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## MEMORANDUM

**TO:** Members, Utah State Board of Education

**FROM:** Martell Menlove, Ph.D.  
Chief Executive Officer

**DATE:** May 9, 2014

**ACTION:** Library Media Standards Update

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### **Background:**

Core content areas need to be reviewed periodically to ensure the core standards are still accurate and relevant.

### **Key Points:**

The English Language Arts/Library Media Coordinator reviewed the current library media core document with appropriate stakeholders and determined changes were needed. A committee was formed to develop planned changes. Core revisions need to be submitted for public comment and Board approval.

### **Anticipated Action:**

The Standards and Assessment Committee will hear the core revision update and consider the request to open the standards for public comment.

**Contact:** Brenda Hales, 801-538-7515  
Sydnee Dickson, 801-538-7739  
Tiffany Hall, 801-538-7893



**Utah State Office of Education**  
**Utah Standards for Library Media**  
**Secondary (Grades 6-12)**

**May, 2014**

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In the complex technological world of today, education is no longer simply the acquisition of a body of knowledge. It is rather the ability to continually access and use a vast array of information sources. The learner must be able to effectively evaluate these sources, combine them in meaningful patterns and react creatively to the results. For a successfully educated individual, this mode of learning becomes a lifelong habit, since knowledge acquired today may be inadequate tomorrow, while the process of searching out answers, once learned, will be a lifetime skill.

---*Rationale for Today's School Library Media Center, MSLA*

The needs of learners in today's society are growing increasingly complex. Resources and technologies have changed; information literacy is more than just using reference books to look up a definition or simple description. The skills of the 21<sup>st</sup> century include being literate in a variety of digital, visual, textual, and technological tools, and individuals must have the thinking skills that will enable them to learn continually. Becoming an educated user of information in this potentially overwhelming culture of information is a critical part of students' education. The comprehensive school community must support the development of these skills in general and in content-related areas.

The library is central to the school community in this process of developing students who are literate users of technology. Highly-qualified school librarians, working in conjunction with content-area teachers, provide instruction for students that develops their ability to find and use information to support their academic learning and personal development. The Utah Standards for Library Media were created by librarians in schools to demonstrate the integration of information literacy skills across all curricular areas.

The Standards and indicators outlined on the following pages reflect the American Association for School Libraries (AASL) *Standards for the 21st Century Learner*, which state that learners must be able to:

- Inquire, think critically, and gain knowledge;
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
- Share knowledge and participate ethically and productively as members of our democratic society; and
- Pursue personal and aesthetic growth.
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These Standards also support the following beliefs about learners and learning:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- School libraries are essential to the development of learning skills
- Ethical behavior in the use of information must be taught.
- The definition of information literacy has become more complex as resources and technologies have changed.

The Standards are organized in three Strands:

- I. Research and Information Literacy;
- II. Reading Engagement; and
- III. Media Literacy

Each strand includes student indicators and also demonstrates the integration of these Standards with the *Utah Core Standards for English/Language Arts*, the *Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects*, the *AASL Standards for the 21<sup>st</sup> –Century Learner*, and the *International Society for Technology in Education (ISTE) Standards for Students*. These connections were made to clearly convey the critical role of these Standards in preparing students to be literate members of society who are able to find, evaluate, and use information appropriately throughout their academic, professional, and personal lives.

**Standards Review Committee**

Jeri Albrecht, Librarian

Bingham High School, Jordan School District

Barbara Hopkins, District Library Media Specialist

Canyons School District

Marianne Bates, Librarian

Albion Middle School, Canyons School District

Cindy Mitchell, Librarian

South Jordan Middle School, Jordan School District

Melissa Beck, Science Teacher

West Jordan High School, Jordan School District

Fawn Morgan, Librarian

Parents Advocating Libraries in Schools (PALS)

Anne Diekema, Assistant Professor

Instructional Technology and Learning Sciences, Utah State University

Ellen Anita Olson, Librarian

Diamond Fork Jr. High, Nebo School District

Tiffany Hall, K-12 Literacy/Library Media Coordinator

Utah State Office of Education

Sandy Rawle, Librarian

Salem Hills High School, Nebo School District

Sarah Herron, Librarian

Glendale Middle School, Salt Lake City School District

Sharyl Smith

Parents Advocating Libraries in Schools (PALS)

# Strand I: Research and Information Literacy

Standard 1	Objective	Indicators	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL* Standards for the 21 <sup>st</sup> -Century Learner  <i>*American Association of School Librarians</i>	ISTE* Standards for Students  <i>*International Society for Technology in Education</i>
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Define an information problem and identify information needed.	1.1 Define an information problem.	1.1.a Analyze task to identify the information problem.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.	3.a Plan strategies to guide inquiry.  4.a Identify and define authentic problems and significant questions for investigation.  4.b Plan and manage activities to develop a solution or complete a project.
		1.1.b Seek clarification from teachers and others through a variety of communications.			1.4.4 Seek appropriate help when it is needed.	

		1.1.c Select and narrow or broaden topics into a manageable focus.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.1.3 Develop and refine a range of questions to frame the search for new understanding.  1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.	4.b Plan and manage activities to develop a solution or complete a project.
		1.1.d Formulate a claim to guide inquiry.			
		1.1.e Identify audience.	UCS.Writing.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  UCS.Writing.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		2.b Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
		1.1.f Conceptualize form of final product based on personal learning style, assignment constraints, and nature of information to be presented.	UCS.Writing.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	4.4.8 Use creative and artistic formats to express personal learning.	1.a Apply existing knowledge to generate new ideas, products, or processes.  1.b Create original works as a means of personal or group expression

		1.1.g Help to formulate criteria for evaluation of 1) the research process for efficiency and effectiveness and 2) the learning product for effectiveness.		1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.  4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	
		1.1.h Build a reasonable timeline for completion of project.		1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.  4.4.3 Recognize how to focus efforts in personal learning.	4.b Plan and manage activities to develop a solution or complete a project.
	1.2 Identify the information needed.	1.2.a Analyze the task in terms of information already known.		1.1.2 Use prior and background knowledge as context for new learning.	4.b Plan and manage activities to develop a solution or complete a project.
		1.2.b Apply existing knowledge to generate new ideas, products, or processes.		1.1.2 Use prior and background knowledge as context for new learning.	1.a Apply exiting knowledge to generate new ideas, products or processes.

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		1.2.c Analyze task in terms of information needed by considering amount, format, location, and type (e.g., textual, numerical, and pictorial information).			3.a Plan strategies to guide inquiry. 4.a Identify and define authentic problems and significant questions for investigation.
		1.2.d Formulate and refine a range of significant questions, including self-generated questions, to guide inquiry and search for new understanding.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.	4.a Identify and define authentic problems and significant questions for investigation.
		1.2.e Select and narrow or broaden keyword search terms.		1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.	

Standard 2	Objective	Indicators	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Identify, evaluate, and select sources.	2.1 Determine a wide range of general and specific sources.	<p>2.1.a Develop an information search strategy utilizing sources and current technology tools.</p> <p>2.1.b Identify potential information sources and access tools.</p>	<p>UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>UCS.Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating answers beyond the collection of superficial facts.</p>	<p>3.a Plan strategies to guide inquiry.</p> <p>3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>

	2.1.c Demonstrate initiative in investigating appropriate sources to answer questions.	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.1.4 Find, evaluate, and select appropriate sources to answer questions.	
2.2 Select the best sources.	2.2.a Evaluate print and digital sources for relevancy, accuracy, validity, credibility, availability, currency, authority, accessibility within time limits, and ease of use.	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.1.5 Evaluate information found in selected sources on the bases of accuracy, validity, and appropriateness for needs, importance and social and cultural context.	3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.  3.b Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety sources and media.
	2.2.b Apply an understanding of the difference between primary and secondary sources.	UCS.Reading.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		

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Standard 3	Objective	Indicators	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Locate sources and access information within sources	3.1 Locate identified sources.	<p>3.1.a Understand the layout of the school library, the library classification system, and the library circulation process.</p> <p>3.1.b Understand how to navigate library catalogs, web browsers, and databases.</p> <p>3.1.c Locate sources with divergent perspectives that answer research questions by considering primary and secondary sources, general and subject-specific references, and scholarly and popular articles.</p>	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		<p>2.3.1 Connect understanding to the real world.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.3.2. Seek divergent perspectives during information gathering and assessment.</p>	3. b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

	3.1.d Locate potential textual, visual, media, human, and digital sources to meet the research need.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	3. b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
	3.1.e Revise and focus search by demonstrating the effective use of location skills and advanced search standards.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.	3. b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3.2 Access information within sources	3.2.a Demonstrate mastery of technology tools for accessing information appropriate to the task.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.2.6 Display emotional resilience by persisting in information searching despite challenges.	
	3.2.b Apply information access skills.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	6.. Understand and use technology systems. 6.b Select and use applications effectively and productively.
	3.2.c Use components of print, media, and digital sources .	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	6.b Select and use applications effectively and productively.

	UCS.Speaking/Listening.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
	UCS.Speaking/Listening.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
3.2.d Conduct interviews using professional, appropriate interview techniques.	UCS.Speaking/Listening.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  UCS.Speaking/Listening.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	1.3.2 Seek divergent perspectives during information gathering and assessment.	2.a Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
3.2.e Use sources and technologies responsibly.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.3.3 Follow ethical and legal guidelines in gathering and using information.  1.3.5 Use information technology responsibly.	5.a Advocate and practice safe, legal, and responsible use of information and technology.

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Standard 4	Objective	Indicators	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Engage and extract information	4.1 Engage with the most useful information by reading, hearing, and viewing sources in a variety of formats.	4.1.a Formulate questions that most effectively elicit relevant information.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	3.a Plan strategies to guide inquiry. 4.a Identify and define authentic problems and significant questions for investigation.
		4.1.b Choose an appropriate comprehension				3.a Plan strategies to guide inquiry. 3.c Evaluate and select information sources and digital tools based on

		level when engaging information.			the appropriateness to specific tasks.
		4.1.c Use appropriate reading, viewing, and listening skills and strategies to gather evidence to support the research task.	<p>UCS.Reading.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>UCS.Reading.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.	<p>3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>4.d Use multiple processes and diverse perspectives to explore alternative solutions.</p>
		4.1.d Read, listen, and view critically across the content areas, including literary and/or informational texts, to build connections between prior knowledge and new information.	<p>UCS.Reading.3 Analyze how and why individuals, events, and ideas develop and interact over the course of the text.</p> <p>UCS.Reading.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>UCS.Reading.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>UCS.Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>UCS.Speaking/Listening.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	

		<p>4.1.e Engage with information by collaborating with others to broaden and deepen understanding.</p>	<p>UCS.Speaking/Listening.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	
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		4.1.f Gather information by surveying and interviewing using available formats.	<p>UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>UCS.Speaking/Listening.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	
		4.1.g Read and interpret visual and quantitative information.	<p>UCS.Reading.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.	3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
		4.1.h Modify the inquiry focus, questions, sources, or strategies as needed to accomplish research task successfully.	UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>	3.a Plan strategies to guide inquiry.

		4.1.i Understand and respect the right for self and other to read, seek information, and speak freely.		3.3.7 Respect the principles of intellectual freedom.	5.a Advocate and practice safe, legal, and responsible use of information and technology.
		4.1.j Monitor gathered information for gaps or weaknesses and seek additional sources as necessary.		<p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p>	

	<p>4.2 Extract the best quality information which answers the research question and meets task requirements.</p>	<p>4.2.a Apply critical thinking skills to evaluate and select information in terms of relevance, accuracy, validity, reliability, currency, authority, completeness, format, point-of-view, and timeliness.</p>	<p>UCS.Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>UCS.Speaking/Listening.2 Integrate and evaluate. Information presented in diverse media and formats, including visually, qualitatively, and orally.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p>	<p>3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>4.c Collect and analyze data to identify solutions and/or make informed decisions.</p>
		<p>4.2.b Distinguish between fact and opinion and evaluate for the presence of bias, prejudice, or propaganda.</p>	<p>UCS.Reading.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>UCS.Speaking/Listening.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p>	<p>4.c Collect and analyze data to identify solutions and/or make informed decisions.</p>

		4.2.c Validate and compare information in sources, noting differences, contradictions, types of data or research.	<p>UCS.Reading.9 Analyze how two or more texts address similar themes of topics in order to build knowledge or to compare the approaches the authors take.</p> <p>UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p>	4.c Collect and analyze data to identify solutions and/or make informed decisions.
		4.2.d Use a variety of note-taking strategies.	UCS.Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		<p>3.a Plan strategies to guide inquiry.</p> <p>6.b Select and use applications effectively and productively.</p>
		4.2.e Follow ethical and legal guidelines in gathering and using information.	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</p>	<p>6.a Understand and use technology systems.</p> <p>6.b Select and use applications effectively and productively.</p>
		4.2.f Abstract, summarize, and paraphrase.	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.3.3 Follow ethical and legal guidelines in gathering and using information.	3.b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

		4.2.g Credit appropriate sources using accepted citation format.	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.3.1 Respect copyright/intellectual property rights of creators and producers.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  1.3.5 Use information technology responsibly.	6.a Understand and use technology systems.
		4.2.h Use word-, image-, and sound-processing tools individually or in combination.		1.3.5 Use information technology responsibly.  2.1.2 Organize knowledge so that it is useful.  2.1.4 Use technology and other information tools to analyze and organize information.	3.a Plan strategies to guide inquiry.  6.a Understand and use technology systems.  6.b Select and use applications effectively and productively.
		4.2.i Analyze selected data related to the information problem, make informed decisions, and create new knowledge.	UCS.Reading.9 Analyze how two or more texts address similar themes of topics in order to build knowledge or to compare the approaches the authors take.  UCS.Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	2.1.4 Use technology and other information tools to analyze and organize information.	4.c Collect and analyze data to identify solutions and/ or make informed decisions.

Standard 5	Objective	Indicators	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Organize, synthesize, and present information.	5.1 Organize information from multiple sources.	5.1.a Establish a clear purpose for the learning product.	DRAFT			4.a Identify and define authentic problems and significant questions for investigation.
		5.1.b Analyze and organize information.			2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information. 4.1.6 Organize personal knowledge in a way that can be called upon easily.	3.b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
		5.1.c Select a product format based on personal learning style, assignment constraints, and/or the nature of			4.1.8 Use creative and artistic formats to express personal learning.	4.b Plan and manage activities to develop a solution or complete a project.

		information to be presented.			
		5.1.d Use technology and other information tools to integrate and organize textual, numerical, and pictorial information from multiple sources.	<p>UCS.Writing.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>UCS Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	3.b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
		5.1.e Use information and information technologies ethically and legally.	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<p>1.3.3. Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5. Use information technology responsibly.</p>	5.a Advocate and practice safe, legal, and responsible use of information and technology.
		5.1.f Evaluate critically whether the selected information supports the proposed conclusions and completes the task.	<p>UCS.Reading.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>UCS Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	3.b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

	<p>5.1.g Support arguments with relevant and sufficient evidence.</p>	<p>UCS.Reading.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>UCS.Reading.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>UCS.Writing.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>UCS.Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p>
	<p>5.1.h Create, revise, and refine drafts of the learning product.</p>	<p>UCS.Writing.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		<p>4.b Plan and manage activities to develop a solution or complete a project.</p>

		5.1.i Apply criteria for quality and craftsmanship based on existing models, including assignment criteria and personal standards, to the final product.	<p>UCS.Writing.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>UCS.Writing.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>UCS.Writing.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</p>	
5.2. Present the resulting learning product.	5.2.a Present learning products using a variety of technology and other information tools effectively to promote new understanding in others.	UCS.Writing.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	2.b Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	
	5.2.b Use a variety of formats to communicate information promoting new understanding in others.	<p>UCS.Reading.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>UCS.Writing.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	2.a Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	

	5.2.c Update and publish, individually or collaboratively, products employing a diversity of media formats.	<p>UCS.Writing.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>UCS.Writing.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>UCS.Writing.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p>	2.a Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
	5.2.d Cite sources in notes and bibliographies according to accepted citation and bibliographic format standards.	<p>UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>	5. a. Advocate and practice safe, legal, and responsible use of information and technology.
	5.2.e Use production and presentation facilities and equipment responsibly.	<p>UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>1.3.5 Use information technology responsibly</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</p>	6.b Select and use applications effectively and productively.

Standard 6	Objective	Indicator	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			

Evaluate the process and the product.

6.1. Assess the process for efficiency and effectiveness.

6.1.a Assess personal problem-solving skills, including research skills, using ongoing self-evaluation throughout the project.

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1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.4 Develop directions for future investigations.

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

5.c Demonstrate personal responsibility for lifelong learning.

		6.1.b Solicit, reflect upon, and respond to feedback about personal performance in the research process.		1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.  2.4.1 Determine how to act on information (accept, reject, modify).	5.c Demonstrate personal responsibility for lifelong learning.
		6.1.c Assess ability to select sources that are current, valid, authoritative, and relevant to the task.		1.4.3 Monitor gathered information, and assess for gaps or weaknesses.  4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
		6.1.d Reflect on personal growth and development of technology skills during the research process.			

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		6.1.e Assess development of time-management skills during and after the research process.		<p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>4.4.3 Recognize how to focus efforts in personal learning.</p>	
		6.1.f Reflect upon ability to collaborate with others, when appropriate, to accomplish the task.		<p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p>	
		6.1.g Identify areas needing improvement and determine how to make changes in the future.		<p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>2.4.4 Develop directions for future investigations.</p> <p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p>	

	6.2 Assess the product for effectiveness.	6.2.a Critique the quality and effectiveness of the end product.		3.4.2 Assess the quality and effectiveness of the learning product.	
		6.2.b Compare and evaluate product with criteria from the original task definition.		4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	
		6.2.c Solicit, reflect, and act upon peer reviews and teacher comments about the product		1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	
		6.2.d Reflect upon and describe the level of personal satisfaction with final product.		4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	
	6.3. Evaluate the process and the product in terms of contributions to intellectual and personal growth.	6.3.a Evaluate growth in intellectual abilities relative to personal research skills.		4.4.3 Recognize how to focus efforts in personal learning. 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	

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		6.3.b Assess personal growth relative to the use of information in the research process.		<p>2.4.3 Recognize new knowledge and understanding.</p> <p>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</p> <p>4.4.1 Identify own areas of interest.</p> <p>4.4.2 Recognize the limits of own personal knowledge.</p> <p>4.4.3 Recognize how to focus efforts in personal learning.</p> <p>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>	
		6.3.c Reflect upon aesthetic growth, e.g., valuing reading, expressing ideas creatively, considering divergent cultural and social views.		<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</p>	

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# Strand II: Reading Engagement

Standard 1	Objective	Indicator	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Read to pursue intellectual, personal, and emotional growth for life.	1.1 Build reading behaviors for life-long learning and enjoyment of reading.	1.1.a Read for enjoyment, selecting texts of interest.	UCS.Reading.10 Read and comprehend complex literary and informational texts independently and proficiently.	4.1.1 Read, view, and listen for pleasure and personal growth.  4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.  4.4.1 Identify own areas of interest.  4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	5.c Demonstrate personal responsibility for lifelong learning.	
		1.1.b Self-select reading materials from a variety of genres and formats.	UCS.Reading.10 Read and comprehend complex literary and informational texts independently and proficiently.	4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.	3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	

				<p>4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p>	5.c Demonstrate personal responsibility for lifelong learning.
		1.1.c Make personal connections to the real world when reading a variety of texts.		<p>2.3.1 Connect understanding to the real world.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p>	
		1.1.d Demonstrate resiliency, perseverance and stamina when reading a variety of texts.	UCS.Reading.10 Read and comprehend complex literary and informational texts independently and proficiently.	<p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p>	

				4.4.3 Recognize how to focus efforts in personal learning.	
		1.1.e Contribute to a reading and learning community.	<p>UCS.Writing.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>UCS.Speaking/Listening.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	<p>2.b Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>2.c Develop cultural understanding and global awareness by engaging with learners of other cultures.</p>
	1.2 Build reading skills for lifelong learning and appreciation of writing.	1.2.a Read, listen to, and view a variety of genres and formats.	<p>UCS.Reading.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>UCS.Speaking/Listening.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources.</p>	5.c Demonstrate personal responsibility for lifelong learning.

				4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.	
		1.2.b Identify, reflect upon, and respond to works which exemplify the human experience.		4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	
		1.2.c Read to answer questions, make decisions, or solve problems.	UCS.Reading.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.4.1 Determine how to act on information (accept, reject, modify). 4.1.4 Seek information for personal learning in a variety of formats and genres. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.	3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 4.c Collect and analyze data to identify solutions and/or make informed decisions.

		1.2.d Explore text-to-text, text-to-self, and text-to-world connections.		2.3.1 Connect understanding to the real world. 3.1.5 Connect learning to community issues. 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.4.4 Interpret new information based on cultural and social context.	
		1.2.e Appreciate and evaluate an author's craft and use of literary devices.	UCS.Reading.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  UCS.Speaking/Listening.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.  4.3.2 Recognize that resources are created for a variety of purposes.	
		1.2.f Read to seek multiple points of view and a global perspective.	UCS.Reading.6 Assess how point of view or purpose shapes the content and style of a text.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.3.2 Consider diverse and global perspectives in drawing conclusions.	

				<p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>	
	1.3 Comprehend and interpret literary and informational text.	1.3.a Apply appropriate reading strategies in literary and informational text.	UCS.Reading.10 Read and comprehend complex literary and informational texts independently and proficiently.	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.4.3 Recognize how to focus efforts in personal learning.</p>	
		1.3.b Read, listen to, view, and integrate information to build background knowledge.	UCS.Reading.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety</p>	<p>1.a Apply existing knowledge to generate new ideas, products, or processes.</p> <p>3.b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>

				<p>of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>	
		1.3.c Read to find meaning, evaluate evidence, find the main idea and supporting details, and form opinions and conclusions.	<p>UCS.Reading.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>UCS.Reading.2 Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	
		1.3.d Read to interpret and evaluate historic and current events and the choices made by individuals or groups.	UCS.Reading.3 Analyze how and why individuals, events, and ideas development and interact over the course of a text.	4.4.4 Interpret new information based on cultural and social context.	
		1.3.e Evaluate text for author's purpose.	UCS.Reading.6 Assess how point of view or purpose shapes the content and style of a text.	4.3.2 Recognize that resources are created for a variety of purposes.	

# Strand III: Media Literacy

Standard 1	Objective	Indicator	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Demonstrate that media literacy is a life skill integral to modern citizenship, informed decision making, and healthy lifestyles.	1.1 Understand and use basic terms and concepts of media.	1.1.a Use basic vocabulary, defining with examples and differentiating among terms (e.g., media, media literacy, mass media, local media, social media).	<i>Please refer to the Career and Technical Education (CTE) course syllabi for specific connections to this Standard.</i>  UCS.Language.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
		1.1.b Compare, analyze, and rank, according to potential impact, a variety of media and explain the advantages and limitations of each				6.a Understand and use technology systems.

		(e.g., availability, cost, audience appeal, frequency, ease of use, potential audience size).			
	1.2 Demonstrate how the use of media can broaden experiences throughout life.	1.2.a Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights.		1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  2.3.2 Consider diverse and global perspectives in drawing conclusions.	
		1.2.b Explain how media have the potential to influence perspectives, values, or lives.		1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view of bias.  2.3.1 Connect understanding to the real world.	
	1.3 Identify and explain citizens' rights and responsibilities with respect to media.	1.3.a Demonstrate an understanding of ethically and legally responsible ways to use print and nonprint media (e.g., paraphrasing, applying proper citation formats, copyright,	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.3.1 Respect copyright/intellectual property rights of creators and producers.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  1.3.5 Use information technology responsibly.	5.a Advocate and practice safe, legal, and responsible use of information and technology.

		digital citizenship, academic integrity).		3.1.6 Use information and technology ethically and responsibly.	
		1.3.b Identify and use bibliographic and other important information in citing print and nonprint media (e.g., title, author, director, producer, copyright date, copyright and duplication warnings, rating, edition or version).	UCS.Writing.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.3.1 Respect copyright/intellectual property rights of creators and producers.	5.a Advocate and practice safe, legal, and responsible use of information and technology.
		1.3.c Demonstrate how to be active, safe, and responsible consumers of media (e.g., respond to media messages with letters, phone calls, texts and emails, and other social media).		3.1.6 Use information and technology ethically and responsibly. 4.3.1 Participate in the social exchange of ideas, both electronically and in person. 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.	5.d Exhibit leadership for digital citizenship.
	1.4 Demonstrate how the culture, social context, and experiences influence interpretation of media messages.	1.4.a Recognize the value of differing viewpoints.	UCS.Speaking/Listening.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2.3.2 Consider diverse and global perspectives in drawing conclusions. 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.	2.c Develop cultural understanding and global awareness by engaging with learners of other cultures.

				<p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>	
		<p>1.4.b Examine how understanding and interpretation of media is influenced by emotions, experiences, social and cultural attitudes, and backgrounds.</p>		<p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>	
	<p>1.5 Recognize the purposeful and careful construction of media productions.</p>	<p>1.5.a Identify and evaluate examples of media productions, in print or digital formats, that create or influence a perception of reality (e.g., advertisements, movies, videos, music, games, political messages).</p>	<p>UCS.Speaking/Listening.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>4.3.2 Recognize that resources are created for a variety of purposes.</p>	
		<p>1.5.b Explain how media messages influence the economic, political, and social attitudes and behaviors of an individual and society.</p>	<p>UCS.Speaking/Listening.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>	<p>1.d Identify trends and forecast possibilities.</p>

		1.5.c Differentiate among examples of real, realistic, and unreal content in media.		1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.	3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
		1.5.d Identify examples of advertising with multiple messages (e.g., associating an advertised product with happiness, power, physical appeal, or a desired lifestyle).	UCS.Speaking/Listening.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	4.3.2 Recognize that resources are created for a variety of purposes.	

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Standard 2	Objective	Indicator	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		<b>Students will:</b>	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Analyze elements of media messages to understand forms and functions, content, intent, and effects on the receiver.	2.1 Analyze techniques used to construct media messages.	2.1.a List and analyze elements of communication (i.e., sender, message, receiver).				
		2.1.b Analyze and evaluate how sound, visual effects, time manipulation, and text are manipulated and/or edited in constructing effective media messages.	UCS.Reading.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.	UCS.Language.3 Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and	

			style, and to comprehend more fully when reading or listening.	supporting ideas, conflicting information, and point of view or bias.  2.1.4 Use technology and other information tools to analyze and organize information.  4.3.2 Recognize that resources are created for a variety of purposes.	
	2.2 Analyze, question, and think critically about media messages.	2.2.a Identify and analyze the purposes, perspectives, or biases of media messages.	UCS.Reading.6 Assess how point of view of purpose shapes the content and style of a text.  UCS.Language.3 Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  UCS.Speaking/Listening.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	4.3.2 Recognize that resources are created for a variety of purposes.	
		2.2.b Examine and compare media messages that convey the same subject or event (e.g., examine and compare purpose, perspective, bias).	UCS.Reading.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  UCS.Reading.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches to authors take.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	

		2.2.c Deconstruct a media message, examining examples of fact and opinion, persuasive techniques, balance, diversity, and ethics.	<p>UCS.Reading.6 Assess how point of view of purpose shapes the content and style of a text.</p> <p>UCS.Reading.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>UCS.Language.3 Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>UCS.Speaking/Listening.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>	4.d Use multiple processes and diverse perspectives to explore alternative solutions.
2.3 Analyze effects of media messages on the receiver.	2.3.a Predict and analyze the possible effects of advertising and propaganda.	UCS.Reading.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>		
	2.3.b Analyze the effects of media messages on populations historically.		<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>2.3.1 Connect understanding to the real world.</p>	4.d Use multiple processes and diverse perspectives to explore alternative solutions.	

		2.3.c Predict possible effects of viewing gratuitous violence and other excessive behaviors.		2.3.1 Connect understanding to the real world.	
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Standard 3	Objective	Indicators	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Evaluate media for appropriate personal, educational, and professional use.	3.1 Evaluate and select media appropriately.	3.1.a Consult reliable sources to critique and evaluate personal media choices (e.g., conferring with parents and teachers, consulting reputable print and online reviews and ratings).			1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.  1.4.4 Seek appropriate help when it is needed.	5.c Demonstrate personal responsibility for lifelong learning.
		3.1.b Evaluate and select media materials to meet educational, personal, and career needs.			1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.  4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interest and needs.	3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.  4.c Collect and analyze data to identify solutions and/or make informed decisions.

		3.1.c Determine if the amount of time and attention devoted to media, including social networking, Internet gaming, and texting, is in balance with other activities.		1.3.5 Use information technology responsibly. 4.4.3 Recognize how to focus efforts in personal learning.	5.a Advocate and practice safe, legal, and responsible use of information and technology.
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Standard 4	Objective	Indicator	Utah Core Standards for English/Language Arts	Utah Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects	AASL Standards for the 21 <sup>st</sup> -Century Learner	ISTE Standards for Students
		Students will:	These are the broad anchor standards; more specific descriptions of student expectations are found at each grade level. The Utah Core Standards can be found at: <a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a>			
Produce media messages in selected formats.	4.1 Prepare messages for presentation by using a multi-step planning process.	4.1.a Determine the message to convey, the intended target audience, and the most appropriate medium for the purpose.			1.1.3 Develop and refine a range of questions to frame the search for new understanding.	1.b Create original works as a means of personal or group expression.
		4.1.b Identify resources needed for creating and presenting the media message (e.g., materials, equipment, setting, cost).				
		4.1.c Practice responsible and safe behaviors in producing media messages.			4.3.1 Participate in the social exchange of ideas, both electronically and in person. 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.	5.a Advocate and practice safe, legal, and responsible use of information and technology.

	4.2 Develop and apply criteria for quality media productions.	4.2.a Establish criteria and select components for a quality media productions.	UCS.Speaking/Listening.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	4.b Plan and manage activities to develop a solution or complete a project.
		4.2.b Draft and refine message (e.g., outlining, storyboarding, sketching, editing).		3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	
		4.2.c Cite the sources used in productions appropriately.		1.3.1 Respect copyright/intellectual property rights of creators. 1.3.3 Follow ethical and legal guidelines in gathering and using information.	
		4.2.d Apply criteria to the product.			
		4.2.e Determine what licensing will be used on the published product (e.g., Creative Commons, copyright).			
	4.3 Present or exhibit media messages and evaluate their final products.	4.3.a Plan and prepare presentation setting.			

		4.3.b Identify, select, and practice effective presentation techniques, modifying as necessary.			
		4.3.c Present and/or publish media message to the target audience.	UCS.Speaking/Listening.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose, and audience.	3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	2.b Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
		4.3.d Solicit and reflect upon feedback from the target audience.			
		4.3.e Evaluate and/or revise as necessary product based on feedback for quality, effectiveness, and efficiency.		3.4.2 Assess the quality and effectiveness of the learning product.	