author's authority [O]. b. Identify some Montana authors and illustrators and their works [O, V]</p> <p>IV. RESEARCH & STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C]). K-12: Students will: 1. Identify, Locate, and Access Print and Nonprint Resources a. Evaluate the sources.</p> <p>V. LITERACY A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA Grades K-3: Students will: a. Read, listen, and view for pleasure and information</p> <p>IV. RESEARCH & STUDY SKILLS B. PARTS OF A BOOK AND OTHER MATERIALS Grades K-3: Students will: a. Locate information on the title page [O, V] b. Locate publication information including date of a book [O, V] c. Locate and identify the title and credits of nonprint media [O, V]</p> <p>C. LISTENING AND VIEWING SKILLS Grades 1-6: Students will develop increasingly sophisticated skills in decoding and understanding visual messages [O, V, W, P]</p>
<p>5. Identify and use information to create a product that satisfies the need or solves the problem.</p>	<p>IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C]). Grades K-12: Students will: 3. Identify, Locate, and Access of Print and Nonprint Resources: a. Identify and locate resources b. Determine where the information is within the resource</p>

	<ul style="list-style-type: none"> c. Scan the resources d. Evaluate the source e. Select information to use. <p>4. Use of Information:</p> <ul style="list-style-type: none"> a. Select relevant information for solving problem. b. Cite sources in an acceptable bibliographic format and record information c. Determine if resources are adequate. d. Seek additional resources as needed. <p>5. Synthesis:</p> <ul style="list-style-type: none"> a. Organize information. b. Determine format and presentation of information.
6. Recognize that they have followed an inquiry process and describe how well their products satisfy the need or solve the problem.	<p>IV. RESEARCH AND STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS (Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C]).</p> <p>Grades K-12: Students will:</p> <p>6. Evaluation:</p> <ul style="list-style-type: none"> a. Present information. b. Assess the product. c. Evaluate the effectiveness of the process.

MONTANA LIBRARY MEDIA CONTENT STANDARD 2: Students demonstrate an understanding of ethical and social responsibility in accessing, evaluating, and using information, materials, and technology.	
Grade 4: Montana Benchmark	MCCC Learner Competencies
1. Demonstrate individual responsibility for equitable access to information (e.g., share access to limited resources, return materials diligently).	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>C. ETHICAL IMPLICATIONS</p> <ul style="list-style-type: none"> 1. Intellectual Freedom <p>Grades K-12: Students will recognize that they have the right to select freely from available materials [O, V].</p>
2. State the conclusion of his/her research finding in his/her own words and cite his/her sources.	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>C. ETHICAL IMPLICATIONS</p> <ul style="list-style-type: none"> 2. Copyright & Plagiarism <p>Grades 3-12: Students will recognize that the content of media is the property of its creator [O, W, P]</p> <p>Grades 4-12: Students will cite sources of information [V, W, P]</p>
3. Follow school guidelines for responsible use of information resources (e.g., check out policies and library rules).	<p>I. ORIENTATION</p> <p>A. CONDUCT</p> <p>Grades K-12: Students will use appropriate Library Media Center Behavior and show respect for others [O]</p> <p>C. CARE & RESPONSIBILITY</p> <p>Grade K: Students will demonstrate personal responsibility for materials, equipment, and facilities [O]</p> <p>D. CIRCULATION PROCEDURES</p> <p>Grades K-12: Students will check out and return materials with assistance.</p> <p>II. ORGANIZATION & UTILIZATION OF RESOURCES</p> <p>D. CARE & OPERATION OF EQUIPMENT</p> <p>Grades K-12: Students will recognize and operate necessary equipment with increasing skill [O]</p> <p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>C. ETHICAL IMPLICATIONS</p> <ul style="list-style-type: none"> 2. Copyright & Plagiarism <p>Grades 3-12: Students will recognize that the content of media is the property of its creator [O, W, P]</p>
4. Share knowledge and information with others.	<p>IV. RESEARCH & STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with the Classroom Teacher [C]).</p> <p>Grades K-12: 6. Evaluation: Students will:</p> <ul style="list-style-type: none"> a. Present information. <p>C. LISTENING & VIEWING SKILLS</p> <p>Grades 1-12:</p>

	<p>Students will use a variety of media to communicate information and ideas [O, V, W, P]</p> <p>Grades K-12:</p> <p>Students will, with staff assistance, use appropriate media to search, select and organize information to assemble a product for communicating to others [O, V, W, P]</p>
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MONTANA LIBRARY MEDIA CONTENT STANDARD 3: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.	
Grade 4: Montana Benchmark	MCCC Learner Competencies
1. Recognize that diverse cultures are represented in a variety of creative formats.	<p>V. LITERACY</p> <p>A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA</p> <p>Grades K-12:</p> <p>Students will recognize in literature and other media, multiculturalism, gender equity, and age equity [O, V].</p>
2. Experience a variety of literature and creative expressions and relate them to their own lives.	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>B. AUTHORS & ILLUSTRATORS</p> <p>Grade K:</p> <p>Students will recognize that books are created by people known as authors and illustrators [O]</p> <p>Grades 1-2:</p> <p>Students will:</p> <ol style="list-style-type: none"> Differentiate between the roles of author and illustrator [V] Recognize the distinct style of specific authors and illustrators [O, V] <p>Grades 3-12:</p> <p>Students will:</p> <ol style="list-style-type: none"> Choose materials according to author and illustrator preference and author's authority. <p>IV. RESEARCH & STUDY SKILLS</p> <p>C. LISTENING & VIEWING SKILLS</p> <p>Grades K-12:</p> <p>Students will:</p> <ol style="list-style-type: none"> Develop language skills (via stories and other media experiences) Interpret visual images (via stories and other media experiences) Develop listening skills (via stories and other media experiences) [O, V] <p>Grades 1-4:</p> <p>Students will:</p> <ol style="list-style-type: none"> Participate in cooperative story telling [O, V, P] Use media in story telling [O, V, P] <p>LITERACY:</p> <p>A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA</p> <p>Grades K-3:</p> <p>Students will:</p> <ol style="list-style-type: none"> Identify literary elements [O, V] <p>B. GENRE EXPERIENCES (IN VARIOUS FORMATS)</p> <p>Grades K-12:</p> <p>Students will respond to a wide variety of genre including:</p> <ol style="list-style-type: none"> picture books traditional literature (including that of Montana Indian Tribes) fantasy science fiction realistic fiction biographical & informational sources poetry other [O, V] <p>Grades K-12:</p> <p>Students will relate their personal life and interests to literacy experiences [O, V, W, P]</p> <p>C. AWARD WINNING LITERATURE</p> <p>Grades K-12:</p> <p>Students will identify award winners as examples of high quality media.</p>
3. Use libraries to seek information for personal interest.	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>A. PERSONAL SELECTION</p> <p>Grades K-12:</p> <p>Students will select materials according to their individual interests, abilities, and needs [O, V]</p> <p>V. LITERACY</p> <p>A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA</p> <p>Grades K-3:</p> <p>Students will:</p> <ol style="list-style-type: none"> Read, listen, and view for pleasure and information.

MONTANA LIBRARY MEDIA CONTENT STANDARD 4: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.	
Grade 4: Montana Benchmark	MCCC Learner Competencies
1. Identify and use various media and technologies to meet information needs.	<p>II. ORGANIZATION & UTILIZATION OF RESOURCES</p> <p>D. CARE & OPERATION OF EQUIPMENT Grades K-12: Students will recognize and operate necessary equipment with increasing skills.[O]</p> <p>IV. RESEARCH & STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C]) Grades K-12:</p> <ol style="list-style-type: none"> 3. Identify, Locate, and Access of Print and Nonprint Resources: <ol style="list-style-type: none"> a. Identify and locate resources b. Determine where the information is within the resource c. Scan the resources d. Evaluate the source e. Select information to use. 4. Use of Information: <ol style="list-style-type: none"> a. Select relevant information for solving problem. b. Cite sources in an acceptable bibliographic format and record information c. Determine if resources are adequate. d. Seek additional resources as needed. <p>C. LISTENING & VIEWING SKILLS Grades 1-4: Students will: <ol style="list-style-type: none"> a. Use media in story telling [O, V, P] Grades 1-12: Students will use a variety of media to communicate information and ideas [O, V, W, P] Grades K-12: Students will, with staff assistance, use appropriate media to search, select, and organize information to assemble a product for communicating to others [O, V, W, P]</p>
2. Identify and use search strategies to locate information in various media and technologies.	<p>II. ORGANIZING & UTILIZATION OF RESOURCES</p> <p>B. ALPHABETICAL ORDER & NUMERIC ORDER Grades K-12:</p> <ol style="list-style-type: none"> 1. Students will recognize: <ol style="list-style-type: none"> a. author letter alphabetization b. that materials are kept in order c. alphabetize by first letter [O, W] 2. Students will: <ol style="list-style-type: none"> a. alphabetize to second letter [O, W] b. keep books in order when browsing [O] 3. Students will: <ol style="list-style-type: none"> a. alphabetize to their reading level b. retrieve materials using numerical sequencing [O] <p>C. CATALOG: Grade 2: Students will identify the catalog as a tool for locating materials [O] Grade 3: Students will: <ol style="list-style-type: none"> a. invert names [O, V] b. access information by author, subject, title, or keyword [O, W] c. locate materials by call number [O] <p>IV. RESEARCH & STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with the Classroom Teacher [C]). Grades K-12:</p> <ol style="list-style-type: none"> 4. Identify, Locate & Access of Print & Nonprint Resources Students will: <ol style="list-style-type: none"> a. identify and locate resources b. determine where the information is within the resource c. scan the resource. </p>
3. Compare and contrast the quality and accuracy, relevancy, and type of information from a variety of media and technologies.	<p>IV. RESEARCH & STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C]). Grades K-12:</p> <ol style="list-style-type: none"> 5. Use of Information: Students will: <ol style="list-style-type: none"> a. select relevant information for solving the problem b. determine if resources are adequate.

	<p>C. LISTENING & VIEWING SKILLS</p> <p>Grades 1-6:</p> <p>Students will develop increasingly sophisticated skills in decoding and understanding visual messages [O, V, W, P]</p>
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Grade 8
Montana Standards, Montana Benchmarks, and MCCC Learner Competencies Correlation

MONTANA LIBRARY MEDIA CONTENT STANDARD 1: Students understand an inquiry process including how to access, evaluate, and use information.	
Grade 8: Montana Benchmark	MCCC Learner Competencies
1. Apply the steps of the inquiry process to satisfy both academic and personal information needs (i.e., identify the question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).	IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C]. K-12: Students will: 1. Task Definition: a. Determine the problem. b. Determine what information is needed to solve the problem. 2. Information Seeking Strategies: a. What sources are available. b. How to locate the sources. 3. Identify, Locate, and Access of Print and Nonprint Resources: a. Identify and locate resources. b. Determine where the information is within the resource. c. Scan the resources. d. Evaluate the source. e. Select information to use. 4. Use of Information: a. Select relevant information for solving problem. b. Cite sources in an acceptable bibliographic format and record information. c. Determine if resources are adequate. d. Seek additional resources as needed. 5. Synthesis: a. Organize information. b. Determine format and presentation of information. 6. Evaluation: a. Present information. b. Assess the product. c. Evaluate the effectiveness of the process.
2. Focus the information need as it relates to what they already know to formulate specific questions.	IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with the Classroom Teacher [C]). K-12: Students will: 1. Task Definition: a. Determine the problem.
3. Select multiple print and nonprint sources using various search strategies (e.g., human guidance, reflective thinking, Boolean operatives).	II. ORGANIZATION & UTILIZATION OF RESOURCES: A. LOCATION Grade 4-12: Students will locate print and nonprint materials with increasing independence: a. Reference tools b. Fiction and nonfiction materials [O, V, W] B. ALPHABETICAL ORDER & NUMERICAL ORDER Grade 4-12: Students will continue to develop skill in alphabetical and numerical sequencing [O, W] C. CATALOG Grade 4-12: Students will continue to develop skill in using accessing systems [O, W] IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C]). K-12: Students will: 1. Task Definition a. Determine what information is needed to solve the problem. 2. Information Seeking Strategies a. Determine what resources are available. b. Determine how to locate the sources. 3. Identify, Locate, and Access Print and Nonprint Resources: a. Identify and locate resources.

	<ul style="list-style-type: none"> b. Determine where the information is within the resource. c. Scan the resource.
4. Recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific needs.	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>B. AUTHORS & ILLUSTRATORS</p> <p>Grades 3-12:</p> <p>Students will:</p> <ul style="list-style-type: none"> a. Choose materials according to author and illustrator preference and author's authority [O]. b. Identify some Montana authors and illustrators and their works [O, V] <p>IV. RESEARCH & STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS</p> <p>(Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C].)</p> <p>K-12:</p> <p>Students will:</p> <ul style="list-style-type: none"> 3. Identify, Locate, and Access Print and Nonprint Resources <ul style="list-style-type: none"> a. Evaluate the sources.
5. Interpret and use information in original products or presentations.	<p>IV. RESEARCH AND STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS</p> <p>(Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C].)</p> <p>Grades K-12:</p> <p>Students will:</p> <ul style="list-style-type: none"> 3. Identify, Locate, and Access of Print and Nonprint Resources: <ul style="list-style-type: none"> a. Identify and locate resources b. Determine where the information is within the resource c. Scan the resources d. Evaluate the source e. Select information to use. 4. Use of Information: <ul style="list-style-type: none"> a. Select relevant information for solving problem. b. Cite sources in an acceptable bibliographic format and record information c. Determine if resources are adequate. d. Seek additional resources as needed. 5. Synthesis: <ul style="list-style-type: none"> a. Organize information. b. Determine format and presentation of information. <p>C. LISTENING & VIEWING SKILLS</p> <p>Grades K-12:</p> <p>Students will, with staff assistance, use appropriate media to search, select, and organize information to assemble a product for communicating to others [O, V, W, P].</p>
6. Apply criteria to determine how well the research process, products and conclusions meet the original need for information.	<p>IV. RESEARCH AND STUDY SKILLS</p> <p>A. PROBLEM SOLVING PROCESS</p> <p>(Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C].)</p> <p>Grades K-12:</p> <p>Students will:</p> <ul style="list-style-type: none"> 6. Evaluation: <ul style="list-style-type: none"> a. Present information. b. Assess the product. c. Evaluate the effectiveness of the process.

MONTANA LIBRARY MEDIA CONTENT STANDARD 2:	
Students demonstrate an understanding of ethical and social responsibility in accessing, evaluating, and using information, materials, and technology.	
Grade 8:	MCCC Learner Competencies
Montana Benchmark	III. SELECTION & EVALUATION OF RESOURCES
1. Explain the importance of equitable access to a variety of information in a democratic society.	<p>C. ETHICAL IMPLICATIONS</p> <p>1. Intellectual Freedom</p> <p>Grades K-12:</p> <p>Students will recognize that they have the right to select freely from available materials [O, V].</p>
2. Recognize and apply concepts of intellectual property rights, avoid plagiarism, follow bibliographic form and cite all information sources used.	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>C. ETHICAL IMPLICATIONS</p> <p>2. Copyright & Plagiarism</p> <p>Grades 3-12:</p> <p>Students will recognize that the content of media is the property of its creator [O, W, P]</p> <p>Grades 4-12:</p> <p>Students will cite sources of information [V, W, P]</p>
3. Follow school guidelines for responsible use of information	<p>I. ORIENTATION</p> <p>A. CONDUCT</p>

resources (e.g., circulation policies, acceptable use policies).	<p>Grades K-12: Students will use appropriate Library Media Center Behavior and show respect for others [O]</p> <p>D. CIRCULATION PROCEDURES</p> <p>Grades K-12: Students will check out and return materials with assistance.</p> <p>II. ORGANIZATION & UTILIZATION OF RESOURCES</p> <p>D. CARE & OPERATION OF EQUIPMENT</p> <p>Grades K-12: Students will recognize and operate necessary equipment with increasing skill [O]</p> <p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>C. ETHICAL IMPLICATIONS</p> <p>2. Copyright & Plagiarism</p> <p>Grades 3-12: Students will recognize that the content of media is the property of its creator [O, W, P]</p>
4. Recognize the ideas and backgrounds of others and acknowledge their contributions.	<p>V. LITERACY</p> <p>A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA</p> <p>Grades K-12: Students will recognize in literature and other media: multiculturalism, gender equity, and age equity [O, V].</p>

MONTANA LIBRARY MEDIA CONTENT STANDARD 3: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.	
Grade 8: Montana Benchmark	MCCC Learner Competencies
1. Use and respond to materials and creative expressions from diverse cultures.	<p>V. LITERACY</p> <p>A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA</p> <p>Grades K-12: Students will recognize in literature and other media, multiculturalism, gender equity, and age equity [O, V].</p>
2. Interpret a wide variety of literature and other creative expressions in various genres and formats.	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>B. AUTHORS & ILLUSTRATORS</p> <p>Grade 3-12: Students will:</p> <ol style="list-style-type: none"> Choose materials according to author and illustrator [O] Identify some Montana authors and illustrators and their works [O, V] <p>IV. RESEARCH & STUDY SKILLS</p> <p>C. LISTENING & VIEWING SKILLS</p> <p>Grades K-12: Students will:</p> <ol style="list-style-type: none"> Develop increasingly sophisticated skills in decoding and understanding visual messages [O, V, W, P] <p>V. LITERACY:</p> <p>A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA</p> <p>Grades K-12: Students will:</p> <ol style="list-style-type: none"> Recognize in literature and other media: multiculturalism, gender equity, and age equity [O, V] <p>B. GENRE EXPERIENCES (IN VARIOUS FORMATS)</p> <p>Grades K-12: Students will respond to a wide variety of genre including:</p> <ol style="list-style-type: none"> picture books traditional literature (including that of Montana Indian Tribes) fantasy science fiction realistic fiction biographical & informational sources poetry other [O, V] <p>Grades K-12: Students will relate their personal life and interests to literacy experiences [O, V, W, P]</p> <p>C. AWARD WINNING LITERATURE</p> <p>Grades K-12: Students will identify award winners as examples of high quality media.</p>
3. Use the library to find information for personal use and to make connections to resources beyond the school library.	<p>III. SELECTION & EVALUATION OF RESOURCES</p> <p>A. PERSONAL SELECTION</p> <p>Grades K-12: Students will select materials according to their individual interests, abilities, and needs</p>

[O, V]	
MONTANA LIBRARY MEDIA CONTENT STANDARD 4: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.	
Grade 8: Montana Benchmark	MCCC Learner Competencies
1. Select and apply appropriate media and technologies to meet information needs.	IV. RESEARCH & STUDY SKILLS C. LISTENING & VIEWING SKILLS Grades 1-12: Students will use a variety of media to communicate information and ideas [O, V, W, P] Grades K-12: Students will, with staff assistance, use appropriate media to search, select, and organize information to assemble a product for communicating to others [O, V, W, P]
2. Select and apply appropriate search strategies to locate information in various media and technologies.	II. ORGANIZING & UTILIZATION OF RESOURCES B. ALPHABETICAL ORDER & NUMERIC ORDER Grades K-12: Students will continue to develop skill in alphabetical and numerical sequencing [O, W] C. CATALOG: Grade 4-12: Students will continue to develop skill in using accessing systems [O, W] IV. RESEARCH & STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with the Classroom Teacher [C]. Grades K-12: 4. Identify, Locate & Access of Print & Nonprint Resources Students will: a. identify and locate resources b. determine where the information is within the resource c. scan the resource d. evaluate the source e. select information to use.
3. Apply criteria to evaluate the point of view and embedded values in information from a variety of media and technologies.	IV. RESEARCH & STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C]. Grades K-12: 4. Use of Information: Students will: a. select relevant information for solving the problem b. determine if resources are adequate c. seek additional resources as needed. C. LISTENING & VIEWING SKILLS Grades 1-6: Students will develop increasingly sophisticated skills in decoding and understanding visual messages [O, V, W, P] III. SELECTION & EVALUATION OF RESOURCES B. AUTHORS & ILLUSTRATORS Grades 3-12: Students should: a. choose materials according to author and illustrator b. identify some Montana authors and illustrators and their works [O, V]

Grade 12
Montana Standards, Montana Benchmarks, and MCCC Learner Competencies Correlation

MONTANA LIBRARY MEDIA CONTENT STANDARD 1: Students understand an inquiry process including how to access, evaluate, and use information.	
Grade 12: Montana Benchmark	MCCC Learner Competencies
1. Analyze and adapt the steps of the inquiry process to satisfy individual and group information needs (i.e., identify the question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).	IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C]. K-12: Students will: 1. Task Definition: a. Determine the problem. b. Determine what information is needed to solve the problem. 2. Information Seeking Strategies: a. What sources are available. b. How to locate the sources. 3. Identify, Locate, and Access of Print and Nonprint Resources: a. Identify and locate resources. b. Determine where the information is within the resource. c. Scan the resources. d. Evaluate the source. e. Select information to use. 4. Use of Information: a. Select relevant information for solving problem. b. Cite sources in an acceptable bibliographic format and record information. c. Determine if resources are adequate. d. Seek additional resources as needed. 5. Synthesis: a. Organize information. b. Determine format and presentation of information. 6. Evaluation: a. Present information. b. Assess the product. c. Evaluate the effectiveness of the process.
2. Refine and revise the information need to meet the specific format, purpose, and scope of the project.	IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with the Classroom Teacher [C]). K-12: Students will: 1. Task Definition: a. Determine the problem.
3. Develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys).	II. ORGANIZATION & UTILIZATION OF RESOURCES: A. LOCATION Grade 4-12: Students will locate print/nonprint with increasing independence a. reference tools b. fiction and nonfiction materials [O, V, W]
4. Assess information sources using multiple criteria (coverage, misleading, presentation, and manipulated data).	III. SELECTION & EVALUATION OF RESOURCES B. AUTHORS & ILLUSTRATORS Grades 3-12: Students will: a. Choose materials according to author and illustrator preference and author's authority [O].
5. Synthesize information to create a new product that meets a specific purpose or vision.	IV. RESEARCH AND STUDY SKILLS A. LISTENING & VIEWING SKILLS Grades K-12: Students will, with staff assistance, use appropriate media to search, select, and organize information to assemble a product for communicating to others [O, V, W, P]
6. Critique the process and the product of the inquiry.	IV. RESEARCH AND STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are taught and assessed cooperatively with the classroom teacher) [C]. Grades K-12: Students will: 6. Evaluation: a. Present information. b. Assess the product.

	c. Evaluate the effectiveness of the product.
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MONTANA LIBRARY MEDIA CONTENT STANDARD 2: Students demonstrate an understanding of ethical and social responsibility in accessing, evaluating, and using information, materials, and technology.	
Grade 12: Montana Benchmark	MCCC Learner Competencies
1. Evaluate the impact of equitable access to information in a democratic society.	III. SELECTION & EVALUATION OF RESOURCES C. ETHICAL IMPLICATIONS 1. Intellectual Freedom Grades K-12: Students will recognize that they have the right to select freely from available materials [O, V].
2. Use information in an ethical manner by adhering to laws, requesting permission to use information, and properly citing sources.	III. SELECTION & EVALUATION OF RESOURCES C. ETHICAL IMPLICATIONS 2. & Plagiarism Grades 3-12: Students will recognize that the content of media is the property of its creator [O, W, P] Grades 4-12: Students will cite sources of information [V, W, P]
3. Follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies).	I. ORIENTATION A.CONDUCT Grades K-12: Students will use appropriate Library Media Center Behavior and show respect for others [O] D. CIRCULATION PROCEDURES Grades K-12: Students will check out and return materials with assistance. II. ORGANIZATION & UTILIZATION OF RESOURCES D. CARE & OPERATION OF EQUIPMENT Grades K-12: Students will recognize and operate necessary equipment with increasing skill [O]
4. Collaborate with others, both in person and through technologies, to identify information problems, seek solutions, and generate new information.	IV. RESEARCH & STUDY SKILLS E.COMMUNITY & OTHER INFORMATION SOURCES Grades K-12: Students will recognize information sources beyond the library setting a. public library and other library systems b. local, state, and federal government agencies c. business and industry d. community resources persons e. electronically accessed information f. others [O, V, W, P] Grades K-12: Students will use a variety of media to collaborate with others [O, V, W, P]

MONTANA LIBRARY MEDIA CONTENT STANDARD 3: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.	
Grade 12: Montana Benchmark	MCCC Learner Competencies
1. Compare and analyze literature and creative expressions from diverse cultures.	V. LITERACY A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA Grades K-12: Students will recognize in literature and other media, multiculturalism, gender equity, and age equity [O, V].
2. Select, analyze and evaluate literature and other creative expressions from diverse origins and connect them to their own lives and to the human experience.	III. SELECTION & EVALUATION OF RESOURCES A.PERSONAL SELECTION Grades K-12: Students will select materials according to their individual interests, abilities, and needs [O, V] B. AUTHORS & ILLUSTRATORS Grades 3-12: Students will: a. Choose materials according to author and illustrator preference and author's authority. b. Identify some Montana authors and illustrators and their works [O, V]. V.LITERACY: A. PROMOTING APPRECIATION & UNDERSTANDING OF MEDIA Grades K-12:

	<p>Students will recognize in literature and other media: multiculturalism, gender equity, and age equity [O, V]</p> <p>B. GENRE EXPERIENCES (IN VARIOUS FORMATS) Grades K-12: Students will respond to a wide variety of genre including:</p> <ol style="list-style-type: none"> a. picture books b. traditional literature (including that of Montana Indian Tribes) c. fantasy d. science fiction e. realistic fiction f. biographical & informational sources g. poetry h. other [O, V] <p>Grades K-12: Students will relate their personal life and interests to literacy experiences [O, V, W, P]</p> <p>C. AWARD WINNING LITERATURE Grades K-12: Students will identify award winners as examples of high quality media.</p>
<p>3. Apply his/her knowledge of his/her use of libraries to a variety of new information environments.</p>	<p>IV. RESEARCH & STUDY SKILLS E.COMMUNITY & OTHER INFORMATION SOURCES Grades K-12: Students will recognize information sources beyond the library setting.</p> <ol style="list-style-type: none"> a. public library and other library systems b. local, state, and federal government agencies c. business and industry d. community resources persons e. electronically accessed information f. others [O, V, W, P]

<p>MONTANA LIBRARY MEDIA CONTENT STANDARD 4: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.</p>	
<p>Grade 12: Montana Benchmark</p>	<p>MCCC Learner Competencies</p>
<p>1. Analyze and evaluate various media and technologies when applying information necessary to complete a specific task.</p>	<p>C.LISTENING & VIEWING SKILLS Grades 1-12: Students will use a variety of media to communicate information and ideas [O, V, W, P]</p> <p>Grades K-12: Students will, with staff assistance, use appropriate media to search, select, and organize information to assemble a product for communicating to others [O, V, W, P]</p>
<p>2. Develop and demonstrate research strategies to effectively locate information in various media and technologies.</p>	<p>II. ORGANIZING & UTILIZATION OF RESOURCES B.ALPHABETICAL ORDER & NUMERIC ORDER Grades 4-12: Students will continue to develop skill in alphabetical and numerical sequencing [O, W]</p> <p>C. CATALOG: Grade 4-12: Students will continue to develop skill in using accessing systems [O, W]</p>
<p>3. Generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies.</p>	<p>III.SELECTION & EVALUATION OF RESOURCES B.AUTHORS & ILLUSTRATORS Grades 3-12: Students will:</p> <ol style="list-style-type: none"> a. Choose materials according to author and illustrator preference and author's authority [O] b. Identify some Montana authors and illustrators and their works [O, V] <p>IV. RESEARCH & STUDY SKILLS A. PROBLEM SOLVING PROCESS (Steps 1-6 are Taught and Assessed Cooperatively with Classroom Teacher [C]). Grades K-12: 2. Use of Information: Students will:</p> <ol style="list-style-type: none"> a. select relevant information for solving the problem b. determine if resources are adequate c. seek additional resources as needed.

Library Media Performance Standards: A Profile of Four Levels

The Library Media Performance Standards describe students' knowledge, skills, and abilities in the library media content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency, and novice.

Advanced

This level denotes superior performance.

Proficient

This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency

This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Grade 4 Library Media

Advanced

A fourth-grade student at the advanced level in library media demonstrates superior performance. He/she:

- (a) consistently recognizes and follows all steps of an inquiry process;
- (b) consistently recognizes the importance of equitable access, independently uses information, materials, and technology responsibly, and effectively shares information with others;
- (c) independently chooses material from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) effectively uses a variety of search strategies to locate and evaluate print and non-print materials.

Proficient

A fourth-grade student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) recognizes and follows all the steps of an inquiry process;
- (b) recognizes the importance of equitable access; uses information, materials, and technology responsibly; and shares information with others
- (c) chooses materials from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) uses a variety of search strategies to locate, select, and evaluate print and nonprint materials.

Nearing Proficiency

A fourth-grade student at the nearing proficiency level in library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media.

He/she:

- (a) recognizes and follows some of the steps of an inquiry process;
- (b) recognizes with some assistance the importance of equitable access; often, but not always, uses information, materials, and technology responsibly and shares information with others;
- (c) chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) uses a variety of search strategies, with some assistance, to locate and evaluate print and nonprint material.

Novice

A fourth-grade student at the novice level in library media is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) recognizes and follows some of the steps of an inquiry process only with much assistance;
- (b) seldom recognizes the importance of equal access; inconsistently uses information, materials, and technology responsibly and seldom shares information with others;
- (c) sometimes chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) seldom understands how to use search strategies to locate or select print and nonprint material and has limited ability to evaluate information.

Grade 8 Library Media

Advanced

An eighth-grade student at the advanced level in library media demonstrates superior performance. He/she:

- (a) effectively applies an inquiry process in a variety of situations and consistently analyzes his/her use of the process;
- (b) explains beyond obvious understanding the importance of equitable access, consistently uses information responsibly, and consistently demonstrates respect for others' ideas and contribution;
- (c) consistently seeks and effectively interprets material from a variety of cultures and uses materials found in many locations, and
- (d) effectively applies appropriate search strategies to locate print and non-print information and consistently evaluates the information using criteria.

Proficient

An eighth-grade student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) applies an inquiry process in a variety of situations and analyzes his/her use of the process;

- (b) explains the importance of equitable access; uses information responsibly; and acknowledges others' ideas and contributions;
- (c) seeks and interprets materials from a variety of cultures and realizes materials are found in many locations; and
- (d) applies appropriate search strategies to locate various print and nonprint information and evaluates the information using criteria.

Nearing Proficiency

An eighth-grade student at the nearing proficiency level in library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media.

He/she:

- (a) applies an inquiry process in some situations but has difficulty analyzing his/her use of the process;
- (b) briefly explains the importance of equitable access; often, but not always, uses information responsibly; sometimes, but not consistently, demonstrates respect for others' ideas and contributions;
- (c) sometimes seeks materials from a variety of cultures and interprets them with some assistance; sometimes, but not consistently, realizes materials are found in many locations; and
- (d) inconsistently applies appropriate search strategies to locate print and nonprint information and seldom evaluates the information using criteria.

Novice

An eighth-grade student at the novice level in library media is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) inconsistently applies an inquiry process and seldom analyzes his/her use of the process;
- (b) briefly explains, with assistance, the importance of equal access, seldom uses information responsibility, acknowledges others' ideas and contributions in a limited way;
- (c) has difficulty finding or understanding materials from other cultures; seldom realizes that materials are found in many locations; and
- (d) seldom applies appropriate search strategies to locate print and nonprint information and almost never evaluates the information using criteria.

Upon Graduation Library Media

Advanced

A graduating student at the advanced level in library media demonstrates superior performance.

He/she:

- (a) independently applies a complex inquiry process and monitors and adjusts his/her effective use of the process;
- (b) independently evaluates the importance of equitable access, consistently uses information independently and responsibly, and effectively collaborates with others in the information process;
- (c) analyzes and evaluates complex materials from a variety of cultures and effectively transfers information literacy skills to new settings; and

- (d) effectively analyzes and modifies various search strategies to locate print and non-print information and generates multi-faceted criteria to appropriately evaluate the quality of information.

Proficient

A graduating student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) independently applies a complex inquiry process and monitors his/her effective use of the process;
- (b) evaluates the importance of equitable access; uses information, materials, and technology responsibly; and collaborates with others in the information inquiry;
- (c) analyzes and evaluates materials from a variety of cultures and transfers information literacy skills to new settings; and
- (d) analyzes the effectiveness of various search strategies to locate print and nonprint information and generates criteria useful in evaluating the quality of information.

Nearing Proficiency

A graduating student at the nearing proficiency level in library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

- (a) usually, but not consistently, initiates applying an inquiry process and minimally monitors his/her effective use of the process;
- (b) evaluates, with some assistance, the importance of equitable access; sometimes, but not consistently, uses information responsibly; to some degree collaborates with others in the information process;
- (c) analyzes and evaluates some materials from a variety of cultures and sometimes, but not consistently, transfers information literacy skills to new settings; and
- (d) analyzes, with assistance, various search strategies, and applies given criteria to appropriately evaluate the quality of information.

Novice

A graduating student at the novice level in library media is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) seldom initiates an inquiry process and has difficulty monitoring his/her use of the process;
- (b) lacks clarity in his/her evaluation of the importance of equitable access, sometimes uses information responsibly; and with much assistance prompting, collaborates with others;
- (c) has difficulty analyzing and evaluating materials from a variety of cultures and only with assistance transfers information literacy skills to new settings; and
- (d) incompletely analyzes a limited range of search strategies to locate print and nonprint information and, with much assistance, evaluates the information.

Library Bill of Rights

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
Inclusion of "age" reaffirmed January 23, 1996,
By the ALA Council.

Library Bill of Rights

Interpretations to the Library Bill of Rights

Access for Children and Young People to Videotapes and other Nonprint Formats
Access to Electronic Information, Services, and Networks
Questions and Answers to Access to Electronic Information Services, and Networks
Access to Library Resources and Services Regardless of Gender or Sexual Orientation
Access to Resources and Services in the School Library Media Program
Access to Resources and Services in the School Library Media Program
Challenged Materials
Diversity in Collection Development
Economic Barriers to Information Access
Evaluating Library Collections
Exhibit Spaces and Bulletin Boards
Expurgation of Library Materials
Free Access to Libraries for Minors
Intellectual Freedom Principles for Academic Libraries
Library-Initiated Programs as a Resource
Meeting Rooms
Restricted Access to Library Materials
Statement on Labeling
The Universal Right to Free Expression

Resources

American Library Association (ALA)
50 E. Huron Street
Chicago, IL 60611
312/944-6780
www.ala.org

Association for Supervision and Curriculum Development
(ASCD)
1250 N. Pitt St.
Alexandria, VA 22314-1403
800/933-2723
www.ascd.org

Library of Congress
James Madison Building
101 Independence Ave. S.E.
Washington, D.C. 20540

Missoula Public Library
Honore Bray
310 East Main St
Missoula, MT 59802-4799
406/259-3860
Fax: 406/728-5900
hbray@missoula.lib.mt.us

Montana State Library
Sarah McHugh, Manager
Montana Shared Catalog
PO Box 201800
Helena, MT 59620-1800
406/444-3004
samchugh@state.mt.us

Montana Association for Supervision and Curriculum Development
Dr. Jan. Thomson, Exec. Dir.
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Great Falls, MT 59404
406/453-6242
<http://montana.ascd.org>

Montana Office of Public Instruction
Indian Education Division
PO Box 202501
Helena, MT 59620
www.opi.mt.gov

Oyate
Indian Education
www.oyate.org

AUTHORS & ILLUSTRATORS	I	D	-	-	-	-	-	-	-	-	-	-	-
ETHICAL IMPLICATIONS: A. INTELLECTUAL FREEDOM	C/I	C/D	-	-	-	-	-	-	-	-	-	-	-
B. COPYRIGHT				C/I	C/D	-	-	-	-	-	-	-	-
C. PLAGIARISM				C/I	C/D	-	-	-	-	-	-	-	-

PROGRAM GOAL	GRADE												
	K	1	2	3	4	5	6	7	8	9	10	11	12
4 OF 5: RESEARCH & STUDY SKILLS													
PROBLEM SOLVING PROCESS:													
A. TASK DEFINITION				C/I	C/D	-	-	-	-	-	-	-	-
B. INFORMATION SEEKING STRATEGIES				C/I	C/D	-	-	-	-	-	-	-	-
C. LOCATION & ACCESS				C/I	C/D	-	-	-	-	-	-	-	-
D. USE OF INFORMATION				C/I	C/D	-	-	-	-	-	-	-	-
E. SYNTHESIS				C/I	C/D	-	-	-	-	-	-	-	-
F. EVALUATION				C/I	C/D	-	-	-	-	-	-	-	-
PARTS OF A BOOK & OTHER MATERIALS	C/I	-	C/D	-D	-	-	-	-	-	-	-	-	-
LISTENING & VIEWING SKILLS	C/I	C/D	-	-D	-	-	-	-	-	-	-	-	-
REFERENCE MATERIALS				C/I	C/D	-	-	-	-	-	-	-	-
COMMUNITY & OTHER INFORMATION SOURCES					C/I	C/D	-	-	-	-	-	-	-

PROGRAM GOAL	GRADE												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5 OF 5: LITERACY													
APPRECIATION AND UNDERSTANDING OF MEDIA	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
GENRE EXPERIENCES IN VARIOUS FORMATS:													
A. PICTURE BOOKS	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
B. TRADITIONAL LITERATURE (INCLUDING THAT OF MONTANA INDIAN TRIBES)	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
C. FANTASY	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
D. SCIENCE FICTION	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
E. REALISTIC FICTION	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
F. HISTORICAL FICTION	C/I	C/D	-	-D	-	-	-	-	-	-	-	-	-
G. BIOGRAPHICAL AND INFORMATIONAL SOURCES	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
H. POETRY	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
I. OTHER	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-
AWARD WINNING LITERATURE	C/I	-	C/D	-	-	-	-	-	-	-	-	-	-

KEY:

I - Introduced--Formally presented for the first time

D - Developed--Stressed thoroughly

R - Reviewed--Reviewed, reinforced, or stressed lightly again

C - Cooperatively taught--in conjunction with classroom teacher

- - Indicates preceding I, D, or R is continued