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## MEMORANDUM

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

**FROM:** Brad C. Smith  
Chief Executive Officer

**DATE:** April 9-10, 2015

**ACTION:** Release K-5 Library Media Standards Draft for 90-Day Public Review

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### **Background:**

Elementary Library Media Standards are up for review and revision, according to the Core Standards Review Timeline.

### **Key Points:**

A stakeholder committee began the review and revision of the K-5 Library Media Standards in November of 2014. The committee met a total of five times. The draft of the revised standards is now ready for Board review. The K-5 standards have been aligned to the recently approved 6-12 Library Media Standards.

### **Anticipated Action:**

The Standards and Assessment Committee will receive the core revision update and consider the request to open the standards for a 90-day public comment and review period.

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# Elementary Library Media Standards



Prepared by the  
Utah State Office of Education

April 9-10, 2015

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## Elementary Library Standards Review & Public Comment Approval

**Background:** A stakeholder committee began the review and revision of the K-5 Library Media Standards in November of 2014 under the direction of Jennifer Throndsen, K-12 Literacy and Library Coordinator. The committee has met five times between November and March to work on the revisions. The committee has a broad representation of library professionals. Specifically, there are 19 committee members and they represent:

- 4-urban school districts
- 6-suburban school districts
- 3-rural school districts
- 2-charter schools
- 2-universities
- 2-parent advocates

To begin, the committee reviewed the current Elementary Library Media Standards that were adopted in 2000 and the drafts of the Secondary Library Media Standards that were just approved by the Board in February. Additionally, the American Association of School Librarians standards that were released in 2007. These three standards documents helped to guide the revision process along with essential questions related to what do we expect students in K-5 to master in the library setting and in conjunction with the classroom teacher. With those ideas in mind, the committee has drafted K-5 standards for Elementary Library Media. The standards are arranged in three strands: Reading Engagement, Information and Research, and Media Literacy.

**Request:** At this time, we would request for the Board to allow for the 90-day public comment period, so that the committee can receive feedback on the current draft. The draft standards are contained on the pages that follow.

## Strand I: Reading Engagement

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and in life. Teacher librarians actively promote reading. They provide equitable access to literary and informational texts in a variety of subjects, genres, and formats. Teacher librarians facilitate the acquisition of tools, knowledge and skills to allow every student to read for interpretation and the development of new understandings.

### **Standard 1: Students will read to gain intellectual, personal, and emotional growth.**

Objective 1.1: Establish reading behaviors for lifelong learning and growth.

- a) Select texts from a variety of formats and genres to read for enjoyment, acquire knowledge, and answer questions.
- b) Gain understanding and make connections while reading and interacting with text.
- c) Demonstrate perseverance and stamina when reading or listening to a variety of texts.
- d) Listen to, view, read, and integrate information to build a knowledge base.

Objective 1.2: Differentiate between literary (fiction) and informational (non-fiction) text.

- a) Categorize text as literary or informational.
- b) Use selection criteria (e.g., interest, content) when choosing materials for a defined purpose.
- c) Apply appropriate reading strategies for comprehension of text. (e.g., text features, skim and scan)

### **Standard 2: Students explore a variety of reading materials to learn how formatting and features contribute to and give meaning to the text.**

Objective 2.1: Demonstrate knowledge of the physical features (e.g., cover, spine, title page, cursor, and scroll bar) of reading materials, both electronic and print.

Objective 2.2: Read, view and listen for information presented in a variety of formats (e.g., textual, visual, media) and apply appropriate strategies to comprehend texts.

Objective 2.3: Identify the elements of story while analyzing how and why characters, events, and ideas develop and interact over the course of a text.

Objective 2.4: Identify the roles, tools, and purposes of authors, illustrators, and other contributors (e.g., website creators, editors, publishers) to a text.

### **Standard 3: Students will demonstrate an understanding of library purpose and function.**

Objective 3.1: Exhibit library etiquette.

Objective 3.2: Understand the library layout, the library classification system, and the circulation process.

Objective 3.3: Contribute to a reading and learning community, including recommending reading materials to peers and respecting others' reading choices.

Objective 3.4: Make use of personal, community and global libraries, both physical and electronic.

## Strand II: Information and Research

Through engagement in the research process, students will apply critical thinking skills (e.g., analysis, synthesis, evaluation, organization) to construct new understandings, draw conclusions, and create new knowledge. Teacher librarians, in collaboration with classroom teachers, will engage students in research processes (e.g., inquiry-based, information problem solving). Such experiences will develop student self-confidence in solving problems in an environment where information resources and technologies are increasingly complex.

### **Standard 1 – Students will define an information problem and identify information needed.**

Objective 1.1: Define an information problem.

- a) Analyze the task to identify the information problem.
- b) Seek clarification from teachers and others.
- c) Select and narrow (or broaden) topics into a manageable focus.
- d) Conceptualize the form of the final product based on target audience and criteria for evaluation.

Objective 1.2: Identify the information needed.

- a) Analyze the task and information needed.
- b) Generate essential questions for new understanding and to guide inquiry.
- c) Select, narrow (or broaden) keyword search terms.

### **Standard 2 – Students will identify, evaluate, and select sources.**

Objective 2.1: Brainstorm and identify information sources (e.g., texts, places, people).

Objective 2.2: Evaluate and select sources based on predetermined criteria (e.g., relevancy, currency, credibility).

### **Standard 3 – Students will locate sources and access information.**

Objective 3.1: Locate identified sources.

- a) Demonstrate how to navigate library catalogs, web browsers, and databases.
- b) Apply effective location skills, asking for help as needed.
- c) Revise and focus search as necessary.

Objective 3.2: Access information within sources by applying relevant tools (e.g., table of contents, indexes, keyword searches, sidebars, related subjects).

### **Standard 4 – Students will engage with and extract information.**

Objective 4.1: Engage with information by reading, listening, and viewing sources in a variety of formats.

- a) Build connections between prior knowledge and new information through engaging with information, and collaborating with others to broaden and deepen understanding.
- b) Monitor gathered information for gaps or weaknesses and modify questions, sources, or strategies as needed to accomplish the research task successfully.

Objective 4.2: Select, extract and record information that addresses the information problem, answers guiding questions, and meets evaluation criteria.

- a) Apply critical thinking skills to evaluate and select information in terms of relevance, currency, and credibility including fact and opinion, bias, prejudice, propaganda.
- b) Validate and compare information in sources, noting differences, contradictions, types of data or research.
- c) Use a variety of note-taking strategies, including summarizing and paraphrasing, while noting sources.

**Standard 5 – Students will organize, synthesize, and present information.**

Objective 5.1: Organize information from multiple sources.

- a) Organize, evaluate, and synthesize selected information to support conclusions.
- b) Select format of the learning product for the designated audience and use technology or other tools to integrate, organize, and present information from multiple sources.
- c) Follow ethical and legal guidelines in using and citing information to avoid plagiarism and copyright violations.
- d) Apply evaluation criteria to create, revise, and finalize the learning product.

Objective 5.2: Present learning product using a variety of presentation techniques (e.g., writing, speaking, media) to communicate new understandings.

**Standard 6 – Students will evaluate their process and product.**

Objective 6.1: Evaluate the execution of the process and product for efficacy and quality.

- a) Assess and reflect on ability to meet the evaluation criteria.
- b) Assess ability to select sources that are relevant, current, and credible.
- c) Solicit, reflect, and act upon peer reviews and teacher comments about the product.

Objective 6.2: Identify areas of the process and product that were successfully executed, as well as those needing improvement, to determine how to proceed in the future.

- a) Reflect upon how the product could be improved or modified.
- b) Reflect upon and describe the level of personal satisfaction with the process and product.
- c) Identify areas of personal growth, technology and time-management skills, including the ability to collaborate.

## **Strand III Literacy: Media Engagement**

Media literacy is the competent application of literacy skills to media and technology messages. Its goal is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators, and active, digital citizens in today's world. By learning the standards and objectives, students will acquire an understanding of the elements, construction, and potential impact of media messages while learning to make informed choices in the use of media. Teacher librarians, in collaboration with classroom teachers, can integrate these standards into curricular units throughout a wide range of subjects to ensure students are equipped with these essential 21<sup>st</sup> century skills.

### **Standard 1 – Awareness: Students will be aware that media literacy as a life skill is integral to modern citizenship and informed decision making.**

Objective 1.1: Define basic terms and concepts of media.

Objective 1.2: Understand how the use of media can broaden experiences throughout life.

Objective 1.3: Identify and explain the rights and responsibilities with respect to media and digital citizenship.

Objective 1.4: Recognize that people experience the same message differently.

Objective 1.5: Recognize that media messages are intentionally constructed.

### **Standard 2 – Analysis: Students analyze, question, and think critically about media messages.**

Objective 2.1: Analyze techniques used to construct media messages.

Objective 2.2: Analyze the impact of media messages on a receiver.

### **Standard 3 – Evaluation: Students evaluate elements of media messages.**

Objective 3.1: Evaluate media messages for accuracy, authenticity, relevance, and source authority.

Objective 3.2: Evaluate and select media for personal and educational use.

### **Standard 4 – Production: Students produce and present media messages.**

Objective 4.1: Students identify messages for presentation, using a multi-step process, by determining intent, content, audience, and length.

Objective 4.2: Students develop and apply criteria for quality media productions.

Objective 4.3: Students create, present, and evaluate the final product.

### **Standard 5 – Digital Citizenship: Students understand personal responsibilities and consequences of media usage.**

Objective 5.1: Students understand and practice safe and responsible use of information and technology.

Objective 5.2: Students identify issues and consequences of misusing media.