

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.*

Kindergarten: Library Curriculum Performance Standards

<i>Strands</i>	I. Information Literacy and Reading	II. Literature and Independent Reading	III. Social Responsibility	IV. Media Literacy
	Identifies library personnel and requests assistance as needed.	Uses pictures and text to make, confirm, and revise predictions about story content	Listens respectfully and responsively in formal and informal situations (raises hand before speaking)	Identifies the message of a story.
	Differentiates between “stories” and “fact” books, i.e. fiction and nonfiction.	Retells stories or parts of stories	Exhibits behavior that shows understanding of established library procedures.	Explores whether something is “true” or “not true.”
<i>Kindergarten: Performance Standards</i>	Identifies different sections of the library.	Forms opinions about texts	Uses shelf markers, replaces book on shelf, carries the book properly, turns pages from the corner. Identifies proper care of books	Identifies various types of media (e.g. newspapers, books, videos, television, etc.)
	Recognizes that books are shelved by author in picture book and fiction sections	Compares and contrasts tales from different cultures and variants of tales	Shares respectfully with others (ideas, property, and space)	
	Identifies front cover, back cover, spine, author, illustrator, title	Recognizes award-winning books	Assumes personal responsibility for books.	