



MSSA Library Standards

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406-218-0186

Agenda

- I. Read Aloud—*The Coquies Still Sing*
 - Pura Belpré Honor Book for Children's Text
 - Pura Belpré Honor Book for Children's Illustration
- II. Review Standards Program guidelines, Library Standards and Student rubrics
- III. Awards
 - A. 2023 ALA award winning books
 - B. Treasure State Award
 1. Read Aloud *The Children's Moon*
 - C. Young Readers Choice Award
- IV. Integrating Indian Education for All into the Library Curriculum
 - A. Barriers to IEFA implementation activity.
 - B. Evaluating IEFA literature for use in the classroom.
 - C. Explore quality literature and do one of the following working individually, paired or with a small group work (personal choice).
- V. Drawing for Prizes

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. Outlined in [Chapter 55](#) of the Montana School Accreditation Standards (page 47)
2. Specify what “conditions” the library program must meet and the “practices” that the program must include.
3. Pay particular attention to this language:
 - a. advise the board of trustees on policy and rule...
4. In summary, the program delivery standards focus on planning, collection development, collaboration, building partnerships, and technology support and integration, and ethical use of information/adherence to copyright laws.

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.*

Library Standards Rubrics

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 Indian Youth Literature Awards: Best writing and illustrations by Native Americans and Indigenous peoples of North America.

American Library Association Youth Media Awards cont.

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 cont.

- **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.
- **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



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.

MONTANA



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.

2024 Treasure State Award Nominees

LIBRARY FISH LEARNS TO READ by Aylssa Capucilli

<https://youtu.be/La9XpOHRIZo>

THE CHILDREN'S MOON by Carmen Agra Deedy

https://youtu.be/9mz_SzAhmOc (cute art lesson)

KNIGHT OWL by Christopher Denise

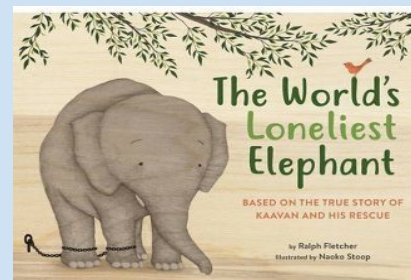
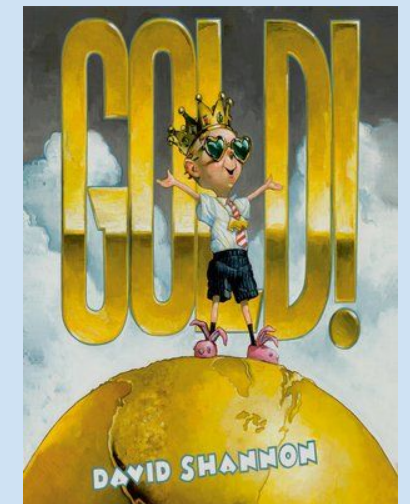
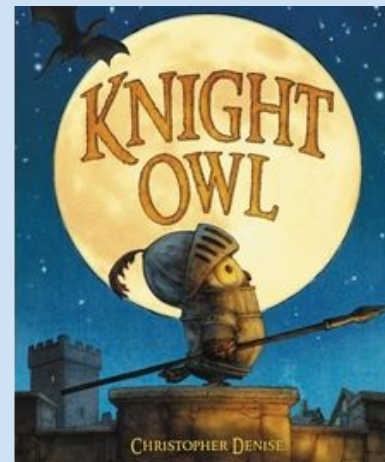
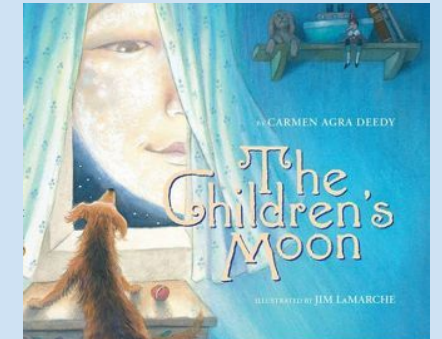
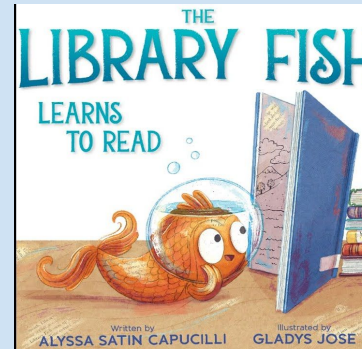
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WORLD'S LONELIEST ELEPHANT: BASED ON THE TRUE STORY OF KAAVAN AND HIS RESCUE by Ralph Fletcher

<https://youtu.be/VIGFqIHdYJQ> (informational video)

GOLD by David Shannon

<https://youtu.be/qkZk1AzGYvM>



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.

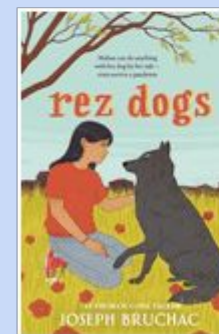
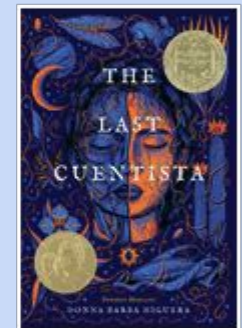
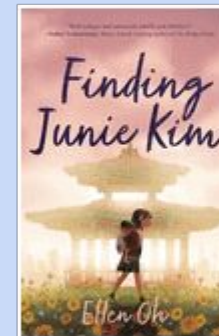
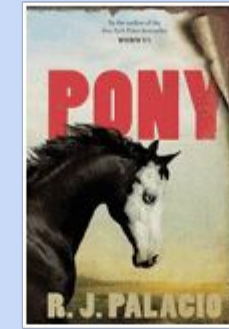


Promoting YRCA is easy and fun!

- 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.

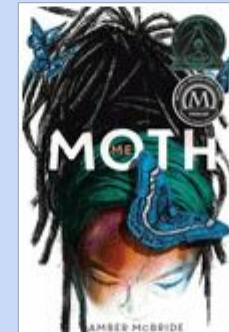
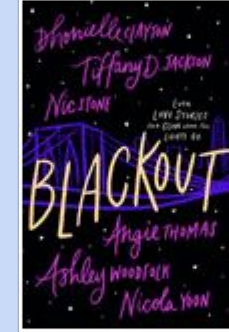
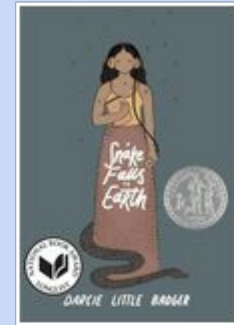
Junior Titles

1. **Unplugged** by Gordon Korman
2. **Pony** by R.J. Palacio
3. **The Lion of Mars** by Jennifer Holm
4. **Finding Junie Kim** by Ellen Oh
5. **Starfish** by Lisa Fipps
6. **The Last Cuentista** by Donna Barba Higuera
7. **Rez Dogs** by Joseph Bruchac
8. **The Accidental Apprentice** by Amanda Foody



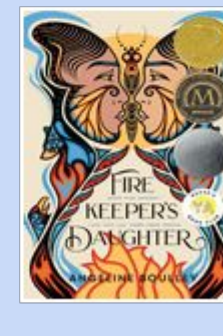
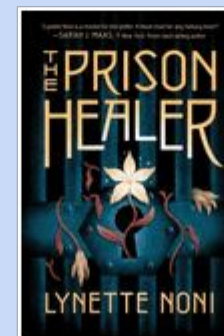
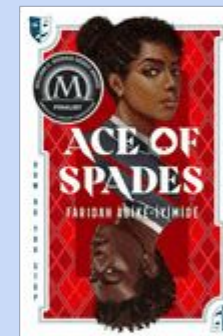
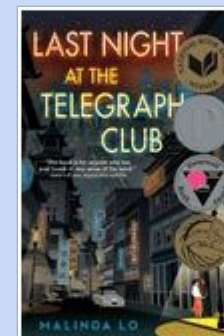
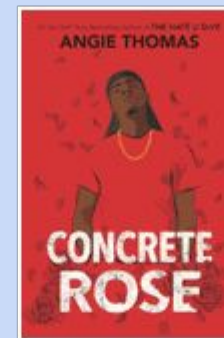
Intermediate Division

1. Tokyo Ever After by Emiko Jean
2. Six Crimson Cranes by Elizabeth Lim
3. A Snake Falls to Earth by Darcie Little Badger
4. The Bones of Ruin by Sarah Raughley
5. Blackout by Dhonielle Clayton (multiple authors)
6. Too Bright to See by Kyle Lukoff
7. Zara Hossain Is Here by Sabina Khan
8. Me (Moth) by Amber McBride



Senior Division

1. **Firekeeper's Daughter by Angeline Boulley**
2. **Concrete Rose by Angie Thomas**
3. **Iron Widow by Xiran Jay Zhao**
4. **You'll Be the Death of Me by Karen M. McManus**
5. **Last Night at the Telegraph Club by Malinda Lo**
6. **Ace of Spades by Faridah Abike-Iyimide**
7. **Better Than the Movies by Lynn Painter**
8. **The Prison Healer by Lynette Noni**



Barriers to IEFA implementation Activity

Break out into the following groups. Discuss the prompts provided, and write your answers on the poster paper. Be prepared to share out with the larger group:

1. I am uncomfortable integrating IEFA into instruction.
 - a) Why are you uncomfortable?
 - b) What would build your confidence?
2. I am moderately comfortable integrating IEFA into instruction.
 - a) How could you become more confident?
 - b) How do you currently integrate IEFA?
3. I am confident integrating IEFA into instruction.
 - a) What gives you confidence?
 - b) How do you currently integrate IEFA?

Selection Criteria Example

The following criteria are recommended as a guide to selecting the best resources for the library media center.

- Literary and artistic excellence
- Lasting importance or significance to a field of knowledge
- Support of the curriculum and educational goals of the school
- Favorable recommendations by educational professionals
- Reputation and significance of the author, illustrator, or publisher
- Timeliness of the material
- Contribution to the diversity of the collection
- Appeal to media center patrons
- Suitability for intended use

Selection Tools Example

The librarian consults reputable, unbiased, professionally prepared review sources such as:

- The School Library Journal
- The New York Times Book Review
- Horn Book
- Booklist

Selection of IEFA Resources

- [A Broken Flute](#)--should be in every school library.
- [Through Indian Eyes](#)--Outdated but still useful if you can get it
- [How to Tell the Difference](#)
- [Evaluating American Indian Materials and Resources for the Classroom](#)
- <https://americanindiansinchildrensliterature.blogspot.com/>
- [OPI Website](#)--Navigation from the main page

Evaluating IEFA literature for use in the classroom

- A. Review together [How to Tell the Difference.](#)
- B. Breakout into groups, use criteria in *Evaluating American Indian Materials and Resources for the Classroom* or *How to Tell the Difference* to evaluate materials provided.
- C. Share out with the group why an item is or is not acceptable for use in the classroom/library collection referencing at least 2 evaluation criteria to support your assertion.

Explore quality literature and do one of the following working individually, paired or with a small group work (personal choice).

- A. Select from books which have been used in a lesson plan developed/ published by the Office of Public Instruction Indian Education division. Read the book, read the lesson, develop modifications for your unique setting and integrate at least one library standard into your modified lesson.
- B. Select from the provided examples of quality literature. Develop a draft lesson which includes, at minimum, the following: Student learning objectives, at least one Essential Understanding (explain HOW the EU will be met in this lesson), at least one library-media standard, one standard from a content area of your choice, instructional procedure, and how you will assess student learning.