



Mississippi
COLLEGE- AND CAREER-READINESS
Learning Standards
for **LIBRARIES**



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Mississippi Department of Education

SCHOOL LIBRARY PROGRAM

MISSISSIPPI DEPARTMENT OF EDUCATION

Dr. Nathan Oakley

Chief Academic Officer

noakley@mdek12.org

Dr. Tenette Smith

Executive Director, Office of Elementary Education and Reading

tenette.smith@mdek12.org

Elizabeth Simmons, Ed. S.

School Library Specialist

esimmons@mdek12.org

Melissa Banks

Instructional Technology Specialist

mebanks@mdek12.org

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D. · State Superintendent of Education

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SCHOOL LIBRARY WORKGROUP

Kim Baldwin

Harrison County School District

Bruce Golden

Jackson Public School District

Bethany Berry

Madison County School District

Hayley Henderson

Starkville Oktibbeha Consolidated
School District

Leah Biedleman

Yazoo County School District

Otha Keys

Jones County School District

Jennifer Dunkin

Harrison County School District

Dr. Deborah Lee

Mississippi State University

Corbin Ellis

Yazoo County School District

Angela Mullins

Simpson County School District

Ashley Fortner

Oxford School District

Amanda Osborne

Oxford School District

Dr. Meagon Touchstone

Harrison County School District

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OVERVIEW

PURPOSE

School libraries have evolved from simply providing print materials to offering a rich selection of print, media, and digital resources; teaching students how to search a virtual card catalog; and encouraging self-selected reading. The purpose of the *Mississippi College-and Career-Readiness Learning Standards for Libraries* is to showcase what students should know and be able to do at each grade band to ensure success in school, higher education, and the workforce. This document provides guidance to school districts striving to improve their school library program and raise student achievement.

The school library program is critical to students' academic and personal success. The necessary skills for college-and career-ready students include using library resources in a wide range of digital, visual, and textual formats. Effective school library programs enable students to develop critical thinking skills to access, evaluate, synthesize, and apply information; make informed decisions; build a knowledge base; and value reading.

Mississippi College-and Career-Readiness Learning Standards for Libraries incorporate information literacy skills to teach students how to access, evaluate, use, and integrate information and ideas found in print, media, and digital resources, which enables them to function in a knowledge-based economy and technologically oriented society.

The standards are organized around four main strands: Library Media, Reading Engagement, Research and Information, and Digital Literacy and are followed by overarching skills that continue across all grade bands. Students should master the standards from previous grades and continue to use the skills and knowledge as they advanced in school.

These are not stand-alone standards taught in isolation; they are meant to be taught collaboratively by the classroom teacher and the school librarian in the context of the curriculum. This collaboration will deepen student learning, foster independent reading, develop reading stamina, build task resiliency, strengthen text-dependent writing, and increase the students' information literacy.

The *Mississippi College-and Career-Readiness Learning Standards for Libraries* are based on the best practices from professional research available to date. The American Association of School Librarians (AASL), the International Society of Technology in Education (ISTE), and the Future Ready Librarian model were consulted in addition to the Mississippi College- and Career-Readiness Standards as well as relevant content standards from other states.

LEARNING STANDARDS CONNECTIONS

MS SCHOOL LIBRARY GUIDE

2.1 Characteristics of 21st Century School Library Program

Information literacy is the keystone of lifelong learning. Creating a foundation for lifelong learning is at the heart of the school library program.

2.4 Librarian Responsibilities

School librarians work with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons.

3.2 Understanding the Librarian’s Role in Reading and CCRS

Reading within the content area is at the center of College-and Career-Readiness Standards Initiative. Significant numbers of the standards also address the building of informational skills to ready students for 21st century learning.

3.5 Understanding Collaboration

Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum. It is imperative that the librarian and the grade and subject area teachers work together to create a quality learning environment.

3.6 Planning for Instruction

Librarians of the 21st century are educators in every sense of the word. Whether instruction is a collaborative effort with other teachers or on an as-needed basis, librarians – like their classroom counterparts – must be prepared to develop instructional plans that meet the needs of the learning community they serve.

3.7 Promotion Flexible, Open Access

In order for the school library to be the core of the educational setting, the librarian, with the assistance of the administrator, must be allowed to schedule the library for its most effective use.

4.4 Collection Guidelines

Collection guidelines are important for the systematic development and maintenance of the library’s print, media, and electronic collections so that the holdings of the school library supplement, enrich, and support the needs of its patrons.

5.1 The Role in the Technology Program

Technology continues to change the role of today's school librarian. Once the 'stereotyped librarian' who dealt primarily with books, the 21st century school librarian now serves as an information specialist and often as the link between library patrons and the unlimited access to information and knowledge available to them.

LIBRARY MONITORING RUBRIC

1.1 Automated Management System

The librarian will provide teachers and students with OPAC (Online Public Access Catalog) training.

1.2 General Collection

Students will have open access to a well-balanced, diverse collection that is both age and content appropriate.

1.3 Reference Materials

The library will host a core reference collection that is in good condition that supports the school's current instructional program.

1.4 Non-Print Resources

Students will have open access to emerging technology platforms that support the current curriculum and will receive training on all non-print library resources.

LIBRARIAN PROFESSIONAL GROWTH RUBRIC

I.1 Instructional Planning

Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals to plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Library Learning Standards and supports the Mississippi CCR Standards.

I.2 Instructional Planning

Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

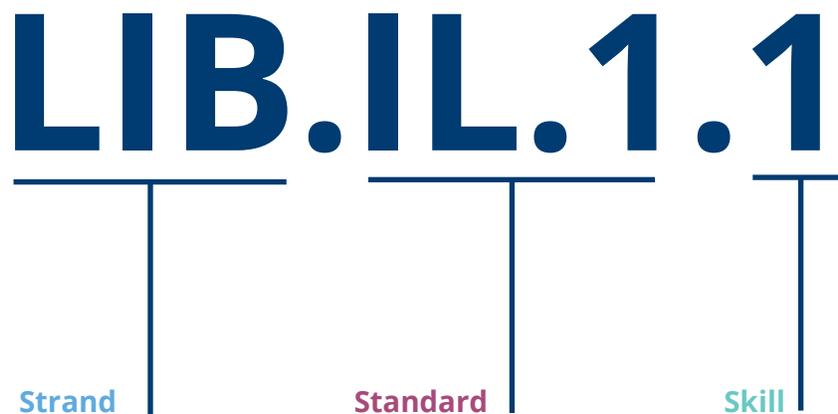
II.5 Instructional Collaboration and Library Services

Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Library Learning Standards and the Mississippi CCR Standards.

LIBRARY LEARNING STANDARDS

The *Mississippi College-and Career-Readiness Learning Standards for Libraries* incorporates library, reading, research, and digital literacy skills that supports the Mississippi College-and Career-Readiness Standards and provides a framework for the application of these standards through a sequential research process. By making use of a wide range of learning resources and the collaborative efforts of the classroom teacher and school librarian, students learn inquiry-based skills that are applicable across disciplines. Each standard in the library learning strands is supported by a skill and implementation level. These additional features will benefit school librarians as they consider curricular models and structure lessons aligned to the *Mississippi College-and Career-Readiness Learning Standards for Libraries*.

LIBRARY LEARNING STANDARDS NOTATION



Strand The first three letters are cords for the school library strand notation: **LIB** = Library Media Skills

Standard The next two letters and number are the school library standards notation: **IL.1** = Standard 1: Identify and Locate

Skill The next number is the school library skill notation

LIBRARY MEDIA STRAND

Basic library skills are an integral part of the total education program, teaching students the basic processing skills necessary to connect them with information and ideas in all subject and interest areas.

STANDARD 1: Identify and Locate

Students will locate the school library, recognize library staff members, and participate in library activities.

STANDARD 2: Library Use

Students will understand that library books and materials are housed in specific areas of the library and the proper care of these resources.

READING ENGAGEMENT STRAND

Reading engagement 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.

STANDARD 1: Listening and Viewing

Students will listen and view stories for schoolwork and/or personal enjoyment and be able to recount the information.

STANDARD 2: Literature Appreciation

Students will explore and use various forms of literature for academic purposes and/or personal enjoyment.

STANDARD 3: Parts of a Book

Students will identify the parts of a book, define the role of each element, and how to use each element when searching for information.

RESEARCH AND INFORMATION STRAND

Through engagement in the research process, students will apply critical thinking skills (e.g., analysis, evaluation, organization, synthesis) to draw conclusions and construct new understandings. Additionally, students will engage in research processes (e.g., inquiry-based, information problem solving).

STANDARD 1: Area of Inquiry

Students will use prior and background knowledge as context for new learning both individually and as part of a group.

STANDARD 2: Print and Digital Resources

Students will apply a research process to decide what information is needed, find sources, use information, and check sources.

STANDARD 3: Evaluate, Analyze, and Organize

Students will evaluate information found in selected sources on the basis of accuracy, validity, appropriateness of needs, importance, and social and cultural context.

STANDARD 4: Copyright and Fair Use

Students will demonstrate creativity by using multiple resources and formats and create citations for those resources.

STANDARD 5: Reflection

Students will monitor their own information-seeking processes for effectiveness and progress and adapt as necessary.

DIGITAL LITERACY STRAND

Digital literacy is the competent application of literacy skills to media and technology messages. Its goal is to help students develop the habits of inquiry and skills of expression that are needed and used by critical thinkers, effective communicators, and active, digital citizens in today's world.

STANDARD 1: Collaboration and Communication

Students will contribute to the exchange of ideas with the learning community by using the writing process, media and visual literacy, and technology skills to create products that express new understandings.

STANDARD 2: Digital Citizenship

Students will be able to use technology in safe and appropriate ways to responsibly participate in online environments.

STANDARD 3: Presentation

Students will use creative and artistic formats to express personal or academic learning.

LEARNING STANDARDS IMPLEMENTATION

The following charts provide library learning standards for students to develop library-based knowledge and skills. The charts should not dictate when students can and cannot develop the corresponding skills. Skills are noted as optional, introductory, reinforced, and mastery at each grade band. Librarians should use this information when planning and developing lessons with teachers to ensure that all students participate in guided learning experiences toward becoming information literate.

LIBRARY MEDIA STRAND — Strand						
STANDARD 1: Identify and locate		PreK-1	2-3	4-5	6-8	9-12
LIB.I.L.1.1 Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text.		I	R	R	M	M

Standard Skill Implementation

IMPLEMENTATION LEGEND

-  No instruction at this level
-  Optional at this level
-  Introduce the concept
-  Reinforce the concept
-  Master the concept



No instruction at this level



Optional at this level



Introduce the concept



Reinforce the concept



Master the concept

LIBRARY MEDIA STRAND

STANDARD 1: Identify and locate	PreK-1	2-3	4-5	6-8	9-12
LIB.IL.1.1 Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text.	I	R	R	M	M
LIB.IL.1.2 Identify whom to ask for help in the school library.	I	R	M	M	M
LIB.IL.1.3 Use the library's automated catalog system to find resources for academic assignments and/or personal growth.	O	I	R	M	M
LIB.IL.1.4 Define call number, why it is used and where it is found.	O	I	R	M	M
LIB.IL.1.5 Locate books by using Dewey Decimal Classification System or other classification systems such as genre or Library of Congress.	O	I	R	R	M
LIB.IL.1.6 Interpret information in the library's automated system (e.g., type of material, publication, location, call number).	O	I	R	M	M
LIB.IL.1.7 Convert guide or keywords into subject headings that will be found in the automated system.		O	I	R	M
LIB.IL.1.8 Place holds on materials using the library's automated catalog system or request materials through ILL (Inter Library Loans) using other online catalogs (e.g., public library or World Cat).			I	R	M
LIB.IL.1.9 Utilize interactive features of the online catalog such as book reviews, book lists, and ratings.			I	R	M

 No instruction at this level
  Optional at this level
  Introduce the concept
  Reinforce the concept
  Master the concept

STANDARD 2: Library Use	PreK-1	2-3	4-5	6-8	9-12
LIB.LU.2.1 Follows rules for proper library conduct according to library rules while engaging with the physical and virtual library.					
LIB.LU.2.2 Exhibit responsible care in the use of materials, equipment, and facilities.					
LIB.LU.2.3 Self-select a book and follow procedures for circulation and timely return of materials.					



No instruction at this level



Optional at this level



Introduce the concept



Reinforce the concept



Master the concept

READING ENGAGEMENT STRAND

STANDARD 1: Listening and Viewing	PreK-1	2-3	4-5	6-8	9-12
RED.LV.1.1 Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).	I	R	R	M	M
RED.LV.1.2 Become an active listener/viewer by making connections, identifying story elements, and/or indicating author's purpose.	I	R	R	R	M
RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.	I	R	R	R	M
STANDARD 2: Literature Appreciation	PreK-1	2-3	4-5	6-8	9-12
RED.LA.2.1 Distinguish literature (fiction) from informational (non-fiction) text.	I	M	M	M	M
RED.LA.2.2 Select books on subjects that are on the student's academic/interest levels and explore particular authors, illustrators, series, genres, and diverse perspectives.	O	I	R	M	M
RED.LA.2.3 Recognize award-winning print, non-print, or multimedia resources (e.g., Caldecott Award, Magnolia Book Award, Coretta Scott King Award, Newbery Award, etc.).	I	R	R	R	M
RED.LA.2.4 Identify various elements of literary or informational text.	O	I	R	R	M
RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.	I	R	R	M	M

 No instruction at this level	 Optional at this level	 Introduce the concept	 Reinforce the concept	 Master the concept
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RED.LA.2.6 Read to understand history, current events, cultural relevancy, and personal decisions within the global community.					
RED.LA.2.7 Comprehend and appreciate advanced texts and literature.					
RED.LA.2.8 Establish reading behaviors for lifelong learning and growth by demonstrating resiliency, perseverance, and stamina when reading a variety of texts.					
RED.LA.2.9 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.					
RED.LA.2.10 Apply reading strategies across the content areas.					
RED.LA.2.11 Encourage other students to read through book reviews and book talks while respecting others' reading choices.					
STANDARD 3: Parts of a Book	PreK-1	2-3	4-5	6-8	9-12
RED.PB.3.1 Identify parts of a book: Title Page, Back and Front Covers, Spine, and Call Number.					
RED.PB.3.2 Identify parts of a book: Table of Contents, Index, Preface, Glossary, and Bibliography.					
RED.PB.3.3 Identify the roles and purposes of authors, illustrators, and other contributors to the text.					
RED.PB.3.4 Utilize informational text elements to find specific information within the text and demonstrate a better understanding of informational text.					



No instruction at this level



Optional at this level



Introduce the concept



Reinforce the concept



Master the concept

RESEARCH AND INFORMATION STRAND

STANDARD 1: Area of Inquiry	PreK-1	2-3	4-5	6-8	9-12
RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.					
RES.ID.1.2 Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.					
RES.ID.1.3 Develop, select, clarify, and use research questions, keywords, search terms (Boolean search operators), or strategies to guide inquiry, narrowing or broadening the topic as necessary.					
RES.ID.1.4 Find, evaluate, and select appropriate sources to answer questions.					
STANDARD 2: Print and Digital Resources	PreK-1	2-3	4-5	6-8	9-12
RES.PR.2.1 Use various reference resources (e.g., encyclopedia, newspaper, magazine, almanac, atlas, biographical sources, internet source, and dictionary) to find information.					
RES.PR.2.2 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents.					
RES.PR.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, and encyclopedias).					

 No instruction at this level	 Optional at this level	 Introduce the concept	 Reinforce the concept	 Master the concept
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RES.PR.2.4 Understand that resources may be organized according to the type or format alphabetically, numerically, topically, chronologically, or graphically.					
RES.PR.2.5 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources.					
RES.PR.2.6 Select and use tools within sources to access content (e.g., table of contents, indexes, keyword searches, sidebars, and related subjects).					

STANDARD 3: Evaluate, Analyze, and Organize	PreK-1	2-3	4-5	6-8	9-12
RES.EV.3.1 Evaluate information for accuracy, validity, importance, relevance, readability, and bias.					
RES.EV.3.2 Analyze and evaluate information to draw conclusion, make informed decisions, answer research questions, and/or inspire further investigation.					
RES.EV.3.3 Select, record, and organize information from multiple sources that addresses the information problem, answers guiding questions, and completes an evaluation criterion.					
RES.EV.3.4 Draw evidence from graphs, charts, tables, diagrams, maps, schedule, illustrations, photographs, and other visuals to answer search questions.					
RES.EV.3.5 Use various note taking strategies (e.g., highlight and graphic organizers) and organizational patterns (e.g., chronological order, main idea with supporting information).					

 No instruction at this level	 Optional at this level	 Introduce the concept	 Reinforce the concept	 Master the concept
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STANDARD 4: Copyright and Fair Use	PreK-1	2-3	4-5	6-8	9-12
RES.CO.4.1 Discuss and apply intellectual property, copyright, plagiarism, and fair use guidelines.					
RES.CO.4.2 Generate accurate notes to create quotes, paraphrase information, and develop citations to avoid plagiarism when gathering, presenting, or publishing information.					
RES.CO.4.3 Follow standard bibliographic formats to use and cite sources.					

STANDARD 5: Reflection	PreK-1	2-3	4-5	6-8	9-12
RES.RE.5.1 Assess the effectiveness of questions, strategies, and processes used in research to find information.					
RES.RE.5.2 Identify areas of the process that were successfully executed and those needing improvement in order to improve the quality of the research project's output.					



No instruction at this level



Optional at this level



Introduce the concept



Reinforce the concept



Master the concept

DIGITAL LITERACY STRAND

STANDARD 1: Collaboration and Communication	PreK-1	2-3	4-5	6-8	9-12
DIG.CO.1.1 Use appropriate language when communicating with others while participating in and advocating for safe and ethical communication.					
DIG.CO.1.2 Collaborate with others to exchange ideas, make decisions, and solve problems which will broaden and deepen understanding.					
DIG.CO.1.3 Collaborate as members of a social and intellectual community while practicing accuracy and considering bias when sharing learned information.					
DIG.CO.1.4 Reflect on personal ability to participate in a collaborative work setting (e.g., showing respect for varying viewpoints, contributing to discussion, and solving problems).					
STANDARD 2: Digital Citizenship	PreK-1	2-3	4-5	6-8	9-12
DIG.CI.2.1 Identify and explain the rights and responsibilities with respect to media and digital citizenship.					
DIG.CI.2.2 Understand and use basic terms and concepts of media with their potential impact, advantages, and limitations.					
DIG.CI.2.3 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.					
DIG.CI.2.4 Demonstrate responsible citizenship in use of materials and resources.					

 No instruction at this level	 Optional at this level	 Introduce the concept	 Reinforce the concept	 Master the concept
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STANDARD 3: Presentation	PreK-1	2-3	4-5	6-8	9-12
DIG.PR.3.1 Reflect on a product’s effectiveness and use appropriate tools to create and share work and understanding.					
DIG.PR.3.2 Choose a presentation method based on appropriateness concern with intent, content, audience, and length.					
DIG.PR.3.3 Present information and sources using a variety of presentation techniques (e.g., writing, speaking, and media) to communicate new understandings.					

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