

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

- I. **Information literacy and Reading.** The student will be able to access, evaluate, and apply information in a variety of formats. ***Benchmarks, K-5: The student will:** 1. develop an increasing proficiency in accessing and reading children's literature, both fiction and nonfiction. 2. recognize the need to find information, formulate questions, and develop strategies for identifying and locating information. 3. identify and access accurate information that is applicable to a specific problem or question. 4. organize, integrate, and apply information to meet a particular need.*

- II. **Literature and Independent Reading.** The Student will demonstrate an awareness of and an appreciation for literature in a variety of formats for personal enrichment and growth. ***Benchmarks, K-5: The student will:** 1. read, listen, and respond to selections from diverse, quality texts. 2. choose and read various kinds of literature. 3. competently pursue materials reflecting personal interests.*

- III. **Social Responsibility.** The student will demonstrate social responsibility regarding library property, information sources, and information technology. ***Benchmarks, K-5: The student will:** 1. demonstrate responsible library citizenship. 2. choose and share information from diverse cultures and varied sources. 3. demonstrate respect for the principles of intellectual freedom and intellectual property rights, avoid plagiarism, and use information technology according to school policy. 4. respectfully share knowledge, ideas, and information with others, both in person and through technologies.*

- IV. **Media Literacy.** The student will be able to apply media literacy principles to critically use and analyze media. ***Benchmarks, K-5: The student will:** 1. be aware that media literacy is integral to modern citizenship, informed decision making, and healthy lifestyles. 2. analyze elements of media messages to understand their forms, functions content, intent, and effect on the receiver. 3. evaluate elements and intended results of media messages to facilitate selection for personal and educational use. 4. be able to produce simple media messages.*

*Charts arranged and interpreted for Bandelier, based on state library benchmarks and performance standards.
Linnea Hendrickson, April 2005.*

Grade 5: Library Curriculum Performance Standards

Strands	I. Information Literacy and Reading	II. Literature and Independent Reading	III. Social Responsibility	IV. Media Literacy
	Requests assistance as needed. Searches by author, title, subject, and word.	<u>Selects and reads a range of genres with appreciation and enjoyment.</u>	Exhibits behavior that shows understanding of established library procedures..	Analyzes techniques used to convey messages in print and visual media.
Finds books in all sections of the library from written call numbers, authors and titles.	Engages in creative and analytic responses to literature.	<u>Solves problems and develops simple projects collaboratively.</u>	Identifies various types of media (e.g. newspapers, books, videos, television, etc.)	
Engages in research, formulating essential questions and choosing resources (online and print) to answer them.	Identifies elements of text (e.g.) character, plot, setting.	Identifies proper care of books and assumes personal responsibility for them.	Identifies ways that freedom of speech and media literacy are important to informed decision-making.	
<u>Uses natural language ,topic, and Boolean searches to access information in databases.</u>	Uses reading records, interviews, reports, etc. to measure reading growth.	Observes copyright laws and avoids plagiarism. Cites sources in an acceptable format.		
Identifies and describes a research process.	Recognizes award-winning books.	Assumes personal responsibility for appropriate and ethical use of technology (including copying and pasting, and selecting judiciously to save paper).	Applies media techniques to create a simple media message to influence an audience: e.g. book talk, poster, book cover, <u>power point, persuasive essay.</u>	
Uses reference works, including online resources, almanac, encyclopedia, dictionary, thesaurus.				
Identifies essential elements of texts: who, what, when, where, why, how.		Helps others find books and shares knowledge of books and library procedures.		
Paraphrases and summarizes. Recognizes difference between fact and opinion.		Respects others' rights to read and express themselves.		
<u>Understands concept of a primary source.</u>				
<u>Evaluates appropriateness of information to the essential question.</u>		Demonstrates respect for perspectives of different cultures.	<i>Note: Underlined sections are what's new to this grade</i>	
Uses a self-evaluation tool to measure the process used in information gathering.				