



New Mexico School Library Independent Reading and Information Literacy Standards and Benchmarks

New Mexico Library Association

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New Mexico School Library Independent Reading and Information Literacy Curriculum Contents

Introduction: Page 3

Collaboration statement: Page 4

Grade levels	Strand I Information Literacy and Reading	Strand II Literature and Independent Reading	Strand III Social Responsibility	Strand IV Media Literacy
K-5	Pages 5-6	Page 7	Page 8	Page 9
6-8	Page 10	Page 11	Page 12	Page 13
9-12	Pages 14	Page 15	Page 16	Page 17

New Mexico 2004-2005 library textbook adoption materials are to be correlated to these Standards and Benchmarks.

Introduction

In *Information Power: Building Partnerships for Learning*, the 1998 national guidelines for school libraries, we see a shift in focus from previous guidelines that described the role of the library media specialist to a standards-based description of student learning outcomes. An effective library media program uses information literacy standards for student learning to facilitate students in becoming skillful consumers and producers of information. The teaching of library skills as a separate curriculum is no longer prescribed. In collaboration with classroom teachers the library media specialist helps develop a coordinated instructional program that ensures students will learn to incorporate information literacy skills into other curriculum content areas and become proactive users of information and resources. The *New Mexico School Library Independent Reading and Information Literacy Standards and Benchmarks* describes competencies that all students should achieve by the end of the 12th grade in order to be effective seekers and users of information. It also recognizes that each library media program will be different based on the “Power Standards” developed at the district and building levels to meet the individual needs of the local schools. Student performance standards, activities, and assessments can be developed from the content standards and benchmarks in this document.

Implementation of the *New Mexico School Library Independent Reading and Information Literacy Standards and Benchmarks* is based on the expectation that a licensed library media specialist will staff the school library media program. Guidelines for implementing the curriculum can be found in *Standards for New Mexico School Libraries* developed by the New Mexico Task Force for School Libraries.

Thank you to the following committee members who have contributed so much thought, time and energy to the writing of this document.

Dora Trudell	Chair, Library Specialist, Albuquerque Public Schools Library Services
Cheryll Hartwigsen	Librarian, Los Lunas Public Schools
Kathryn Lopez	Librarian, Santa Fe Public Schools
Kathy Matter	Librarian, Albuquerque Public Schools
Alana McGrattan	Librarian, Santa Fe Indian School
Claire Odenheim	Librarian, Las Cruces Public Schools, retired
Catherine Purley	Librarian, Baca/Dlo'ay azhi Community School
Dr. Kathryn Sherlock	State Department of Education
Laddie Ward	Librarian, Gallup Public Schools

COLLABORATION STATEMENT

Careful collaboration between classroom teachers and library media specialists is essential for ensuring that learners will become effective users of information and ideas. A successful partnership will enable students to:

- practice the information problem-solving process
- develop complex thinking skills
- apply effective reading, listening, writing, and questioning skills
- access, process, evaluate, and present information using current technologies
- recognize and use a variety of information resources and formats
- appreciate literature for information, enrichment, and recreation

Classroom teachers and library media specialists will also collaborate in developing, implementing, and assessing an integrated, standards-based curriculum that supports a variety of learning styles, and encourages students to pursue their personal interests in information problem-solving tasks.

Strand I: Information Literacy and Reading

Content Standard: The student will be able to access, evaluate, and apply information in a variety of formats.

Grade K-5 Benchmarks:

1. The student will develop an increasing proficiency in accessing and reading children's literature, both fiction and non-fiction.
2. The student will recognize the need to find information, formulate questions, and develop strategies for identifying and locating information.
3. The student will identify and access accurate information that is applicable to a specific problem or question.
4. The student will organize, integrate, and apply information to meet a particular need.

Performance Standards:

The student

1. Identifies library personnel and requests assistance as needed.
2. Understands the organization and location of resources within the library.
 - Identifies easy, fiction, nonfiction, reference, and non-print sections.
 - Uses alphabetizing skills.
 - Locates resources by call number.
 - Locates easy and fiction books by the same author.
 - Locates non-fiction books on the same subject (Dewey).
 - Searches online catalog by author, title, subject/keyword.
3. Distinguishes between fiction and non-fiction.
4. Asks and answers questions about elements of text (e.g., who, what, when, where, why, how).
5. Formulates the essential question to guide research.
6. Chooses resources useful for answering the essential question.
7. Identifies and describes a research process.

8. Locates front cover, back cover, title, author, and illustrator, and available information from these.
9. Demonstrates familiarity with a variety of resources, e.g., books, newspapers, magazines, software, telephone book.
10. Uses standard reference books and electronic resources to access information.
11. Identifies call numbers in the library through author, title, and subject/keyword searches.
12. Selects appropriate key words.
13. Uses natural language searches, topic searches, and simple Boolean searches to access information in the databases.
14. Understands the concept of primary source.
15. Uses table of contents, indices, tables, glossaries, etc. to locate information in a book.
16. Uses headings and sub-headings of the material to make predictions of text.
17. Recognizes the difference between fact and opinion.
18. Evaluates appropriateness of information to the essential question.
19. Paraphrases and summarizes the information gained.
20. Uses a self-evaluation tool to measure the process used in information gathering (e.g., rubric, checklist, student interview, etc.).

Strand II: Literature and Independent Reading

Content Standard: The student will demonstrate an awareness of and an appreciation for literature in a variety of formats for personal enrichment and growth.

Grades K-5 Benchmarks:

1. The student will read, listen, and, respond to selections from diverse, quality texts.
2. The student will choose and read various kinds of literature.
3. The student will competently pursue materials reflecting personal interests.

Performance Standards

The student

1. Uses pictures and text to make, confirm, and, revise predictions about story content.
2. Compares different versions of the same story.
3. Explains beginning, middle, and end of stories.
4. Retells stories or parts of stories.
5. Identifies/describes/analyses characters, setting, and plot elements in a variety of texts.
6. Forms opinions about text.
7. Selects and reads a range of genres, including mystery, biography, science fiction, realistic fiction, historical fiction, fantasy, folktales, fairy tales, poetry, and drama.
8. Compares and contrasts tales from different cultures.
9. Recognizes award-winning books.
10. Explains and discusses visual presentations or performances.
11. Uses an evaluation tool to measure personal reading growth (e.g., rubric, reading interview or reading record).

Strand III: Social Responsibility

Content Standard: The student will demonstrate social responsibility regarding library property, information sources, and information technology.

Benchmarks Grades K-5

1. The student will demonstrate responsible library citizenship.
2. The student will choose and share information from diverse cultures and varied sources.
3. The student will demonstrate respect for the principles of intellectual freedom and intellectual property rights, avoid plagiarism, and use information technology according to school policy.
4. The student will respectfully share knowledge, ideas, and information with others, both in person and through technologies.

Performance Standards:

The student

1. Listens respectfully and responsively in formal and informal situations.
2. Exhibits behavior that shows understanding of established library procedures.
3. Demonstrates respect for the perspectives of different cultures.
4. Observes copyright laws.
5. Cites bibliographic sources in acceptable format.
6. Understands that every person has the right to read, write, and express himself/herself.
7. Solves problems and develops simple projects collaboratively.
8. Assumes personal responsibility for appropriate and ethical use of technology.

Strand IV: Media Literacy

Content Standard: The student will be able to apply media literacy principles to critically use and analyze media.

Grades K-5 Benchmarks

1. The student will be aware that media literacy is integral to modern citizenship, informed decision making, and healthy lifestyles.
2. The student will analyze elements of media messages to understand their forms, functions, content, intent, and effect on the receiver.
3. The student will evaluate elements and intended results of media messages to facilitate selection for personal and educational use.
4. The student will be able to produce simple media messages.

Performance Standards:

The student

1. Identifies the various types of media (e.g., newspapers, radios, television, billboards, videos, etc.).
2. Communicates the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper photographs, visual narratives, etc.).
3. Recognizes the techniques used to convey messages in visual media (e.g., animation, different tones of voice, adjusting messages for different audiences).
4. Applies media techniques to create a simple media message to influence an audience.

Strand I: Information Literacy and Reading

Content Standard: The student will be able to access, evaluate, and apply information in a variety of formats.

Grades 6-8 Benchmarks:

1. The student will develop an increasing proficiency in accessing, reading, and using materials, both fiction and nonfiction.
2. The student will recognize the need to find information, formulate questions, and develop strategies for identifying and locating information.
3. The student will identify, access, and analyze accurate information that is applicable to a specific problem or question.
4. The student will organize information, draw conclusions, resolve problems or questions, and choose the most appropriate format for the presentation of the information.

Performance Standards

The student

1. Develops a research path based on recognition of need for accurate and comprehensive information.
2. Formulates the essential question and identifies key words to develop search strategies.
3. Identifies a variety of resources in the school or community.
4. Can access materials by using subject/keyword, author, or title and call number.
5. Locates information using search techniques such as library catalog, Internet, periodical databases, and other print or electronic sources.
6. Scans material for information and relevancy.
7. Determines accuracy and comprehensiveness of sources, including primary and secondary sources, fact and opinion, and copyright currency.
8. Understands and analyzes information for a specific purpose.
9. Integrates information into own knowledge base.
10. Draws conclusions based on question and problem.
11. Chooses appropriate format for presentation, citing sources accurately, and avoiding plagiarism.
12. Uses a self-evaluation tool to measure the process.

Strand II: Literature and Independent Reading

Content Standard: The student will demonstrate an awareness of and appreciation for literature in a variety of formats for personal enrichment and growth.

Grades 6-8 Benchmarks:

1. The student will read literature from a variety of authors, cultures, and genres.
2. The student will analyze, explain, and present information and ideas from diverse quality texts.
3. The student will seek literature related to personal interests and well-being.

Performance Standards:

The student

1. Describes the characteristics of literary genres including mystery, biography, science fiction, realistic fiction, historical fiction, fantasy, folktales, fairy tales, poetry, and drama.
2. Identifies literary elements and writing styles of a variety of literatures.
3. Recognizes and understands the criteria for selection of award-winning books.
4. Examines classic and contemporary literature from a variety of historical periods and diverse cultures.
5. Uses a variety of strategies for revising, improving, and updating personal reading growth as a life skill.

Strand III: Social Responsibility

Content Standard: The student will demonstrate social responsibility regarding use of library property, information sources, and information technology.

Grades 6-8 Benchmarks:

1. The student will demonstrate responsible library citizenship.
2. The student will choose and share information from diverse cultures and varied sources.
3. The student will demonstrate respect for the principles of intellectual freedom and intellectual property rights, avoid plagiarism, and use information technology according to school policy.
4. The student will respectfully share knowledge, ideas, and information with others, both in person and through technologies.

Performance Standards:

The student

1. Demonstrates respect for the principle of equitable access to information.
2. Recognizes the value of intellectual freedom and property rights, thus avoiding plagiarism.
3. Assumes personal responsibility for appropriate and ethical use of technology.
4. Assumes personal responsibility for care of equipment and materials, and the sharing of both with others.
5. Cites bibliographic sources in acceptable format.
6. Observes copyright laws.
7. Shares knowledge and information with others.
8. Demonstrates respect for diverse ideas, backgrounds, and contributions of others.
9. Collaborates with others to identify and solve problems.
10. Evaluates the group process, and individual contributions.

Strand IV: Media Literacy

Content Standard: The student will be able to apply media literacy principles to critically analyze and create media.

Grades 6-8 Benchmarks:

1. The student will be aware that media literacy is integral to modern citizenship, informed decision making, and healthy lifestyles.
2. The student will analyze elements of media messages to understand their forms, functions, content, and intent.
3. The student will evaluate elements and intended results of media messages to facilitate selection for personal and educational use.
4. The student will be able to produce media messages in selected formats.

Performance Standards:

The student

1. Identifies the various types of media (e.g., newspapers, radio, television, billboards).
2. Identifies and describes typical genres of different visual media (e.g., in television: sitcoms, talk shows, news broadcasts, interviews, children's programs; in film: westerns, musicals, horror).
3. Explains the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper photographs, visual narratives, news programs as entertainment, portrayal of appealing lifestyles).
4. Recognizes techniques used to convey messages and influence thinking in visual media.
5. Recognizes how language choice is used to influence or appeal to a particular audience (e.g., language of particular television or film genres, the use of emotional or logical arguments in commercials, glittering generalities, subliminal messages, narrative style).
6. Describes the use of stereotypes and biases in visual media (e.g., distorted representations of society, imagery and stereotyping in advertising, elements of stereotypes, such as physical characteristics, manner of speech, beliefs, and attitudes).
7. Applies media techniques to create a simple media message to influence an audience.

Strand I: Information Literacy and Reading

Content Standard: The student will be able to access, evaluate, and apply information in a variety of formats.

Grades 9-12 Benchmarks:

1. The student will develop an increasing proficiency in accessing, reading and using materials, both fiction and nonfiction.
2. The student will recognize the need to find information, formulate questions, and develop strategies for identifying and locating information.
3. The student will identify, access, and analyze accurate information that is applicable to a specific problem or question.
4. The student will organize information, draw conclusions, resolve problems or questions, and choose the most appropriate format for the presentation of the information.

Performance Standards:

The student

1. Locates all types of library materials.
2. Reads assigned and self-selected materials both in class and independently to increase fluency and comprehension.
3. Recognizes information needs and refines the topic.
4. Utilizes a research path model to develop a research plan based on an essential question.
5. Generates relevant, researchable questions.
6. Determines possible questions, concerns, or counter arguments to address alternate points of view.
7. Selects and uses an array of resources to answer research questions.
8. Uses a variety of interactive technologies effectively to enhance understanding of information gathering (e.g., Internet, e-mail, on-line publications, CD-ROM, digital images and videos).
9. Evaluates all sources of information for validity, currency, and accuracy (e.g., primary and secondary sources, fact and opinion, copyright currency).
10. Organizes, summarizes, and synthesizes information to answer questions.
11. Devises strategies for revising, improving, and updating self-generated knowledge.
12. Is familiar with style manuals as a resource.
13. Chooses appropriate format for presentation, citing sources accurately, and avoiding plagiarism.
14. Creates a product to present information to an audience.

Strand II: Literature and Independent Reading

Content Standard: The student will demonstrate an awareness of and appreciation for literature in a variety of formats for personal enrichment and growth.

Grades 9-12 Benchmarks:

1. The student will read literature from a variety of authors, cultures, and genres.
2. The student analyzes, explains, and evaluates characteristics of a variety of literature.
3. The student will seek literature related to personal interest and well-being.

Performance standards:

The student

1. Describes, analyzes, and compares the characteristics of literary genre including mystery, biography, science fiction, realistic fiction, historical fiction, fantasy, folktales, fairy tales, poetry, and drama.
2. Identify literary elements and writing styles of a variety of literature.
3. Selects a variety of media formats to communicate and presents ideas found in literary texts.
4. Selects appropriate reading as a leisure-time activity and is a self-motivated reader.
5. Uses a variety of strategies for revising, improving, and updating personal reading growth.

Strand III: Social Responsibility

Content Standard: The student will demonstrate social responsibility regarding library property, information sources, and information technology.

Grades 9-12 Benchmarks:

1. The student will demonstrate responsible library citizenship including equitable access to information.
2. The student will seek information from diverse sources, contexts and cultures, respecting others' ideas and backgrounds and acknowledging their contributions.
3. The student will demonstrate respect for the principles of intellectual freedom and property rights, avoid plagiarism, and use information technology according to school policy.
4. The student will collaborate with others, both in person and through technologies, to identify problems and seek their solutions.

Performance standards:

The student

1. Knows, understands, and follows school or district Acceptable Use Policy.
2. Assumes personal responsibility for care of equipment and materials, and the sharing of both with others.
3. Assumes personal responsibility for appropriate and ethical use of technology.
4. Recognizes the value of intellectual freedom and property rights, thus avoiding plagiarism.
5. Observes copyright laws.
6. Cites bibliographic sources in acceptable format.
7. Seeks information supporting opposing views on a subject, using a wide variety of sources.
8. Considers the context and culture of the source when evaluating information.
9. Contributes constructively to a group project.
10. Evaluates the group process and individual contributions.

Strand IV: Media Literacy

Content Standard: The student will demonstrate media literacy by effectively using and creating media.

Grades 9-12 Benchmarks:

1. The student will be aware that media literacy is integral to modern citizenship, informed decision making, and healthy lifestyles.
2. The student will analyze elements of media messages to understand their form, function, content and intent.
3. The student will identify various techniques used in media to shape the impact of messages.
4. The student will analyze media messages to observe how they influence decision making (e.g., citizenship, consumer choices and lifestyle).
5. The student will be able to produce media messages in selected formats.

Performance Standards:

The student

1. Differentiates between fact and opinion.
2. Identifies bias in media messages.
3. Uses a variety of criteria to evaluate informational media (e.g., websites, news reports, documentaries).
4. Demonstrates the process of constructing media messages and products.
5. Describes how different media formats are used most effectively in delivering information and influencing perceptions.
6. Characterizes media messages for their economic, political, social and aesthetics dissemination.
7. Explains how media ownership, control, and governance impact media production and dissemination.
8. Describes the influence of media on society in shaping governmental, social, and cultural norms.
9. Applies media techniques to create a media message to influence an audience.