



Ohio

Ohio's Library Guidelines for Learners

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Introduction to Ohio's Library Guidelines for Learners

Overview

A strong school library program staffed by a certified library media specialist has a powerful effect on literacy and learning for all learners. The work of school librarians and the impact of school library programs directly support Ohio's strategic plan for education, [Each Child, Our Future](#). Strong library programs support the four learning domains of digital literacy, foundations for lifelong learning and literacy, information literacy and media literacy.

In a March 2018 article published by Phi Delta Kappan, authors Keith Curry Lance and Debra E. Kachel cite research that supports the need for library programs in every school building:

Since 1992, a growing body of research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievements (Gretes, 2013; Scholastic, 2016). Data from more than 34 statewide studies suggest that learners tend to earn better standardized test scores in schools that have strong library programs.

The creation of the 2021 Ohio Library Guidelines for Librarians and the 2021 Ohio Library Guidelines for Learners was a transparent process used to ensure active, statewide participation throughout the project's yearlong timeline by engaging diverse stakeholders, soliciting and incorporating a wide range of ideas and viewpoints into numerous drafts, and analyzing and incorporating feedback provided by an online survey open to the public.

Education professionals from across the state made up the advisory committee and working group responsible for revising the 2003 guidelines. This collaboration brought together representatives from prekindergarten through grade 12, higher education, educational service centers, state agencies and associations and participants represented urban, rural and suburban areas. The process produced a rigorous set of library guidelines that are research- and evidence-based, aligned with college and work expectations, and internationally benchmarked.

GUIDING ASSUMPTIONS

Ohio's Library Guidelines for Learners define what learners need to know and be able to demonstrate to succeed in college and careers in a globally interdependent world upon completion of their preK-12 education.

Ohio's Library Guidelines for Librarians serve as a tool for librarians as they continually reflect upon and improve their effectiveness as educators throughout all stages of their careers. While there are many influences on a librarian's development, these guidelines will serve as an important tool as they consider their growth and development in the profession.

School library programs differ across individual districts and buildings. These guidelines provide a robust set of topics and strategies to encompass the diversity that may occur among individual programs.

PHILOSOPHY OF OHIO'S LIBRARY GUIDELINES

Ohio's Library Guidelines for Learners incorporate the following strands across the grade bands:

- Digital Literacy
- Foundations for Lifelong Learning and Literacy
- Information Literacy
- Media Literacy

These strands provide four lenses through which kindergarten through grade 12 learners consider and engage with technology and multiple literacies. Together, these strands instill in learners a broad, rich understanding of all types of literacies and the effective use and role of these literacies in their world to ensure they are well positioned to become literate and successful citizens.

Ohio's Library Guidelines for Librarians incorporate the following strands:

- Equity
- Literacies
- Partnerships
- Quality Schools

These strands are broken down into the following topics:

- Equity: Curate Digital Resources and Tools
- Equity: Ensure Equitable Digital Access
- Equity: Invest in, Curate and Maintain Physical Resources and Tools
- Equity: Advocate for Learner Privacy and Intellectual Freedom
- Literacies: Promote Reading Engagement (personal/interpersonal)
- Literacies: Teach Digital Citizenship and Media Literacy
- Literacies: Instruct Information Literacy
- Partnerships: Build Instructional Partnerships
- Partnerships: Cultivate Community Partnerships

- Quality Schools: Design Collaborative Environments (physical space, virtual space and schedule)
- Quality Schools: Empower Learners as Creators
- Quality Schools: Facilitate Professional Learning
- Quality Schools: Lead Beyond the Library

These align with the Ohio Department of Education's Core Principles of the strategic plan, [Each Child, Our Future](#).

ROLE OF THE GUIDELINES IN THE LIBRARY AND CLASSROOM

The guidelines for librarians and learners define what all learners should know and be able to do, not how librarians should teach. While some guidelines refer to particular forms of content, they do not and cannot enumerate all or even most of the content learners should learn. A well-developed, content-rich curriculum consistent with the expectations laid out in this document therefore must complement these guidelines.

The guidelines for learners are organized by grade bands, so learners at the end of each grade band have acquired the content and skills outlined. The grade band guidelines for K-2, 3-5, 6-8 and 9-12 complement what educators already are teaching as part of Ohio's Learning Standards in English Language Arts, Mathematics, Science, Social Studies, Technology, Computer Science, World Languages, Fine Arts, Physical Education and Financial Literacy.

The guidelines for each grade band provide a clear progression of content knowledge and skills that are appropriate for learners at that level. Librarians can incorporate the guidelines in the middle grades and high school as standalone courses or integrate them into other appropriate courses. In the elementary grades, librarians can best lead with a flexible library schedule that allows them to not only teach and collaborate with colleagues but also provide a broad range of learning opportunities in the library for learners and staff.

The [guidelines for librarians](#) can be used in conjunction with the guidelines for learners.

Learner Guidelines

KINDERGARTEN THROUGH GRADE 2

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library.

Topic	Guidelines
<p>DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.</p>	<ol style="list-style-type: none"> 1. Demonstrate the use of basic digital tools. 2. Distinguish between the different uses for different digital tools. 3. Identify letters and numbers on the keyboard with decreasing support. 4. Save and retrieve online documents in an organized manner.
<p>SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.</p>	<ol style="list-style-type: none"> 1. Recognize safe and unsafe examples of online communication. 2. Describe the need to protect and keep learners' personal information private when online. 3. With guidance, discuss how to be a good digital citizen.
<p>ETHICAL USE Use digital tools ethically and responsibly.</p>	<ol style="list-style-type: none"> 1. Identify the owners of digital artifacts. 2. Discuss the reason for crediting the owners of digital artifacts. 3. Follow the school's digital pledge and other rules when using computers, peripheral devices or resources. 4. Develop a basic understanding of fair use.

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

The school library promotes reading and helps prepare learners for lifelong learning.

Topic	Guidelines
Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society.	<ol style="list-style-type: none"> 1. Use a library materials management system to select materials for information and enjoyment. 2. Read and consider connections to personal life. 3. Seek help finding materials to read, view and listen to for personal growth. 4. Read, view and listen to a variety of informational and fictional texts. 5. Express feelings about characters and events in a story. 6. Make connections to personal experiences and the experiences of others. 7. Discuss personal reading preferences. 8. Identify changes that would help characters, self or society.

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

Topic	Guidelines
QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.	<ol style="list-style-type: none"> 1. With guidance, choose a topic. 2. With guidance, discuss research questions.
RESEARCH AND EXPLORE Use resources to search for and evaluate information in a legal and ethical manner.	<ol style="list-style-type: none"> 1. Answer guiding questions using text evidence when prompted. 2. Identify the author or creator of a work. 3. Use internet search engines effectively. 4. Access school electronic resources from both school and home.
COLLECT Record, classify and use information and resources in a meaningful way.	<ol style="list-style-type: none"> 1. With guidance, discuss and classify key ideas and groups or categories. 2. Read closely for key ideas.

Topic	Guidelines
SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.	<ol style="list-style-type: none">1. Cooperate as a group to solve problems.2. With guidance, create products and share learning with an intended audience.3. With guidance, seek feedback from peers and adults.4. Identify and use multiple communication tools and resources.
EXTEND – FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.	<ol style="list-style-type: none">1. Discuss the inquiry process and how it works, with guidance.2. List questions related to a research topic which then extend into another research topic, with guidance.3. Discuss how information from multiple resources is used during the inquiry process, with guidance.

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education, “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens (NAMLE, 2017).”

Topic	Guidelines
<p>ACCESS Explore the world of information for personal and educational use through a variety of formats.</p>	<ol style="list-style-type: none"> 1. Understand there are many different types of authors and creators (filmmakers, web designers, comic artists, illustrators, animators). 2. Engage with the messages from authors and creators from diverse backgrounds and beliefs. 3. Engage with and understand multiple age appropriate media formats. 4. Read and grow as learners, adapting to changes in format. 5. Explore new media sources with guidance. 6. Understand that resources are more than text; they also can be videos, audio or websites.
<p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p>	<ol style="list-style-type: none"> 1. Recognize that media is created for different purposes, such as commercial, educational, graphics, and pictures. 2. Discuss how various media messages make everyone feel. 3. Distinguish between fact and fiction in various media sources.
<p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience.</p>	<ol style="list-style-type: none"> 1. Tell a story using audio or video recording tools. 2. Provide feedback to peers using a variety of media formats. 3. Create a message using personal experience and culture. 4. Use various media formats to communicate to a specific audience individually or in collaboration with peers.
<p>ACT Develop informed, reflective and engaged participation essential for a democratic society, recognizing that media is a part of culture and function as agents of socialization (NAMLE).</p>	<ol style="list-style-type: none"> 1. Actively seek to understand others' perspectives and cultures. 2. With guidance, discuss the cultural context in which media sources were created. 3. Reflect on your personal experiences with media messages. 4. Reflect on how media affects your life, beliefs, needs and wants. 5. Consider what actions you might take as a result of the media messages you consume (i.e. advocate, ask questions, change opinions).

GRADE 3 THROUGH GRADE 5

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school and beyond.

Topic	Guidelines
<p>DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.</p>	<ol style="list-style-type: none"> 1. Use digital tools (local and online) to produce digital artifacts. 2. Use digital tools to communicate and exchange information. 3. Demonstrate basic research skills to produce digital artifacts and attribute credit. 4. Create an artifact that answers a research question. 5. Use collaborative electronic tools to create media products.
<p>SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.</p>	<ol style="list-style-type: none"> 1. Describe the need to protect and keep personal information private (name, location, phone number, home address). 2. Identify different types of cyberbullying (harassment, flaming, excluding people, outing, impersonation). 3. Discuss how and when to report cyberbullying or other inappropriate content. 4. Describe safe internet practices and how to avoid risks and dangers associated with online communications.
<p>ETHICAL USE Use digital tools ethically and responsibly.</p>	<ol style="list-style-type: none"> 1. Practice using computers, peripheral devices and resources as outlined in the school's digital pledge and other rules. 2. Differentiate between digital artifacts that are open or free and those protected by copyright. 3. Discuss copyright and the inappropriate use of digital artifacts. 4. Describe the fair use of downloading, sharing or modifying digital artifacts.

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

Learners select materials, read, empathize, reflect and share ideas to pursue personal growth and to improve society.

Topic	Guidelines
Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society.	<ol style="list-style-type: none"> 1. Use a library materials management system to select materials and read for information, enjoyment and personal growth. 2. Read while considering previous reading experience and personal viewpoints. 3. Set and communicate criteria for selecting materials to read, view and listen to for personal growth. 4. Identify different genres and apply recommended reading, viewing and listening strategies for each genre. 5. Read, view and listen to a range of resources for a variety of purposes (to live the experience of a character, answer questions, find out about something new, explore personal interests). 6. Make connections to personal experiences and the experiences of others. 7. Discuss important messages of stories and share favorite books, authors and characters. 8. Use reading as a springboard for inspiring change.

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

Topic	Guidelines
QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.	<ol style="list-style-type: none"> 1. Choose which parts of a topic or problem will be researched. 2. Formulate research questions about a topic or problem. 3. Reflect on prior knowledge to add context to the research findings. 4. Explain why the research topic or problem is important.
RESEARCH AND EXPLORE Use resources to search and evaluate information in a safe, legal and ethical manner.	<ol style="list-style-type: none"> 1. Conduct a short research project using a research process model. 2. Select text evidence to answer questions and support claims. 3. Identify strategies to narrow or broaden a search. 4. Use, synthesize and evaluate a variety of sources. 5. Define plagiarism. 6. Describe how to document or cite information.

Topic	Guidelines
<p>COLLECT Record, classify and use information and resources in a meaningful way.</p>	<ol style="list-style-type: none"> 1. Examine different methods to collect and sort information. 2. Select evidence from text to answer information needs. 3. Categorize information using age-appropriate skills. 4. Read closely for details to support key ideas.
<p>SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.</p>	<ol style="list-style-type: none"> 1. Contribute to a group solving a problem together. 2. Recognize the need to cite and list sources used in research. 3. Create products for an intended audience. 4. Seek and provide feedback to peers and adults. 5. Select and use multiple communication tools and resources.
<p>EXTEND – FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.</p>	<ol style="list-style-type: none"> 1. Reflect on the topic of inquiry with guided questions from the librarian. 2. Discuss new questions and topics to be explored in the next research unit. 3. Brainstorm how to use information from selected print and digital resources during the inquiry process. 4. Reflect how information from print and digital resources is used during the inquiry process.

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education (NAMLE), “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens.” (NAMLE, 2017).

Topic	Guidelines
<p>ACCESS Explore the world of information for personal and educational use through a variety of formats.</p>	<ol style="list-style-type: none"> 1. Identify the purpose and understand how authors adjust their messages for a target audience. 2. Identify many different types of authors and creators (filmmakers, web designers, comic artists, illustrators, animators), and understand how their media format affects their treatment of their subject. 3. With guidance, discuss how authors’ and creators’ messages are affected by their diverse backgrounds and beliefs. 4. Engage with multiple media formats at school and at home including search engines and databases. 5. Understand the elements of design, criteria for quality and differences between formats. 6. Compare and contrast multiple formats’ treatment of a subject. 7. Evaluate the quality of sources given librarian-set criteria. 8. Understand that resources are more than text; actively seek videos, audio or websites to meet personal and educational needs.
<p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p>	<ol style="list-style-type: none"> 1. Identify the purpose for which each media source was created. (e.g., commercial, educational, graphics, pictures, etc.) Give evidence to support your position or thesis. 2. Discuss how various media messages make everyone feel and explain how the author or creator evoked that feeling. 3. Discuss how the authors’ or creators’ purpose affects an individual’s interpretation of their media source. 4. Expand knowledge about the authors’ or creators’ works and creative processes. 5. Identify biases and distinguish between fact and fiction in various media sources. 6. With guidance, ask good questions to evaluate the authors’ or creators’ credibility. 7. Identify and analyze design elements of various media sources and their impact on purpose.

Topic	Guidelines
<p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets a particular audience's need.</p>	<ol style="list-style-type: none"> 1. Create and accomplish a purpose using audio or video recording tools. 2. Provide and take feedback to collaborate with peers using a variety of media formats. 3. Create and effectively share a message using your personal experiences and cultural views. 4. Individually or in a collaborative group, effectively communicate a specific message to a target audience using various media formats. 5. Use a variety of tools to capture, create and modify digital images, audio and video content.
<p>ACT Develop informed, reflective and engaged participation essential for a democratic society, recognizing that media is a part of culture and function as agents of socialization (NAMLE).</p>	<ol style="list-style-type: none"> 1. Actively seek to understand others' perspectives and cultures. 2. Incorporate new perspectives into your personal framework for understanding the world. 3. Investigate and discuss the cultural context in which media sources were created. 4. Reflect on personal experiences with media and explain how those experiences influence your reaction to new media sources. 5. Reflect on how media affects peoples' lives, beliefs, needs and wants. 6. Consider what actions someone might take as a result of the media messages they consume (i.e. advocate, ask questions, change opinions). 7. Understand what language, expressions, tone and environment are appropriate for each media format.

GRADE 6 THROUGH GRADE 8

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library and beyond.

Topic	Guidelines
<p>DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.</p>	<ol style="list-style-type: none"> 1. Use a variety of digital tools to produce digital artifacts, online surveys and online content. 2. Produce a simple artifact with basic digital tools that includes text, images and audio. 3. Communicate and publish products online using various digital tools. 4. Apply research skills to produce digital artifacts and attribute credit. 5. Use digital tools to answer research questions and cite sources appropriately.
<p>SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.</p>	<ol style="list-style-type: none"> 1. Discuss cyberbullying prevention. 2. Demonstrate safe practices when participating on social networking sites (blogs, discussion groups). 3. Describe the differences between appropriate and inappropriate content on the internet. 4. Explain the importance of keeping personal data secure.
<p>ETHICAL USE Use digital tools ethically and responsibly.</p>	<ol style="list-style-type: none"> 1. Explain how copyright law protects the owner of intellectual property. 2. Discuss the consequences of violating intellectual property law and plagiarism. 3. Practice fair use for copyrighted materials (images, music, video, text). 4. Discuss the legal consequences of sending or receiving inappropriate content (cyberbullying, harassment, sexting). 5. Comply with the school's digital pledge and other rules.

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

Learners select materials, read, empathize, reflect and share ideas to pursue personal growth and to improve society.

Topic	Guidelines
Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society.	<ol style="list-style-type: none"> 1. Use a library materials management system to select varied materials and read independently for enjoyment and personal growth. 2. Read while considering previous reading experiences and personal viewpoints. 3. Use technology or reviews to select materials to read, view and listen to for personal growth. 4. Read a variety of genres for personal growth and selecting for purpose. 5. Compare and contrast how different genres affect reading, viewing and listening perspectives and strategies. 6. Engage with a diverse community of readers to share ideas. 7. Use reading as a springboard for inspiring change for the betterment of the community.

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

Topic	Guidelines
QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.	<ol style="list-style-type: none"> 1. Explain research goals. 2. Formulate open-ended questions about a topic or problem. 3. Compose follow-up questions about a topic or problem. 4. Consider research steps needed to achieve learning goals. 5. Reflect on prior knowledge and previous experience to add context to research findings.
RESEARCH AND EXPLORE Use resources to search and evaluate information in a safe, legal and ethical manner.	<ol style="list-style-type: none"> 1. Conduct a short, focused research project using a research process model. 2. Evaluate and select text evidence from multiple sources to answer essential questions and support claims. 3. Conduct a search using keywords to locate sources in databases, online catalogs and web sources. 4. Apply search strategies to narrow or broaden a search. 5. Use, synthesize and evaluate sources in a variety of mediums. 6. Cite contextual evidence in a legal and ethical manner.

Topic	Guidelines
<p>COLLECT Record, classify and use information and resources in a meaningful way.</p>	<ol style="list-style-type: none"> 1. Use an appropriate method for collecting information from digital and print resources. 2. Categorize knowledge either to answer research questions or gather information using digital or print platforms. 3. Read closely to determine how text evidence supports research.
<p>SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.</p>	<ol style="list-style-type: none"> 1. Work in groups to problem-solve. 2. Respect differing opinions when engaging in collaboration. 3. Document sources following a standard format for citation. 4. Use information to develop new products for an intended audience. 5. Solicit, respond and provide feedback to peers and adults. 6. Select the most appropriate communication tool and resource for the task.
<p>EXTEND – FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.</p>	<ol style="list-style-type: none"> 1. Using directed questions from the librarian, reflect on the topic of inquiry and learner understanding. 2. Develop questions and topics to explore in later units of study or a self-directed inquiry project. 3. Evaluate how the selection of information from multiple resources was used during the inquiry process. 4. Develop a plan for selecting information and the use of both print and digital resources for future inquiry.

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education (NAMLE), “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens (NAMLE, 2017).”

Topic	Guidelines
<p>ACCESS Explore the world of information for personal and educational use through a variety of formats.</p>	<ol style="list-style-type: none"> 1. Gather relevant information from a variety of media resources. 2. Seek out messages from authors and creators from diverse backgrounds and beliefs. 3. Engage with and understand multiple, age appropriate media formats. 4. Read and grow as learners, adapting to changes in format. 5. Explore and navigate a variety of new media sources with guidance.
<p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p>	<ol style="list-style-type: none"> 1. Identify and analyze design elements of various kinds of media productions. 2. Understand that media messages are constructed for a purpose and intended audience and use creative components relative to the media. 3. Identify ways in which different people may experience the same media message. 4. Evaluate and corroborate media sources for credibility and accuracy. 5. Analyze and recognize what voices are present, which voices are missing and the impact on the media message.
<p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets a particular audience’s need.</p>	<ol style="list-style-type: none"> 1. Select the appropriate tool for a task and create media presentations that demonstrate organization, creativity and design. 2. Read, contribute and create content in age appropriate collaborative online environments (e.g., learning management systems, educational platforms) 3. Integrate and select content presented in various media and formats, including visually, quantitatively and verbally.
<p>ACT Develop informed, reflective and engaged participation essential for a democratic society recognizing that media is a part of culture and function as agents of socialization (NAMLE).</p>	<ol style="list-style-type: none"> 1. Recognize and reflect on the perspectives and views of authors and creators of various media types. 2. Recognize the cultural implications of a global audience. 3. Understand and identify a variety of resources that can be used properly under the guidelines of copyright and licensing agreements. 4. Actively engage and contribute to online learning communities. 5. Demonstrate responsibility and respect for collaborative content. 6. Consider and take action as a result of the media messages you consume (i.e. advocate, ask questions, change opinions).

GRADE 9 THROUGH GRADE 12

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library and beyond.

Topic	Guidelines
<p>DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.</p>	<ol style="list-style-type: none"> 1. Choose appropriate digital tools to accomplish a real-world task. 2. Communicate and publish content online using various digital tools. 3. Apply advanced research strategies, searches, synthesis and source evaluation to produce digital artifacts and online content. 4. Select and use digital tools to answer research questions and cite sources appropriately.
<p>SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.</p>	<ol style="list-style-type: none"> 1. Model safe practices when collaborating online, including spotting potentially dangerous situations. 2. Devise strategies to deal with cyberbullying and harassment. 3. Practice making good choices to avoid peer pressure in social online situations. 4. Discuss the mental health consequences of cyberbullying and harassment.
<p>ETHICAL USE Use digital tools ethically and responsibly.</p>	<ol style="list-style-type: none"> 1. Interpret copyright laws and the consequences for violating intellectual property and plagiarism. 2. Practice the fair use of copyrighted materials (images, music, video, text). 3. Analyze the impact and consequences of sexting and harassment. 4. Model the use of the school's digital pledge. 5. Explain the legal consequence for malicious hacking and software piracy. 6. Comply with software license agreements and permissions.

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

Learners select materials, read, empathize, reflect and share ideas to pursue personal growth and to improve society.

Topic	Guidelines
<p>Select materials, read, empathize, reflect and share ideas to pursue personal growth and to improve society.</p>	<ol style="list-style-type: none"> 1. Use a library materials management system to select informational and fictional materials of varied genres. 2. Read independently and collaboratively for enjoyment and personal growth. 3. Read while considering previous reading experience, personal and societal viewpoints. 4. Use technology and reviews to select materials to read, view and listen to for personal growth. 5. Read a variety of genres for pleasure and personal growth, selecting for purpose or criteria. 6. Engage with a diverse community of readers, participating in discussions to formulate new opinions and conclusions while considering multiple perspectives. 7. Use reading as a springboard for inspiring change for the betterment of the community and society.

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively. (American Library Association, 2019).

Topic	Guidelines
<p>QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.</p>	<ol style="list-style-type: none"> 1. Set research goals that connect to the project and to learners' own learning interests. 2. Formulate essential questions about a topic or problem. 3. Consider the research process and steps to achieve learning goals. 4. Reflect on prior knowledge and previous experience to add context to research findings. 5. Analyze the topic or research problem, considering what others think within a global context.
<p>RESEARCH AND EXPLORE Use resources to search and evaluate information in a safe, legal and ethical manner.</p>	<ol style="list-style-type: none"> 1. Conduct extended research projects using a research process model. 2. Evaluate and select text evidence to answer questions and support claims. 3. Construct a search using keywords to locate a variety of sources. 4. Formulate advanced searches to narrow or broaden a search. 5. Use primary and/or secondary source materials. 6. Use, synthesize and evaluate sources in a variety of mediums. 7. Cite contextual evidence in a legal and ethical manner.

Topic	Guidelines
<p>COLLECT Record, classify and use information and resources in a meaningful way.</p>	<ol style="list-style-type: none"> 1. Use an appropriate method for collecting information from digital and/or print resources. 2. Create an effective platform to collect, organize and present information. 3. Read closely to determine how text evidence supports claims and counterclaims. 4. Evaluate evidence to determine its relevance, credibility and significance.
<p>SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.</p>	<ol style="list-style-type: none"> 1. Value diversity in groups and recognize the need for multiple viewpoints in problem-solving. 2. Document sources using a standard format for citation. 3. Use information to generate products for publication and discourse. 4. Solicit, respond and provide constructive feedback to peers and adults. 5. Select the communication tool and resource most appropriate for the task.
<p>EXTEND – FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.</p>	<ol style="list-style-type: none"> 1. Analyze depth of understanding of a topic gained through the inquiry process. 2. Articulate how reflection deepens learners' personal understanding of the topic of inquiry. 3. Formulate questions and topics for independent study, related to a future unit of study or as a focus for a self-directed inquiry project (capstone project, research project). 4. Create questions about how the selection of information from print and digital resources contributed to the information learned about the topic of inquiry. 5. Design a plan for selecting information and the use of both print and digital resources for future inquiry.

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education (NAMLE), “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens.”

Topic	Guidelines
<p>ACCESS Explore the world of information for personal and educational use through a variety of formats.</p>	<ol style="list-style-type: none"> 1. Access and understand diverse types of print, digital and multimedia sources. 2. Understand the content and effect of the persuasive uses of multimedia sources. 3. Seek out messages from authors and creators from diverse backgrounds and beliefs. 4. Grow as independent users of print, digital and multimedia sources for personal and academic use. 5. Understand and access media ethically and safely for personal and academic use.
<p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p>	<ol style="list-style-type: none"> 1. Evaluate design elements of various kinds of media productions to determine the creator's purpose for academic or personal use. 2. Analyze media for purpose, message, points of view, accuracy, bias and intended audience. 3. Analyze what voices are present, which voices are missing and how these decisions influence the audience. 4. Recognize their own bias as they engage with print, digital and multimedia sources.
<p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience.</p>	<ol style="list-style-type: none"> 1. Individually or collaboratively, use a variety of tools to design and create print, digital and multimedia content. 2. Integrate and evaluate information presented in various media and formats, including visually, quantitatively and verbally. 3. Make strategic use of digital media and visual displays of data to express information for a specific purpose. 4. Create a print, digital or multimedia message to publish and share with a specific audience.
<p>ACT Develop informed, reflective and engaged participation essential for a democratic society recognizing that media is a part of culture and function as agents of socialization (NAMLE).</p>	<ol style="list-style-type: none"> 1. Understand the laws and amendments that address intellectual freedom and censorship. 2. Seek permission before displaying information or images of others. 3. Recognize the significance of print, digital and multimedia formats for intercultural dialogue. 4. Protect personal privacy, respect the privacy of others and navigate multimedia formats safely when participating in a democratic society. 5. Understand features unique to publishing or creating material on print, digital or multimedia formats, such as permanence and wide accessibility.

Acknowledgements

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Works Cited

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"Media Literacy Defined.", National Association for Media Literacy Education, 10 March 2017. <<https://namle.net/publications/media-literacy-definitions/>>.